

ANTI-CORRUPTION ACADEMY OF NIGERIA (ACAN)

Independent Corrupt Practices and Other Related Offences Commission

CORRUPTION AWARENESS ATTITUDE & SUSCEPTIBILITY (CAAS) SURVEY OF STUDENTS OF TERTIARY INSTITUTIONS 2019





ANTI-CORRUPTION ACADEMY OF NIGERIA (ACAN)

Independent Corrupt Practices and Other Related Offences Commission



CORRUPTION AWARENESS ATTITUDE & SUSCEPTIBILITY (CAAS) SURVEY OF STUDENTS OF TERTIARY INSTITUTIONS 2019



© Anti-Corruption Academy of Nigeria, Independent Corrupt Practices and Other Related Offences Commission, 2019

ISBN 978-978-57027-8-1

ISSN 978-978-57027-9-8

No part of this publication may be reproduced, stored in a retrieval system without the approval of the copyright owners.

The Anti-Corruption Academy of Nigeria asserts the right to the production and ownership of the contents of this Report

For further information, please contact:

Correspondence

The Provost

Anti-Corruption Academy of Nigeria

Independent Corrupt Practices and Other Related Offences Commission

Plot 802, Constitution Avenue, Central Area, Abuja

Website: www.icpcacademy.gov.ng;

Email: info@icpcacademy.gov.ng; provost@icpcacademy.gov.ng; acan.icpc@outlook.com

The Academy:

The Anti-Corruption Academy of Nigeria

Kilometre 46, Abuja-Keffi Expressway

Keffi, Nasarawa State

CONTENTS

List of Acronyms	v
Preface	vi
Foreword	vii
Executive Summary	viii
1. Introduction	01
1.2. Areas Surveyed by the CAAS	01
2. The Pilot Survey	02
3. Summary of the Survey Findings	02
4. Method	03
4.1. Number of Institutions and Respondents Per Geopolitical Zone	03
4.2. Profile of Respondents	05
4.3. Measurement Method	06
Table 1 –Level of Students' Awareness on Matters Pertaining to Corruption	
Table 2 – Level of Students Exposure to Corruption	
Table 3 – Level of Students' Susceptibility to Corruption	
5. Key Findings	07
5.1. How much awareness of anti-corruption do students have?	07
Figure 1 – Corruption Awareness Level	
5.2. What is the attitude of students towards corruption?	09
Figure 2 – Students' Attitude to Corruption	
5.3. Susceptibility to Corruption	09
Figure 3 – Susceptibility Level	
5.4. To what degree are the students exposed to corruption	11
Figure 4 – Exposure Level	
6. Responses to Survey Questions	11
6.1. Awareness of Acts that Amount to Corruption	11
Figure 5: What Amounts to Corruption?	
6.1.1. Awareness of Private Sector Corruption	13
Figure 6: Private Sector Petty Corruption	
6.2. Distinction Between Bribery and Extortion	13

	Figure 7: Extortion or Bribery?	
6.3.	Awareness of Anti-Corruption Measures	14
	Figure 8: Combatting Corruption	
6.4.	Support for Prebendalism (in the form of a government official who steals public funds and uses the stolen public funds to build roads in his community and sponsor community members to school)	14
	Figure 9: Prebendalism	
6.5.	Exposure to Corruption	15
	Figure 10: Extent of Exposure to Corruption	
6.5.1.	Sex of Respondents Who Had No Personal Involvement in Corrupt Practice	
	Figure 11: Male/Female Personal Involvement in Corruption	15
6.5.2.	Age Group Distribution of Respondents Not Involved in Corrupt Practice	
	Figure 12: Distribution of Respondents Who Had Never Been Involved in A Corrupt Practice	16
	Figure 13: Percentage of Male/Female Who Had Never Been Involved in A Corrupt Practice	
6.5.3.	Age Group Distribution of Respondents Who had Not Personally Witnessed Corrupt Act	17
	Figure 14: Distribution of Respondents Who Had Never Witnessed a Corrupt Practice	
	Figure 15: Male/Female Respondents Who Had Never Witnessed a Corrupt Practice	
7.	Proposed Interventions	18
7.1.	Prevention	18
7.2.	Enforcement	18
8.	Conclusion	19

LIST OF ACRONYMS

ACAN - Anti-Corruption Academy of Nigeria

CAAS – Corruption Awareness Attitude and Susceptibly

EFCC – Economic and Financial Crimes Commission

ICPC – Independent Corrupt Practices and other Related Offences Commission

IP NACS – Implementation Plan of the National Anti-Corruption Strategy 2017-2021

LEO - Law Enforcement Officer

NACS – National Anti-Corruption Strategy 2017-2021

NBTE - National Board for Technical Education

NCCE - National Commission for Colleges of Education

NUC - National Universities Commission

UNCAC - United Nations Convention against Corruption

I PREFACE

Students of tertiary institutions are central to the attainment of some of the goals of the National Anti-corruption Strategy (NACS) 2017. For instance, the NACS aims to strengthen anti-corruption prevention measures and engender ethical re-orientation. As part of the efforts to meet these strategic goals of the NACS, the Implementation Plan of the National Anti-corruption Strategy (IP NACS) aims at improved public awareness of corruption and its implications. In this regard, the IP NACS requires the formulation of anti-corruption initiatives in institutions of formal learning including tertiary institutions. In addition to other activities aimed at improving public awareness, the IP NACS requires the introduction of general studies in anti-corruption in tertiary institutions.

In order to plan, design and implement programmes or projects that will appropriately address the preventive and re-orientation goals of the NACS, it is important to have credible baseline evidence and knowledge. The Corruption Awareness Attitude & Susceptibility (CAAS) Survey of students of tertiary institutions is intended to create an evidence-base for corruption prevention and ethics re-orientation for students at the tertiary level of education.

The CAAS Survey 2019 is the first in a series of periodic tertiary-institutions-related surveys which will provide evidence for implementing and evaluating anti-corruption interventions among undergraduate students of tertiary institutions. Questionnaires for the CAAS Survey were filled by a total of 1928 respondents drawn from tertiary institutions across the six geopolitical zones of the country. The field work was done by staff of the Anti-Corruption Academy of Nigeria (ACAN). The CAAS Survey was coordinated by Dr. Elijah Oluwatoyin Okebukola, a Senior Research Fellow with the Academy. Dr. Okebukola's position as well as those of two other Research Fellows is funded by the Department for International Development, DFID. The Academy is grateful to the DFID for this monumental support for its work. This CAAS Survey Report is one of the outcomes of the work of Dr. Okebukola with the Academy.

Professor Sola Akinrinade, FNAL
Provost, Anti-Corruption Academy of Nigeria
July 2019

I FOREWORD

The anti-corruption work of the Independent Corrupt Practices (and other Related Offences) Commission (ICPC) follows the global template of aiming at prevention, prosecution, asset recovery and inter-institutional collaboration. Out of the four pillars upon which anticorruption initiatives are built, prevention is the most critical. If preventive activities are successful, they will help reduce and possibly eradicate corrupt conduct. This reduction or eradication may diminish the need for actions based on criminalisation, asset recovery and international cooperation. An ounce of prevention is worth a pound of cure.

An essential part of the preventive work of the ICPC involves the gathering, collation and analysis of data. The analysed data helps to provide knowledge and evidence for deploying and evaluating the Commission's anti-corruption initiatives. In relation to tertiary institutions, ACAN has been mandated to design and support a series of corruption prevention activities including the design of a curriculum for anti-corruption education in tertiary institutions. These activities will benefit from the information about the level of awareness students in matters of corruption; students' attitude to corruption; and the extent to which students are susceptible to corruption.

Senior level positions in the executive, legislative and judicial arms of government are usually held by graduates of tertiary institutions. Corruption prevention activities at the level of tertiary education is therefore necessary for breaking the stranglehold of corruption in the public service. One of the points that came out of the CAAS Survey is that there is a presently a clear danger of regenerating retired or sacked corrupt officials with replacements from tertiary institutions. For example, 32% of the students held the view that everyone in Nigeria is corrupt. This erroneous worldview may be applied to justify acts of corruption. It is even more worrisome that 76% of the surveyed students reported that they had personally witnessed acts of corruption while 44% said that they had personally engaged in acts of corruption

The data and information elicited through the CAAS Survey will help ensure that corruption prevention interventions are focused on appropriate areas or issues. In addition to this report on the CAAS Survey, ACAN is available to share data from its other surveys and research outputs with partners and stakeholders.

The ICPC through ACAN remains committed to working with all bona fide stakeholders in providing research support for prevention and combatting corruption in Nigeria.

Professor Bolaji Owasanoye
Hon Chairman
ICPC
July 2019

EXECUTIVE SUMMARY

This report presents the results of the first nation-wide survey to examine the corruption awareness, attitude and susceptibility of students of tertiary institutions in Nigeria. The results of this survey will provide the baseline information required for planning, designing, implementing and monitoring corruption prevention interventions targeted at undergraduate students of tertiary institutions.

The survey highlighted that 83% of undergraduate students are between the age of 17 and 26. This suggests that corruption prevention initiatives for undergraduate students should impact on the population of the young persons who are still in their formative stages of ideological development. So, it is possible to 'catch them young' and orientate them to eschew corruption.

The survey showed that while undergraduate students had a good level of awareness in matters such as properly identifying bribery as a corrupt practice and channels for reporting corrupt government officials, their level of awareness was extremely low in matters such as existence of anti-corruption agencies apart from the ICPC and Economic and Financial Crimes Commission (EFCC), existence of the United Nations Convention against Corruption (UNCAC), the difference between bribery and extortion and other matters. If there is a concerted attempt to educate the students, it is certain that their level of awareness will increase. Indeed, it is possible to attain 100% awareness on all the matters surveyed.

The survey further revealed the attitude of the undergraduate students towards matters such as nepotism, Prebendalism, and monetary gains as an excuse for corruption. While 73% answered that monetary gains were not sufficient to justify acts of corruption, 49% opined that it is not bad for a government official to steal public funds and use the stolen public funds to build roads in his community and sponsor community members to school. Interestingly, the attitude of 78% of the surveyed undergraduate students was that nepotism which benefits family members is bad. It would therefore appear that on the one hand, the attitude of the students tends towards supporting corruption where the community appears to benefit from the proceeds of corruption. On the other hand, their attitude tends to be against corruption where the beneficiaries are the corrupt person and his or her family. So, the students will clearly benefit from orientation that corruption is harmful to the society even if it ostensibly confers benefits on a community.

In relation to exposure to corruption, 76% of the surveyed students reported that they had personally witnessed acts of corruption while 24% had not. The survey further showed that 44% of the students had personally engaged in acts of corruption while 56% had not. Out of the 56% that had not engaged in corrupt practices, 56.30% were female, 43.30% were male, while

0.40% did not disclose their sex. Among the students in the 17-25 years age group, 896 reported they had never been personally involved in a corrupt practice. So, 56.4% of students aged 17-25 had not been personally involved in corruption while 43.6% of this age group had been personally involved in a corrupt practice.

The survey weighed the susceptibility of students to corruption. Responses relating to attitude to corruption were synthesised with responses relating to personal involvement in corruption. The result indicated that the surveyed students were very susceptible to corruption.

1. Introduction

The Anti-Corruption Academy of Nigeria (Anti-Corruption Academy) is the research and training arm of the Independent Corrupt Practices and other Related Offences Commission (ICPC). The Anti-corruption Academy is assigned specific roles in the Implementation Plan of the National Anti-corruption Strategy (IP NACS). One of such roles is the introduction of General Studies in Anti-corruption to improve anti-corruption awareness among students of tertiary institutions in the country. (See Key Activity 2.2.4.1.3 of the IP NACS)

Tertiary institutions are the training grounds for Nigerians who will hold virtually all senior positions in the public and civil service. The knowledge and orientation received while in the institutions are brought to bear in the performance of their roles as future leaders. As part of the strategic goal of improving public awareness of corruption and its implications (See paragraph 2.2.1.1 of the IP NACS), the IP NACS requires the introduction of General Studies in anti-corruption in tertiary institutions.

At the moment, however, there is no evidence of the extent to which students of tertiary institutions are aware of corruption and its implications. There is also no publicly available evidence of the attitude of the students towards corruption, nor is there verifiable evidence of the extent to which they are exposed and susceptible to corruption. There is therefore no evidence base for intervening or measuring the impact of intervention in tertiary institutions. To fill this gap and more particularly to appropriately plan and support the implementation of general studies in anti-corruption in tertiary institutions, ACAN intends to conduct a periodic **Corruption Awareness Attitude and Susceptibility (CAAS) Survey**.

1.2. Areas Surveyed by the CAAS

The CAAS utilised the responses to survey questions and scenarios to ascertain:

1. The awareness of students on matters pertaining to corruption and anti-corruption
2. The attitude of students towards corrupt practices
3. The students' exposure to corruption
4. The students' susceptibility to corruption

To ascertain the awareness of students on anticorruption, the survey instrument asked questions that elicited responses. The responses were analysed to determine:

- i. Awareness of Immoral or Irresponsible Acts that Do not Amount to Corruption
- ii. Awareness of Private Sector Corruption
- iii. Awareness that Bribery is a Corrupt Practice
- iv. Awareness of the Distinction Between Bribery and Extortion
- v. Awareness of Structures for Reporting Corruption

- vi. Awareness of Existence of Anti-Corruption Agencies and Measures in Nigeria
- vii. Awareness of the Existence of International Anticorruption Instruments
- viii. Awareness of the Existence of Non-Corrupt Nigerians

To ascertain attitude towards corruption, the survey questions drew out responses that showed the students' views on:

- i. Nepotism which benefits family members
- ii. Prebendalism in the form of a government official who steals public funds and uses the stolen public funds to build roads in his community and sponsor community members to school
- iii. Whether bribery is a corrupt act where the bribe does not attain the intended effect
- iv. Possibility of a competent person refraining from applying to work in an organisation because the organisation is regarded as corrupt
- v. Possibility of a manufacturer refusing to buy raw materials from a country because the country is regarded as corrupt
- vi. Belief that corrupt practices can be reduced by 90% in respondent's lifetime
- vii. Whether it is alright to engage in corrupt practices if the amount of money involved is large enough

To find out the extent to which the students are exposed to corrupt practices, the survey instrument asked questions which drew out responses that indicated:

- i. Whether the respondent had personally witnessed someone (not the respondent) engaging in a corrupt practice
- ii. Whether the respondent had been personally involved in a corrupt practice

Responses relating to attitude and exposure were combined with the awareness of the existence of non-corrupt Nigerians to determine the extent to which the surveyed students were susceptible to corruption.

2. The Pilot Survey

As a first phase, ACAN conducted a pilot survey in two tertiary institutions in Nasarawa State in February 2019. The institutions were selected because of their proximity to ACAN and they have respondents who are representative of the target group for the main survey. i.e. tertiary institutions. The pilot survey helped to identify practical problems which were addressed before scaling up the survey. The instrument was revised to correct problems that came to the fore during the pilot survey. The survey instrument was also tested for reliability using test-retest reliability assessment. The instrument had a reliability coefficient of ≥ 0.9 .

3. Summary of the Survey Findings

The survey found that students of tertiary institutions had a **Low-Level Awareness** of

anticorruption issues; environments or situations that made them **Dangerously Exposed** to corruption and their exposure and attitude to corruption made them **Very Susceptible** to corruption.

The survey findings support a recommendation that students in tertiary institutions need to be better educated and made aware of corruption and its harmful consequences. Education may have the limitation of not being able to change the environments or situations where students are exposed to corruption, it can however prepare the students to avoid or deal with situations of corruption. The proper anti-corruption education and orientation should help enhance students' awareness and re-direct their attitudes.

4. Method

The survey tool was a self-administered questionnaire. The tool was tested at the Pilot phase of the survey. The survey adopted two-stage cluster random sampling. A list of all tertiary institutions in the country was drawn up from data obtained from National Universities Commission (NUC), National Board for Technical Education (NBTE) and National Commission for Colleges of Education (NCCE). All the institutions were divided according to geopolitical zones of location and ownership structure reflecting Federal, State and Private ownership. Seven institutions were randomly selected from each of the six geopolitical zones. Undergraduate students from the selected institutions were then randomly selected.

A total of 42 institutions were selected for the survey out of which 39 institutions were eventually surveyed. Students of the selected institutions were randomly selected, informed of the purpose of the survey and asked if they would consent to filling the questionnaire. Where the students confirmed that they were undergraduates and were willing to fill the questionnaire, they were given the questionnaire in person. The students handed over the completed questionnaire to the person that gave them. As broken down in the sub-paragraph below the respondents to the questionnaire were 1,926 (one thousand nine hundred and twenty-six) randomly selected undergraduate students in 39 tertiary institutions across the 6 geo-political zones of Nigeria.

4.1. Number of Institutions and Respondents Per Geopolitical Zone

North-Central: 350 respondents from 7 tertiary institutions consisting of two Federal Universities (total of 100 respondents with 50 from each University), one Federal Polytechnic (50 respondents), one Private Polytechnic (50 respondents), two State Colleges of Education (total of 100 respondents with 50 from each College), and one State University (50 respondents).

North-East: 350 respondents from 7 tertiary institutions consisting of two Federal Colleges of Education (total of 100 respondents with 50 from each College), one Federal University (50 respondents), One State College of Legal Studies (50 respondents), one State College of Nursing and Midwifery (50 respondents), one State Polytechnic (50 respondents), one State University (50 respondents).

North-West: 301 respondents from 7 tertiary institutions consisting of one Federal University

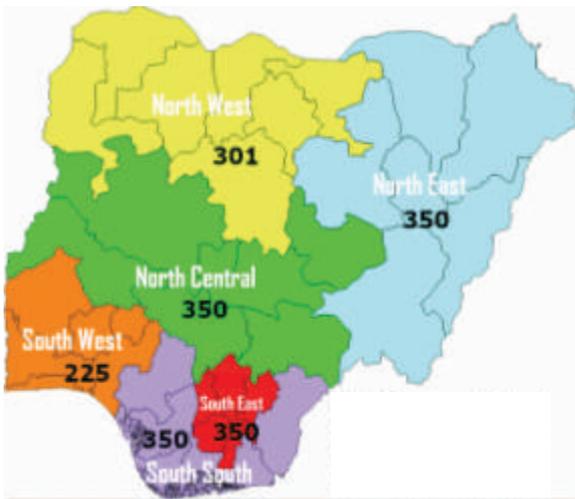
(51 respondents), one Federal College of Education (50 respondents), one State University (49 respondents), one State Polytechnic (51 respondents), one Private College of Education (49 respondents), one Private University (50 Respondents).

South-East: 350 respondents from 7 tertiary institutions consisting of one Federal College of Education (50 respondents), one Federal Polytechnic (50 respondents), two Federal Universities (total of 100 respondents consisting of 50 respondents each), one State College of Education (50 respondents), one State Institute of Management (50 respondents), one State University (50 Respondents)

South-South: 350 respondents from 7 tertiary institutions consisting of one State Polytechnic (50 respondents), one State University (50 respondents), one Private University (50 respondents), One State College of Education (50 respondents), One Federal University (50 respondents), one State College of Health Sciences (50 respondents), and one Federal College of Education (50 respondents).

South-West: 225 respondents from 5 tertiary institutions consisting of one Federal Polytechnic (60 respondents), one Federal University (42 respondents), two Private Universities (total of 71 respondents broken down into 31 and 40 respondents respectively), and one State College of Health Science (52 respondents).

Number of Respondents Per Geo-Political Zone Institutions Surveyed



39 Tertiary Institutions

-  **16 Federal**
-  **17 State**
-  **6 Private**

17 Universities

-  **8**
-  **5**
-  **4**

10 Colleges of Education

-  **5**
-  **4**
-  **1**

12 Polytechnics/Others

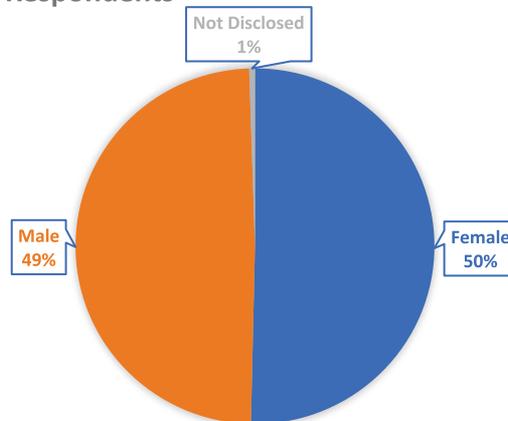
-  **3**
-  **8**
-  **1**

4.2. Profile of Respondents

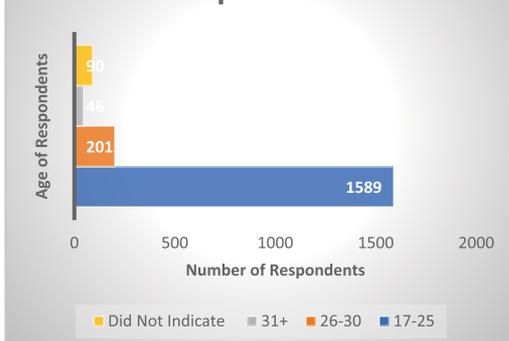
There were slightly more female than male respondents as 970 (50%) were female, 946 (49%) were male and 10 (1%) did not indicate their sex. One Thousand Five Hundred and Eighty-Nine (1589) of the respondents were between 17 and 25 years old. This category made up 83% of the respondents. Those between 26 and 30 years old were two hundred and one (201). They constituted 10% of the respondents. Forty-six (46) respondents were above 31 years old and they constituted 2% of the survey population. Ninety (90) students who did not indicate their age made up 5% of the respondents.

In answer to the question; "are you religious?", one thousand, seven hundred and sixty-one (1761) respondents (91%) indicated that they were religious, eighty-eight (88) that is 5% answered in the negative and seventy-seven (77) which is about 4% did not indicate their religious leanings.

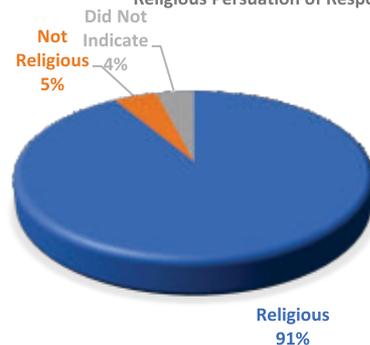
Gender of Respondents



Age Distribution of Respondents



Religious Persuasion of Respondents



4.3. Measurement Method

The survey used unordered categorical data. The categorical data was analysed to determine marginal distributions. The total for each category was converted into percentages. The frequency of responses determined the percentile score such that the higher the frequency of a response the higher its percentile score relative to a response with a lower frequency. As shown in Table 1 below, a 'Level of Awareness Table' was developed to measure the extent to which the surveyed tertiary institution students are aware of anticorruption issues including the measures relating to reporting and fighting corruption. The higher the percentile score, the higher the level of awareness. Similarly, as reflected in Table 2 below, a Level of Exposure Table was developed to measure the extent to which the students are exposed to corruption. The higher the percentile score, the lower the exposure to corruption. Finally, as shown in Table 3 below, a 'Level of Susceptibility Table' was applied to measure students' susceptibility to corruption. The higher the percentile score the lower the susceptibility.

In designing the tables, the following four assumptions were made:

1. It is possible for students to be given the proper orientation and to attain 100% awareness of the issues surveyed;
2. Corruption is a deathly serious issue (If Nigeria does not kill corruption; corruption will kill Nigeria);
3. Only one or a few corrupt person(s) at the helm of an organisation can ruin an organisation; and
4. Students in tertiary institutions will later form part of the senior cadres of the public service.

Table 1 –Level of Students’ Awareness on Matters Pertaining to Corruption

Awareness Level	Range (%)	Level
ELL= Extremely Low Level	1-49	1
LL= Low Level	50-69	2
AL=Average Level	70-80	3
GL=Good Level	81-99	4
EL= Excellent Level	100	5

Table 2 – Level of Students’ Exposure to Corruption

Exposure Level	Range (%)	Level
DE= Dangerously Exposed	1-49	1
VE= Very Exposed	50-69	2
ME= Moderately Exposed	70-80	3
SE= Slightly Exposed	81-99	4
NE= Not Exposed	100	5

Table 3 – Level of Students' Susceptibility to Corruption

Susceptibility Level	Range (%)	Level
DS= Dangerously Susceptible	1-49	1
VS= Very Susceptible	50-69	2
MS= Moderately Susceptible	70-80	3
SS= Slightly Susceptible	81-99	4
NS= Not Susceptible	100	5

5. Key Findings

Surveyed students had a **Low Level** of anticorruption awareness. They were **Dangerously Exposed** to corruption and were **Very Susceptible** to corruption.

5.1. How much awareness of anti-corruption do students have?

Figure 1 below shows the Corruption Awareness Level for the examined indicators. As shown in Figure 1, comparatively, students were more aware of petty corruption in an official process and channels for reporting corrupt government officials than the other indicators.

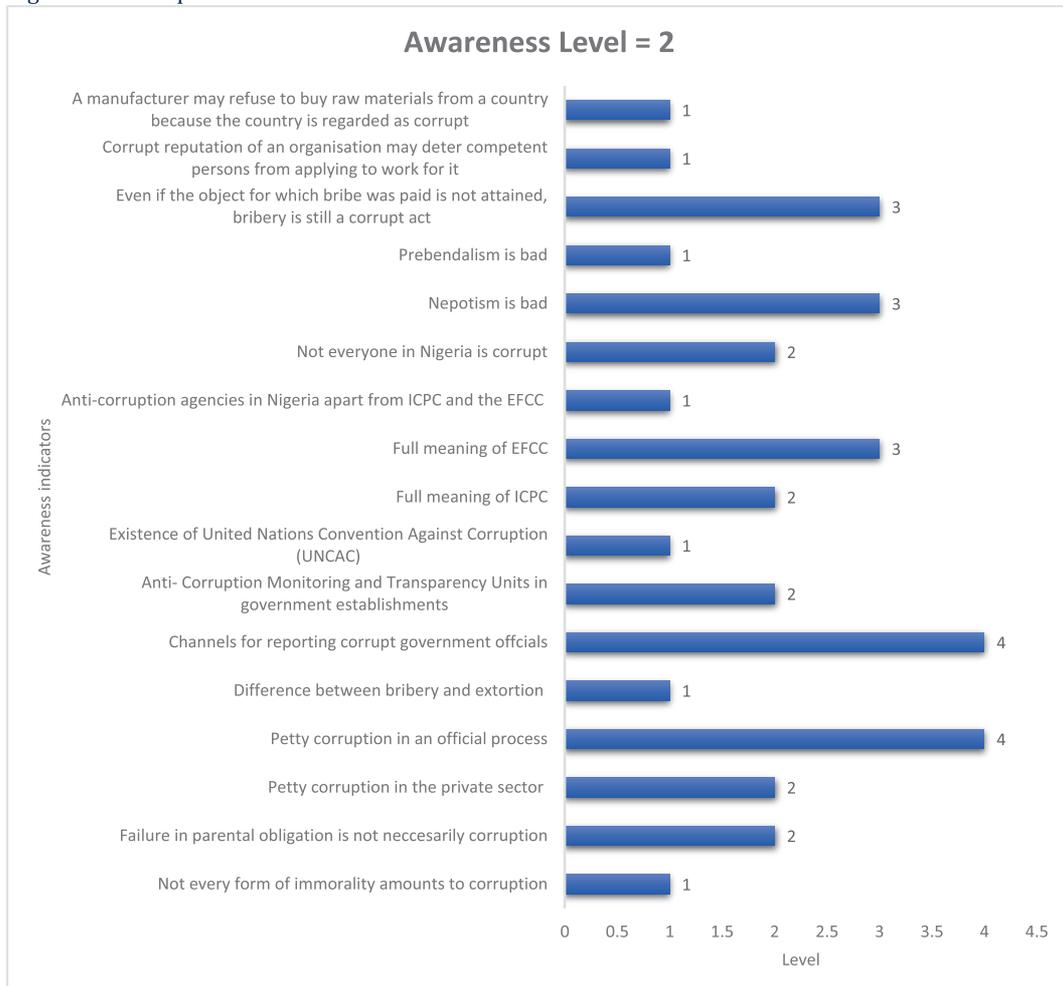
From the answers to the question "Is it corruption to pay some money to an admissions officer so that your file can be moved ahead of others that submitted their file before you?", the survey showed that 88% of the surveyed students were aware that paying money to an official to gain advantage over other participants in an official process amounts to bribery. Conversely only 49% could distinguish a scenario of bribe payment from one of extortion. Consequently, while the Awareness Level of petty corruption in an official process was 4, the Awareness Level of the difference between bribery and extortion was 1.

The survey, thus, indicated that students had a **Good Level Awareness** in relation to what amounts to petty corruption in an official process and **Extremely Low Level Awareness** in relation to the difference between bribery and corruption. The juxtaposition of these two findings suggests that while students are quite aware of situations that amount to bribery, they are not able to distinguish when they are victims of extortion and not co-perpetrators of bribery. In the bribery/extortion scenario posed to respondents, they were told that "A taxi driver has all legal documentation and other legal requirements for driving his/her taxi. A law enforcement officer (LEO) has detained the taxi driver and demanded for some money before releasing the taxi driver. If the taxi driver pays the money demanded, what happened is: a. Bribery b. Extortion" 49% of Respondents were aware that the LEO had engaged in extortion.

The survey also indicated that 81% of the students surveyed were aware of channels for reporting corrupt act(s) of government officials. This translated into a Level indication of 4 which indicated **Good level Awareness**. However, the **Extremely Low Level Awareness** of the difference between bribery and corruption means that a large percentage of students (51%) would not know when they are victims of extortion. This **Extremely Low Level Awareness** can operate to negate the **Good Level Awareness** of reporting channels because a victim of extortion who thinks he or she is a co-perpetrator of bribery may not take advantage of his or her awareness of reporting channels.

In all, the surveyed students had a **Corruption Awareness Level of 2**. This indicated a **Low Level Awareness**.

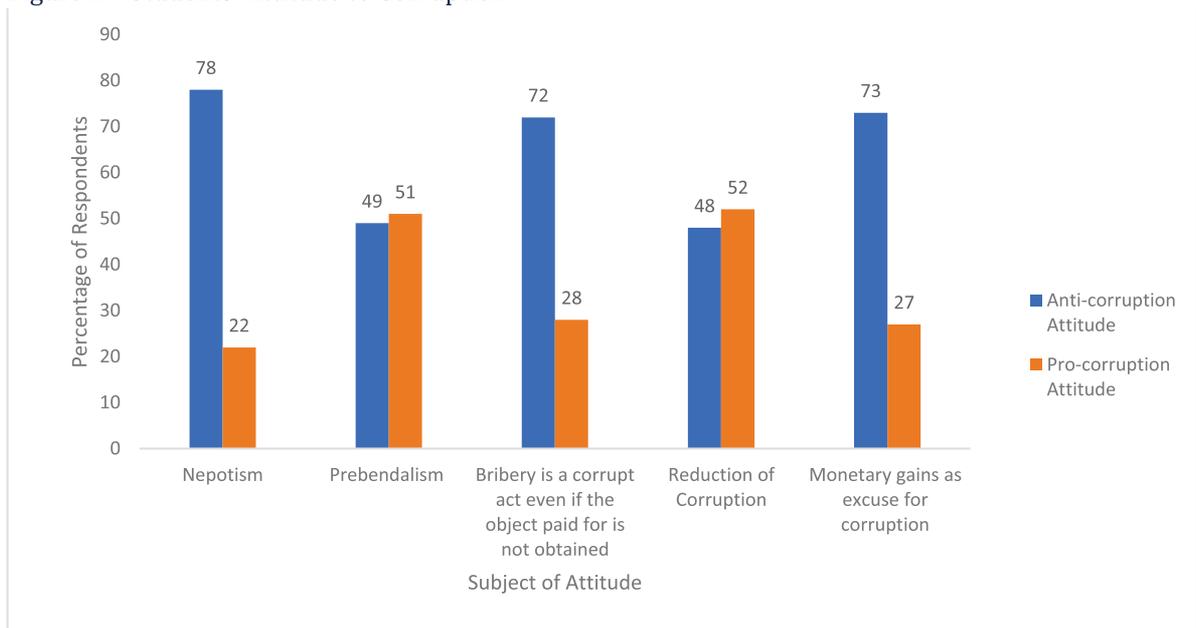
Figure 1 – Corruption Awareness Level



5.2. What is the attitude of students towards corruption?

Some of the survey questions helped to determine if students had pro-corruption or anti-corruption attitudes. Pro-corruption attitudes were such that tend towards supporting corruption or corrupt acts while anti-corruption attitudes tend towards opposing corruption or corrupt acts. Figure 2 shows that the attitudes varied according to indicator. 78%, 72% and 73% respectively did not have supportive attitudes towards nepotism, failed corrupt acts and justification of corruption by the amount of money involved. However, 51% had supportive attitudes towards Prebendalism and 52% percent believed that corruption cannot be reduced by 90% in their lifetime.

Figure 2 – Students' Attitude to Corruption



5.3. Susceptibility to Corruption

The susceptibility of students to corruption was derived by synthesising the indicators for attitude towards corruption with previous personal involvement in corrupt practice(s).

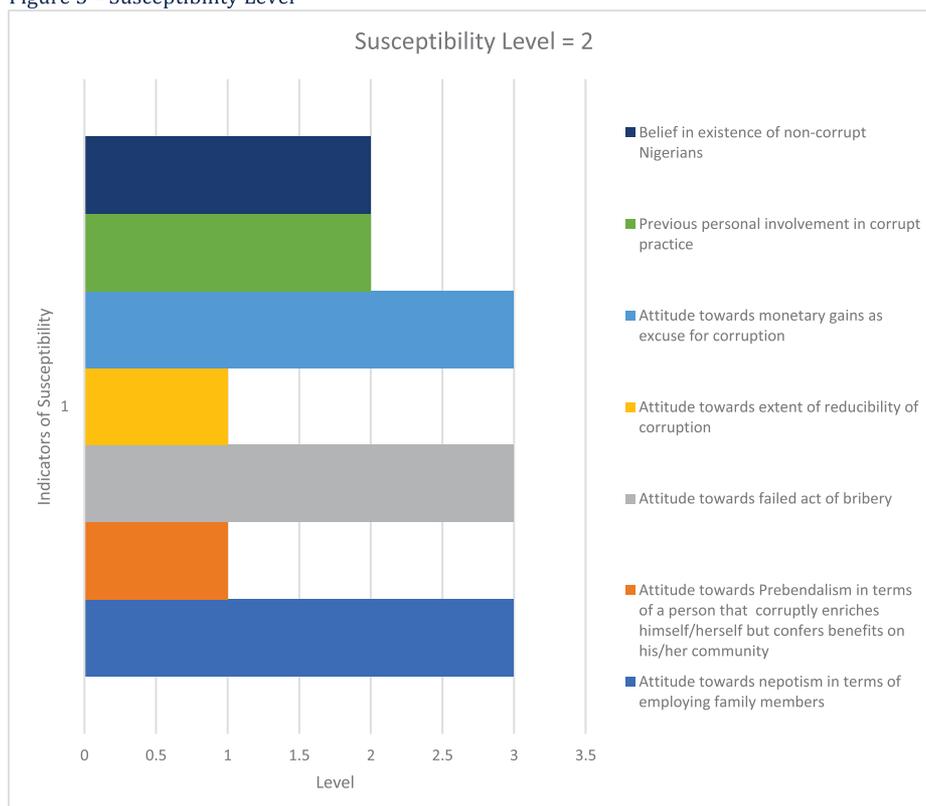
Attitude of the surveyed students towards nepotism, failed act of bribery and monetary gain as an excuse for corruption had the Level indication of 3 each; indicating Moderate Susceptibility to corruption. However, belief in the existence of non-corrupt Nigerians and previous personal involvement in corrupt practice(s) had the Level Score of 2 each; which indicated that the students were Very Susceptible to corruption in the area of those two indicators. In terms of attitude towards Prebendalism and extent of reducibility of corruption, the surveyed students were Dangerously Susceptible to corruption as they obtained a Level indication of 1 on each of those indicators.

The belief that everyone is corrupt does not only weaken the resolve of the holder of the belief but also amounts to a ready excuse or justification for personal and non-personal acts of corruption. Equally dangerous, Prebendalism as indicated in the belief that a person can corruptly enrich himself or herself as long as the person's community benefits from the corrupt act(s). The dangers of these beliefs are compounded where the holder of the belief had previously personally engaged in corrupt act(s).

The surveyed students were Moderately Susceptible in the areas of monetary gain as justification for corruption; failed act of bribery; and nepotism in terms of employing family members. However, their susceptibility is amplified by the belief that it is alright for a public official to steal public funds for the benefit of his or her community. So, a student may view corruption as an act that should be avoided because it is damaging to society but would still engage in a corrupt act because his or her community will benefit from the act. The susceptibility of the student is further increased when he or she believes that corruption cannot be greatly reduced to in his or her lifetime.

Overall, as shown in Figure 3, the surveyed students had a Susceptibility Level of 2 which implied that the students were **Very Susceptible** to corruption.

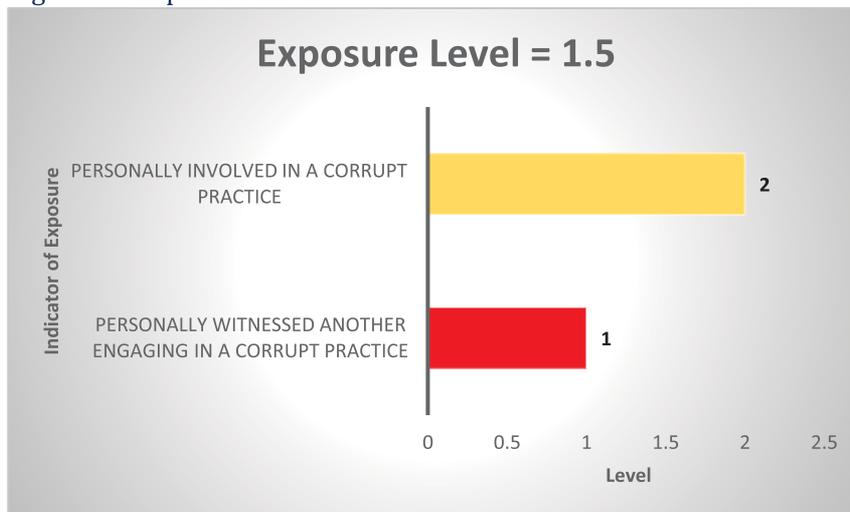
Figure 3 – Susceptibility Level



5.4. To what degree are the students exposed to corruption

The level of exposure of tertiary education students to corruption was surveyed using indicators that relate to the students' personal involvement in a corrupt practice and personally witnessing a corrupt practice. Figure 4 shows that the students that had personally involved in a corrupt practice had a Level indication of 2. This score indicated that the students were Very Exposed to corruption. Students that had witnessed others engaging in a corrupt practice had a Level indication of 1, which indicated that they were Dangerously Exposed to corruption. The median of the two Level indications is 1.5, implying that the students were Dangerously Exposed to corruption.

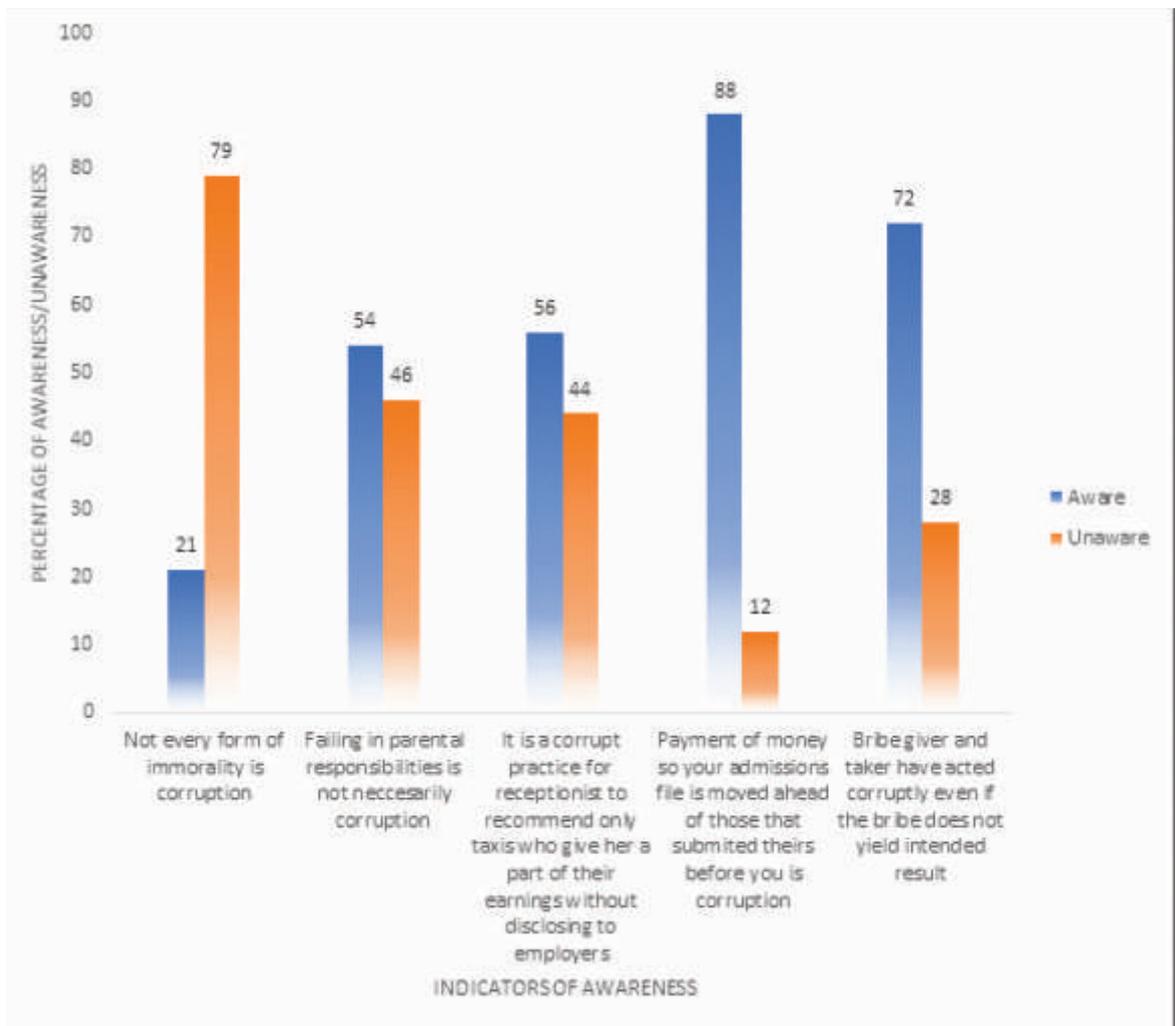
Figure 4 – Exposure Level



6. Responses to Survey Questions

6.1. Awareness of Acts that Amount to Corruption

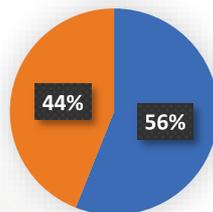
The students had a more elevated awareness in matters relating to bribery involving the exchange of money than in matters not related to money. Nevertheless, those who were unaware of the corrupt nature of the issues surveyed are numerous enough to cause lasting damage if they eventually get to be in positions of trust. For example, 12% did not think that it amounts to corruption if they paid a bribe for their admission file to be moved ahead of others who submitted their files earlier than the bribe payer. While this 12 percent is a minority of respondents, they are numerous enough to raise cause for serious concern. The danger posed by the minority is further illustrated by the 28% who were not aware that giving and receiving a bribe is a corrupt act even where the bribe does not attain the intended result.



6.1.1. Awareness of Private Sector Corruption

Figure 6: Private Sector Petty Corruption

It is corruption where the receptionist of a privately-owned hotel recommends (to the hotel's guests) only taxi drivers that give her a cut of their earnings without disclosing the earnings to her employers

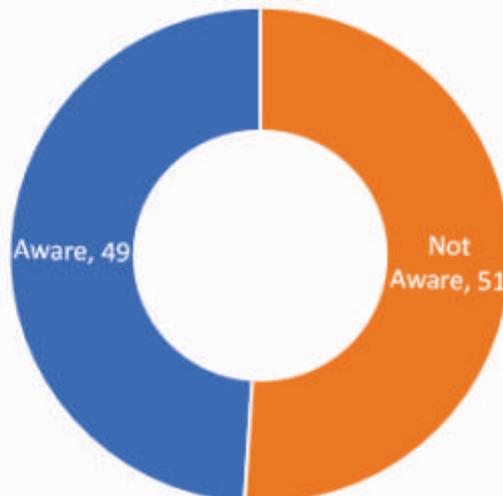


■ Aware
■ Unaware

6.2. Distinction Between Bribery and Extortion

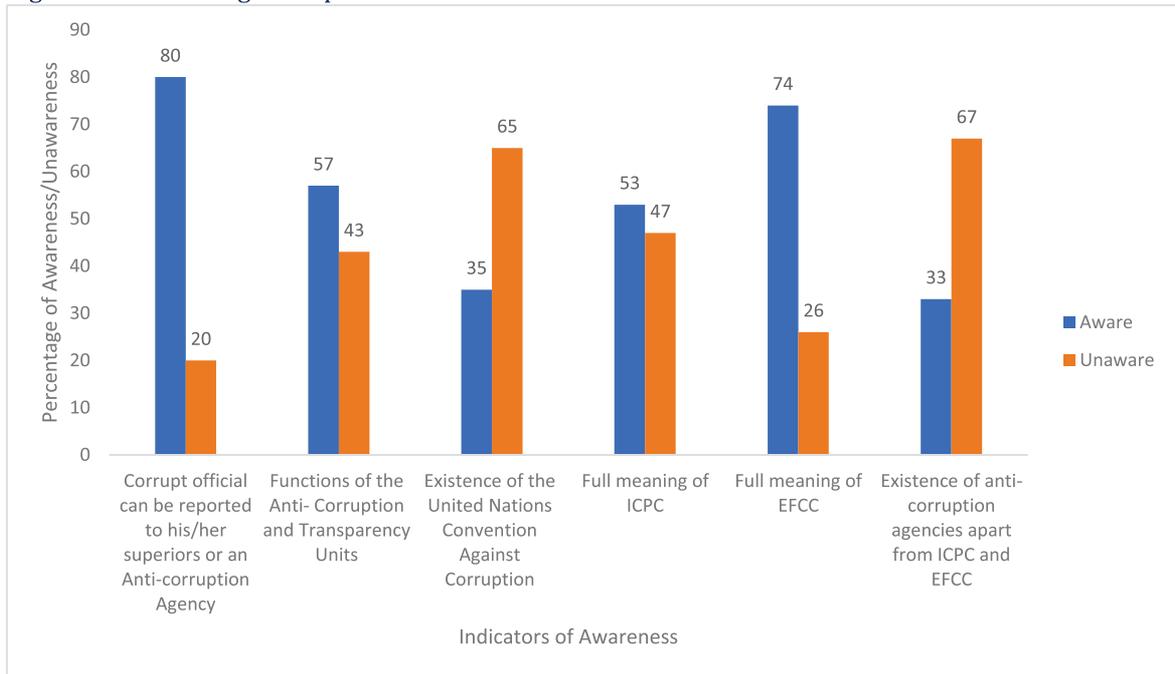
Figure 7: Extortion or Bribery?

Taxi driver with all legal requirements is detained by a law officer who demands payment of money before releasing the taxi driver. Situation is extortion not bribery



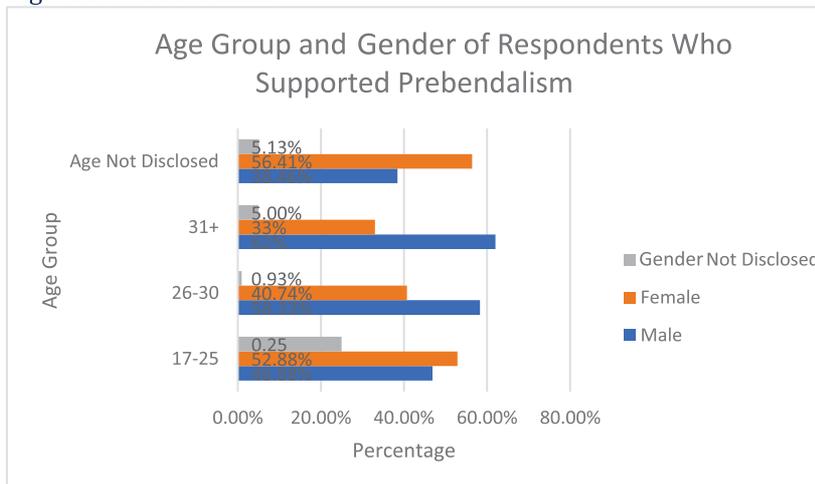
6.3. Awareness of Anti-Corruption Measures

Figure 8: Combatting Corruption



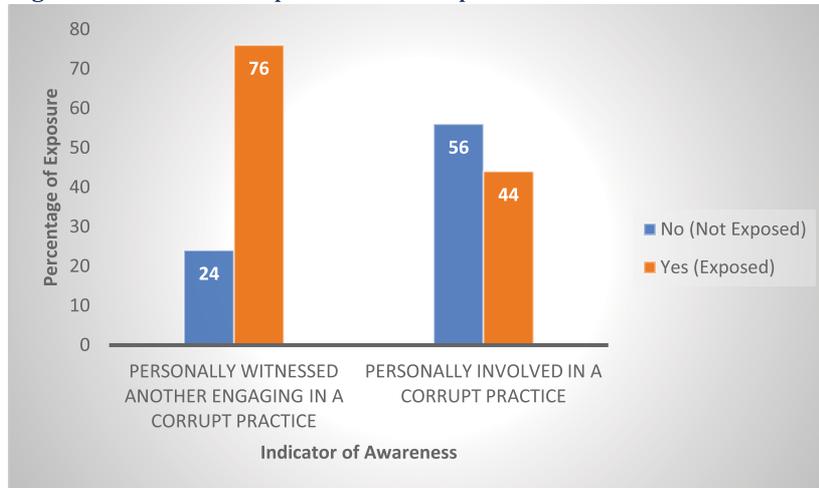
6.4. Support for Prebendalism (in the form of a government official who steals public funds and uses the stolen public funds to build roads in his community and sponsor community members to school)

Figure 9: Prebendalism



6.5. Exposure to Corruption

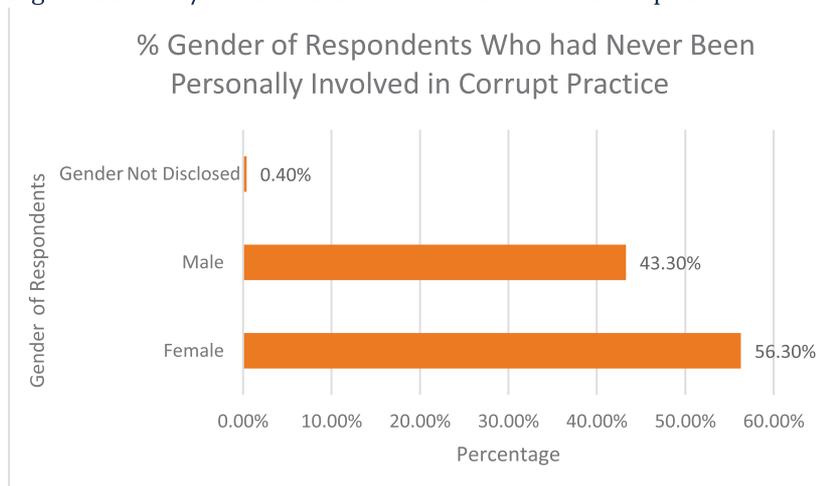
Figure 10: Extent of Exposure to Corruption



6.5.1. Gender of Respondents Who Had No Personal Involvement in Corrupt Practice

Out of one thousand nine hundred and twenty-six (1926) respondents, one thousand and sixty-nine (1069) who made up 56% of the survey population said they had never been personally involved in a corrupt practice. Out of this one thousand and sixty-nine (1069) students, four hundred and sixty-three 43.3% were male, 56.3% were female and 0.4% did not disclose their sex.

Figure 11: Male/Female Personal Involvement in Corruption



6.5.2. Age Group Distribution of Respondents Not Involved in Corrupt Practice

The survey showed that female students in the 17-25 age group were more than male students in the same age group who had not been involved in a corrupt practice. However, in the 26-30 and 31+ age groups, more male than female students indicated that they had never been involved in a corrupt practice.

Figure 12: Distribution of Respondents Who Had Never Been Involved in A Corrupt Practice

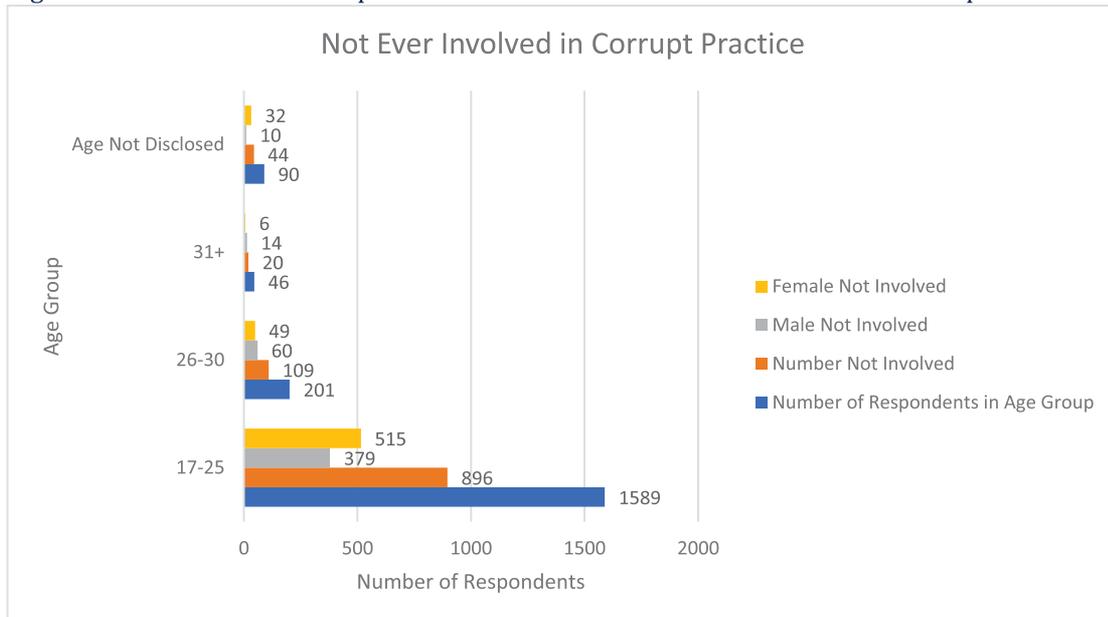
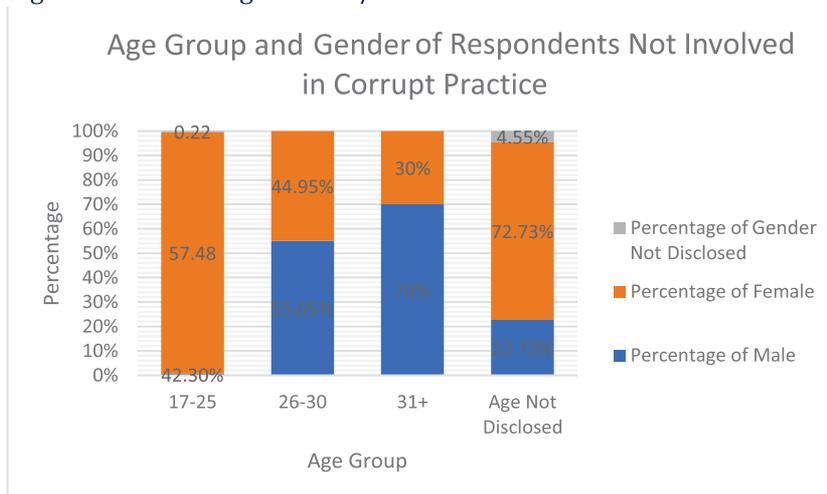


Figure 13: Percentage of Male/Female Who Had Never Been Involved in A Corrupt Practice



6.5.3. Age Group Distribution of Respondents Who had Not Personally Witnessed Corrupt Act

Figure 14: Distribution of Respondents Who Had Never Witnessed a Corrupt Practice

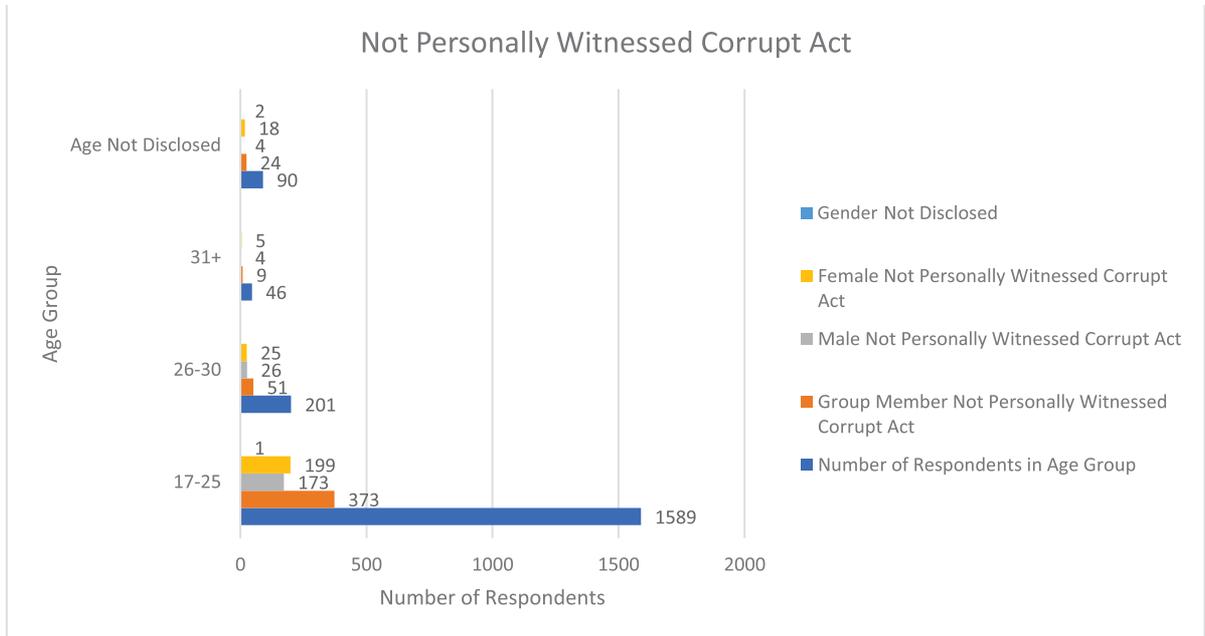
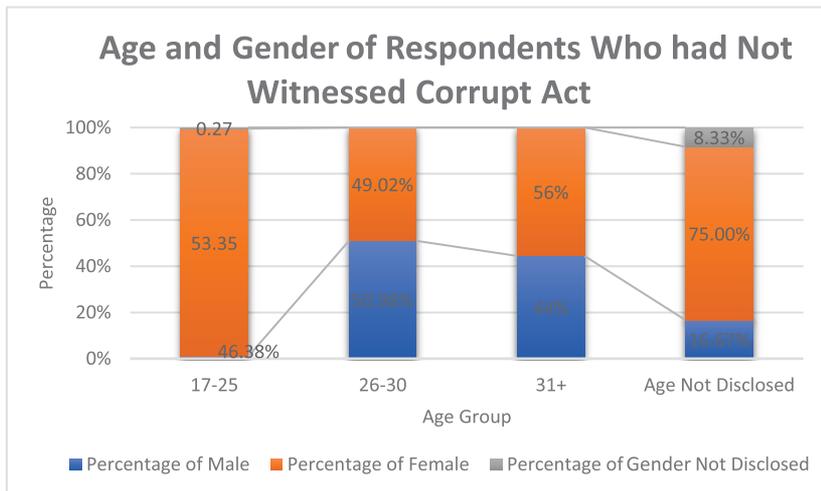


Figure 15: Male/Female Respondents Who Had Never Witnessed a Corrupt Practice



7. Proposed Interventions

7.1. Prevention

The Corruption Awareness Attitude & Susceptibility Survey is a practicable source of evidence that can be used in designing and monitoring educational anti-corruption interventions in tertiary institutions.

If the areas highlighted by the CAAS Survey are properly addressed by way of educational and orientational interventions, future surveys should show an improvement in the measurement levels. In all, the CAAS Survey has elicited the need to focus on students of tertiary institutions in the fight against corruption.

Among others, educational and orientational activities should emphasise that:

- There are good Nigerians who are not corrupt, and anyone can choose to be incorruptible.
- Corruption occurs in both the public and private sectors.
- There is a difference between victims of corruption and co-perpetrators.
- Victims of corruption owe it to themselves and society to report perpetrators to appropriate anti-corruption agencies.
- Proceeds of corruption are recoverable and shall be taken away from anyone to whom they are traced.
- Corruption is bad for economic growth so even if proceeds of corruption are shared in a community, eventually the overall economy will shrink more people will become poorer.
- Corruption scares away genuine investors.

7.2. Enforcement

The findings from the CAAS Survey raise certain matters for consideration for the enforcement aspects of anti-corruption efforts.

- The percentage of students who had witnessed a corrupt act underscores the need for heightened witness protection and encouragement mechanisms.
- The students' support for Prebendalism points to the need to trace and recover proceeds of corruption from not only the direct perpetrator of corrupt practice(s) but also from significant beneficiaries of the proceeds of corruption.
- The personal involvement of students in corrupt practices highlights the importance of including corrective elements in enforcement action, especially, where young persons are involved.
- Where investigations reveal the direct harm caused by corrupt acts, this information should be emphasised and made publicly to create awareness of the harmful consequences of corruption.

- In carrying out enforcement activities, victims should be identified at the earliest possible stage of the process with a view to implementing relevant victim support and protection mechanisms.

8. Conclusion

The CAAS Survey is the first in a series of periodic ACAN surveys. The survey has shown areas where students appear to have substantial awareness as well as areas where they are largely unaware of issues relevant to corruption. The survey also revealed the students' attitude, exposure and susceptibility to corruption.

The inescapable reality is that students of tertiary institutions will eventually occupy the top echelons of both the public and private sectors. In order to sever the grip of corruption on the nation, it is important to take concerted steps to ensure that future top officials have the proper awareness of corruption matters. The attitude of future leaders towards corruption should be such that does not create room for corruption to thrive. Efforts are also required to reduce students' susceptibility to corruption.

The desired future cannot be commanded or wished into existence. Rather it calls for deliberate steps to prevent corruption and implement appropriate enforcement mechanisms. The CAAS Survey represents a direct and deliberate effort to generate a knowledge-base to support anti-corruption efforts in tertiary institutions.

Interested MDAs, scholars, researchers and development partners are welcome to contact ACAN if they intend to further explore the data gathered by ACAN for the CAAS Survey.

