



ASHESI UNIVERSITY

**THE IMPACT OF ASPECTS OF EDUCATION [LEVEL
AND TYPE] ON CORRUPTION IN ZIMBABWE**

Undergraduate Thesis Report submitted to the Department of Business Administration,
Ashesi University in partial fulfilment of the requirement for the award of Bachelor of
Science degree in Business Administration

B. Sc Business Administration

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DECLARATION

I hereby declare that this thesis is my original work and that no part of it has been presented for another degree in this university or elsewhere.

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I hereby declare that the preparation and presentation of this thesis was supervised in accordance with the guidelines on supervision of theses established by Ashesi University.

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Supervisor's Name: Stephen Emmanuel Armah

Date: Monday 11 May 2020

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“I am asking you tough questions,” “This doesn’t make sense,” “Why? Of course you need to give a reason!” These are some of the usual remarks I got and anticipated each time I asked you for feedback. Dr Armah, I truly appreciate your tremendous support, direction, critical lens, continuous feedback and tough questions throughout the undertaking of this study. It helped me to gain confidence and to always view key issues on a global scale. Thank you for your vast wealth of knowledge, your book and papers, from which I derived more insights.

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ABSTRACT

Zimbabwe spends much of its budget allocation on education, yet the nation faces high levels of public sector corruption, raising the question of whether corruption is immune to education. Corruption is detrimental to development and societal growth whilst education, through human development, is supposed to aid growth. Therefore, there is every need to assess whether corruption, maybe through the educational process itself, and the products it produces, is dampening the potential returns to education in Zimbabwe.

This paper explores the research question: What is the impact of different aspects of education [level and type] on corruption among public service sector officials in Zimbabwe? Identifying these relationships assists policymakers to make decisions appropriate for developing ethical leaders through education and for sustainable development. The study employed a qualitative research method to assess views and experiences on the education and corruption nexus. Public sector officials in the Higher and Tertiary Education and Finance and Economic Development sectors were engaged via interviews, after purposive and snowball sampling had been administered. The results show that there is a relationship between education type and level with perceptions of education impacting corruption. This impact is evident in the following deficiencies; there are no ethics or value-based teachings in the educational curriculum, people are generally losing morals, ethics are not taught at a lower education level and the economic challenges become an enabler of corruption. The recommendations include a remodeling of the Zimbabwean academic curriculum to incorporate ethics or value teachings and mandatory anti-corruption courses at universities.

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LIST OF ACRONYMS

Acronym	Meaning
UN	United Nations
TI	Transparency International
SSA	Sub Saharan Africa
GNI	Gross National Income
GDP	Gross Domestic Product
STEM	Science, Technology, Engineering, Mathematics
CPI	Corruption Perception Index
ZACC	Zimbabwe Anti-Corruption Commission
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations International Children's Education Fund
UNDP	United Nations Development Programme
AfDB	African Development Bank
HDI	Human Development Index

DEFINITION OF TERMS

Corruption: an arrangement of demand and supply that has an immediate or long term impact on today's resources or an arrangement that abuses public resources for personal gains. (Macrae, 1982)

Education: a process of learning and acquiring skills and knowledge to improve one's conditions of living

Formal Education: planned and institutionalized learning provided publicly or by the government and recognized by private institutions. (UNESCO, 2018)

Non-Formal Education (vocational education): learning innovatively beyond the formal setting (UNESDOC UNESCO Digital Library, 2018) for people to gain skills and knowledge relevant or specific to a trade or occupation. (UNESCO, 2018)

Development: "A multidimensional undertaking" to improve the overall quality of life (Kurtas, 2018) economically, politically and socially for sustainable development; where people have a larger range of choices to lead healthy lives (UNDP, 1990)

Public Sector: all market and related activities that the government controls and finances (Hammouya, 1999). This is the division of the economy that provides public services and has public corporations.

CHAPTER ONE: INTRODUCTION

1.1 Background

Corruption is broadly defined as a transaction that makes use of public resources for private gain (Macrae, 1982). However, there are many variations of this broad definition and often the focus of attention can vary. For example, corruption may be defined to focus on misuse of public office (Treisman, 2000), may zero in on when one party occupies public office (LaPalombara, 1994; Oldenburg, 1987) or may be just limited to private entities (Coase, 1979). Different types of corruption manifest through bureaucracy, graft (a kind of political corruption), bribery (illegal incentives beyond one's wages), petty and grand corruption, which may include electoral corruption (Rose-Ackerman, 2018).

Corruption acts as a tax on society, that erodes trust, causes state failure and has significant negative effects on the poor (Armah, 2020). In a speech delivered by Kofi Annan, the 7th Secretary General of the United Nations (UN), he expressed that corruption "... has a wide range of corrosive effects on societies. It undermines democracy and the rule of law, leads to violations of human rights, distorts markets, erodes the quality of life, and allows organized crime, terrorism and other threats to human security to flourish" (Annan, 2003). When public goods or resources meant to cover basic services are consumed through corruption then citizens are severely and economically affected (Armah, 2020).

Globally, corruption has led to scandals, significant loss of lives, poverty and toppling of governments. In particular, the Arab Spring of 2010 was incited by a public outcry against elevated levels of graft, political corruption and huge disparities in income

levels, leading to the removal of Ben Ali of Tunisia and Hosni Mubarak of Egypt (Cook, Moretti & Rudin, 2012). Other famous cases include Brazil's Lava Jato or Operation Car Wash trial of bribery worth between \$788 million to \$1 billion (Smith, Valle & Schmidt, 2017), Venezuela's public embezzlement of about \$1.2 billion (Transparency International, 2019) and the South African scandal involving former President, Jacob Zuma, and the Guptas laundering close to \$7 billion through government funds and supply contracts (Transparency International, 2019).

Ghana, in west Africa, has also experienced this cancer. The country has a history of politically corrupt leaders (Armah, 2020) and cases of state apparatus involved in corruption such as Ghana Gas Company's Ghc11million tax evasion and a Ghc12 million bribery involving the President of the National Football Association (The National, 2018).

Zimbabwe, a Southern African country known for its comparatively high levels of education, is no exception to the deleterious effects of corruption. Globally, it is ranked as highly corrupt at 158 out of 180 countries, with a low score of 24 out of 100 (Transparency International, 2019) and placed at 44 out of 54 African countries-a ranking for "absence of corruption in the public sector" (Mo Ibrahim, 2019). The Afrobarometer Global Report indicates that 71% of citizens noted that Zimbabwe is doing a bad job of tackling corruption (Pring & Vrushu, 2019). Zimbabwe has featured in the news quite too often for corruption and economic challenges, notwithstanding its natural resource endowment. The level of corruption is high, and manifests itself in economic challenges despite the nation's high levels of education.

1.1.1 Economic Challenges

Zimbabwe faces developmental challenges; notably, a fluctuating economy, recording its lowest GDP growth at -17.669% in 2008 (World Bank, 2008). Ten years later, the nation recorded about 6% growth but in 2016, the growth was less than 1%, showing a series of fluctuations since 1961 (World Bank, 2018). Once praised as the bread-basket of Africa, Zimbabwe now has a paltry GNI per capita of \$2661 (World Bank, 2018) which is lower than the regional averages since 2010 (World Bank, 2018) as shown in table 1 below. With a Human Development Index (HDI) of 0.535, Zimbabwe is ranked 156th out of 189 countries; it is labelled as having low human development with a growth of just 1.95% between 2010-2017 (UNDP, 2018). (HDI is a composite measure of human development on the basis of life expectancy, knowledge and standard of living)

Table 1: *Per Capita Gross National Income for Zimbabwe and Sub-Saharan Africa (average) (2010-2018)*

Date	2010	2011	2012	2013	2014	2015	2016	2017	2018
Zimbabwe (\$)	1689	1861	2158	2239	2259	2226	2246	2318	2661
Sub-Saharan Africa (\$)	3118	3192	3250	3293	3434	3476	3439	3433	..

Source: World Bank GNI per capita (2018)

Historically and politically, the nation has faced tumultuous seasons of inflation as a consequence of malfeasance for private enrichment. Due to such conditions, corruption has permeated the systems and institutions. Institutionalized corruption is said to be one of the factors promoting corruption or the tolerance of corruption by educated managers (Gifford & McBurney, 1988). Here, institutionalized corruption refers to corruption embedded in systemic procedures with strategic influence, such as a ministry's internally generated accounting formats-planned corruption or unnecessarily lengthy

bureaucratic processes which undermine the effectiveness or weaken the mandate of an institution (Lessig, 2013).

Currently, the country has surpassed the recorded inflation rate of 28% (World Bank, 2018). News reports indicate that IMF placed the figure at 300% in September 2019 placing it as the highest inflation rate in the world, with Venezuela's 135.5% placing second (Muronzi, 2019). Zimbabwe faces rising food prices and shortages thereof, including a drought, economic policies that favor high taxes, a distorted currency system, fuel shortages and a general air of tolerance of corruption. Although Zimbabwe plans to achieve middle income status by 2030, the existing high corruption levels, may undermine this goal.

The economy continues to face challenges. The country is abundantly blessed with extraordinary resources such as diamonds, gold, fertile lands and wildlife. In 2013, the Zimbabwean diamond reserves were estimated to produce about 16.9 million carats, which is about 13% of global diamond production (Sawe, 2019). Zimbabwe is part of the 81 resource rich countries but ranks as a failed country in resource management and value realization especially in gold mining (Natural Resource Governance Index, 2017).

Despite its rich resource endowment, Zimbabwe has lost its historical reputation as the bread-basket of Africa. Between 2018-2019, the country faced a drought which has led to nearly half of the population facing chronic food security and needing food aid (GDO Analytical Report, 2020; Latham, 2019).

However, it is likely that the economic challenges or the drought are not the root of Zimbabwe's problems. The nation was already experiencing food insecurities, with

acute wheat shortages because foreign currency shortages were incapacitating wheat importation yet, agricultural land is vast (Mavhunga, 2018; Zwinoera, 2019; News24, 2019). The national leadership was running on the “open for business” mantra yet the economic climate deters investment; in fact, tax rates are too high, the local currency continues to drastically devalue (Hanke, 2019; Muronzi, 2019; The Economist, 2019) and new financial policy pronouncements continue to contradict the set statutory instruments on the currency (Bhoroma, 2020). All this, including the aforementioned failed resource management status, points to a problem of leadership. Rather, the poor and ineffective leadership, impotent macroeconomic policies and long standing weak institutions that are also corrupt, are the root causes of the nation’s problems.

1.1.2 The State of Corruption in Zimbabwe

Transparency International (T I) ranks Zimbabwe 160 out of 180; one of the most corrupt countries globally (TI, 2018). The 2019 Afro Barometer Report notes that about 71% of Zimbabwe’s citizens interviewed, indicated that the government was not working enough to tackle corruption, with 25% of public service users having paid a bribe in the previous year (Afrobarometer, 2019). Beyond the statistics, there are more cases of corruption within public bodies and via bureaucracy.

Many news reports have cited the 2015 missing \$15 billion in diamond revenue scandal, where senior government officials responsible for overseeing diamond mines could not account for the missing revenues (AllAfrica, 2018). Other popular cases include the Minister of Tourism’s alleged embezzlement of \$95 million in pension funds (Reuters, 2019), unfulfilled supply contracts worth about \$4.9 million given out to firms for public services such as electricity (Herald, 2016) and a maize production advance

worth \$1 million made by government but it was looted under one of the government's flagship programs named Command Agriculture (Chingono, 2019).

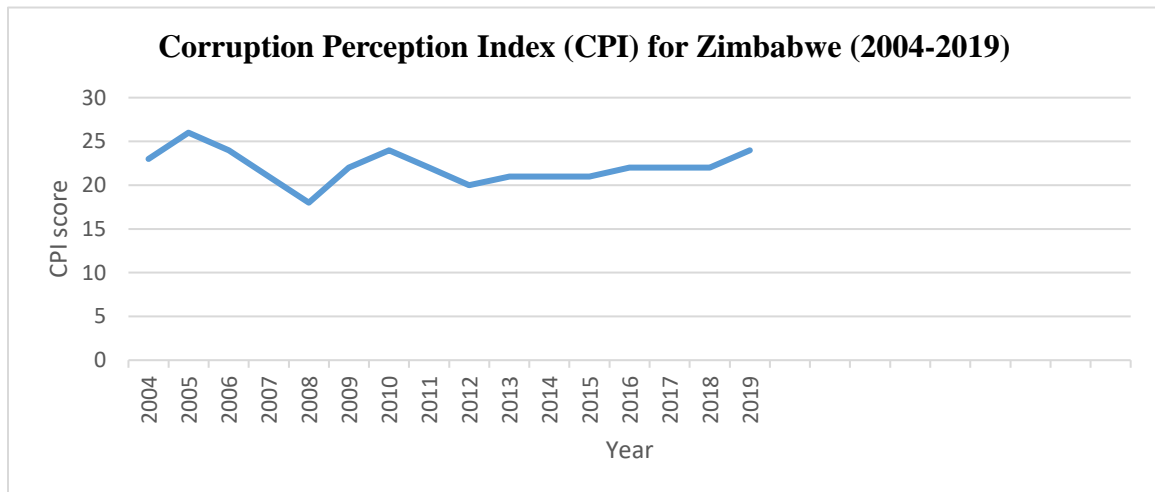
The Attorney General and Public Accounts department discovered more millions embezzled under this Command Agriculture scheme, but no arrests were made (Chingono, 2019). Numerous acquittals yet very few prosecutions follow. The tolerance of corruption, as well as misplaced priorities because of corrupt intentions by leaders who are often well educated, is manifest in a story reported by the chronicle.

According to the Chronicle, the government committed to purchasing vehicles worth \$16 million for ministers yet the nation is struggling to provide bread for its citizens (Ncube, 2019). More reports are made on the president's lavish spending where he travels in private and exorbitantly priced jets to even travel locally, from one city to another (The Standard, 2019).

Some of the sectors most vulnerable to corruption in Zimbabwe, include the police and security forces, public and finance management, and mining and natural resources management (Chêne, 2015), possibly due to lack of adequate remuneration or general greed. Land and natural resource administration, historically, has been politicized and its governance has been fragmented. As a result, opportunities to engage in corrupt activities continue to widen in that sector (Chêne, 2015). For example, a 51% policy of indigenization of all firms was introduced. This was done possibly to thwart external influences by other multi-nationals and countries to corrupt the system. However, the policy caused uncertainty and thus, became a disincentive for long term investment, slowing down growth and development (AfDB, 2014).

In a bid to combat corruption, Zimbabwe established an Anti-Corruption Commission (ZACC) in 2004. However, shortly after its establishment and many years later on up until 2018, corruption fluctuated but has generally worsened as shown by the lower scores in figure 1. This greatly questions ZACC's credibility including its independence since the president nominates and appoints the chairperson of this institution.

Even though ZACC is funded by the government, it remains underfunded, rarely publishes public reports, is highly politicized and inefficient, thus, it has failed to fulfill its core mandate (Global Integrity, 2011). Its attachment to government casts doubt on the leaders' genuineness in stamping out corruption therefore, ZACC could be a façade for corruption.



*Figure 1:*Corruption Perception Index for Zimbabwe (2004-2009)

Source: Transparency International CPI (2019)

(The corruption perception index (CPI) is Transparency International's score which measures how corrupt or clean countries are perceived to be. The score ranges from 0 to 100 where 0 indicates highly corrupt countries and 100 represents very clean countries)

The economic challenges and corrupt climate have been cultivated by the aforementioned weak institutions, ineffective and corrupt leaders. However, it is possible that education plays a major role. The level and type of education that public officials and leaders, especially the elite, are getting access to, may be nurturing corruption.

1.1.3 Overview of education in Zimbabwe

Although the causes of corruption are many, in some cases, corruption may be linked to education as expressed above. Here, the assumption is that those that occupy higher levels of public service positions are more educated or have acquired a qualification that makes them eligible for a specific government position. Because of this assumption, there is need to understand the education system in Zimbabwe.

Education in Zimbabwe

Reforms to education began in 1980 after former President Mugabe, introduced free primary and secondary education in 1980 (Guvamatanga, 2016). Because of a history of British rule in Zimbabwe, the Cambridge examination system was localized for use in Zimbabwe. It became an important examination system which to some, seemed superior to the existent Zimbabwe education and examination system-an achievement for anyone aiming to study outside Zimbabwe (Jansen, 2017).

Due to a history of racial segregation, schools that used the Cambridge system were all-white schools known as "Group A schools" (Guvamatanga, 2016). Currently, "Group A schools" is the name used to refer to private schools in Zimbabwe. Education

is now regulated by the Education Act of 1987 and has 3 levels of education; primary (includes Early Childhood Development (ECD) classes), secondary (Ordinary and Advanced Level) and tertiary level (ZimFact, 2018).

The national examination taken is called ZIMSEC (Zimbabwean Schools Examination Council exam) however, other students pursue the vocational track where diplomas are awarded. The average number of years of schooling is 2 for ECD, 7 for primary and 6 for secondary level, with the highest enrollment level being primary education at 2,788,693 people (UNESCO, 2018). This is in line with the United Nations' Goal 4, to achieve quality and universal primary education as the basis for sustainable development.

Paradoxically, despite the low levels of GDP per capita and human development, Zimbabwe has one of the highest literacy rates in Africa (UNESCO, 2018). The World Economic Forum, in its Global Information Technology Report-2016, placed Zimbabwe as 4th in math and science across Africa. Given that Zimbabwe enjoys such high levels of literacy and education in Africa, yet corruption is prevalent, there is need to investigate if corruption is linked to education in any way in Zimbabwe.

1.2 Problem Statement

Among the essentials to develop a nation and spur growth in the long run is education. Education, as a component of human capital, is considered a plus to development and national income (Schultz, 1960) whilst corruption is inimical to economic growth and development (Shleifer & Vishny, 1993). Yet, corruption remains prevalent even in nations where people are considered educated. In the case of Zimbabwe, despite a high average literacy level, the perception of corruption is very high

while GDP per capita levels are low. Notwithstanding the state of affairs, Zimbabwe continues to make investments in education and high education levels are co-existing with high levels of corruption. Is such a decision wise? This research investigates same.

Another motivation to a study on Zimbabwe is evidence provided by literature. Rose-Ackermann (2004) asserts that the more corrupt nations that spend less on education and channel more to public infrastructure vis-à-vis private investment, tend to under-invest in human capital. Shleifer and Vishny (1993), Mauro (1995), Lambsdorff (1999) and Gupta, Davoodi and Alonso-Terme, (2002) echo the same sentiment by finding that higher corruption levels decrease expenditure on education and healthcare. Given this, Zimbabwe, which spends more on education and has high levels of corruption, is contrary to this trend and tends to defy logic as depicted in Table 2.

Table 2: 2018 Corruption rankings and education expenditures for African countries

Country	2018 Corruption Ranking	2018 Education Expenditure
Zimbabwe	160	19%
Botswana	34	22.2%
Namibia	52	25.3%
South Africa	73	19.1%
Ghana	78	20.9%
Malawi	120	17.2%
Mozambique	158	17.2%
Kenya	144	17.9%

Source: Transparency International (2018), UNICEF Budget Brief (2018), UNESCO (2018).

The table shows that countries such as Botswana, South Africa, Namibia and Ghana, which have relatively lower levels of corruption (a lower number or ranking), have a higher education spending of 19% and above. Similarly, those countries ranked as more corrupt, such as Kenya and Mozambique have a relatively lower education spending of 17.9% and below.

However, Zimbabwe, which is among the more corrupt countries tends to spend as much as the less corrupt nations on education (19%). This is one reason why some authors suggest that Zimbabwe defies logic. The nation spends more and funds education yet it is plagued by corruption. Its priority budget allocation sector, as shown in figure 2, is education, specifically primary and secondary education. Figure 3 shows that in 2018, the country spent about 19% of its budget allocation and about 6% of its GDP on education (UNICEF Budget Brief, 2018).

In comparison to international education expenditure standards, the nation falls below the Dakar Framework for Education whose benchmark is 20% and SADC's benchmark of 22% (UNICEF Budget Brief, 2018).

However, Zimbabwe is among the Africa-education-spending giants such as South Africa, Malawi, Mauritius, Ghana and Kenya, who allocate 19.1%, 17.2%, 15.7%, 20.9% and 17.88% (UNICEF Budget Brief, 2018; UNESCO, 2017) of their budgets to education, respectively. Nevertheless, it is critical to assess the quality and effect of this spending on Zimbabwe's development considering that the highest share of this budget spending constitutes wages for the sector (UNICEF Budget Brief, 2018) which may indicate a possible loophole for the occurrence of corruption.

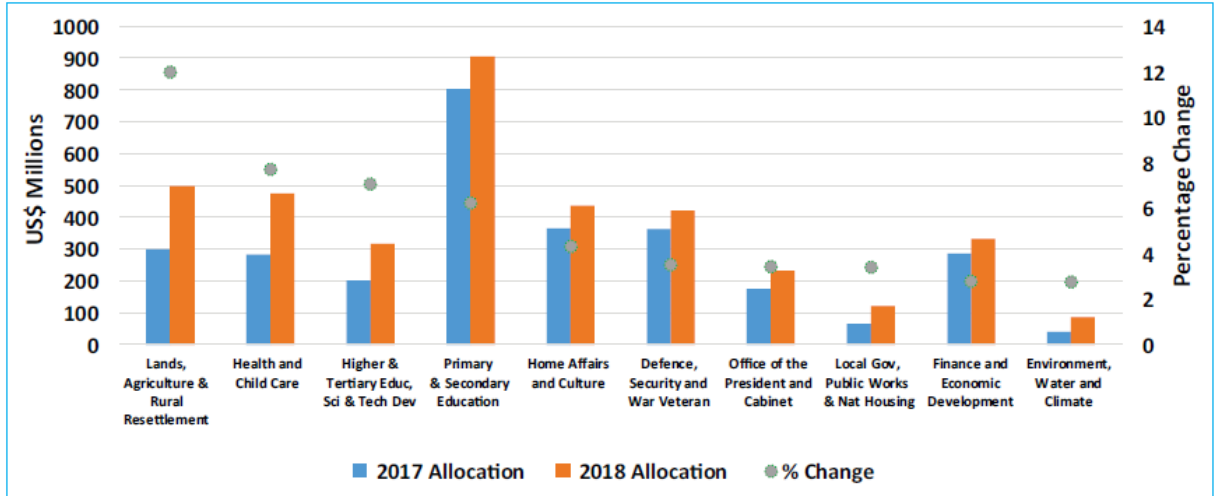


Figure 2: Top 10 Priority Budget Allocation Sectors

Source: Various Budget Estimates in UNICEF Budget Brief (2018)

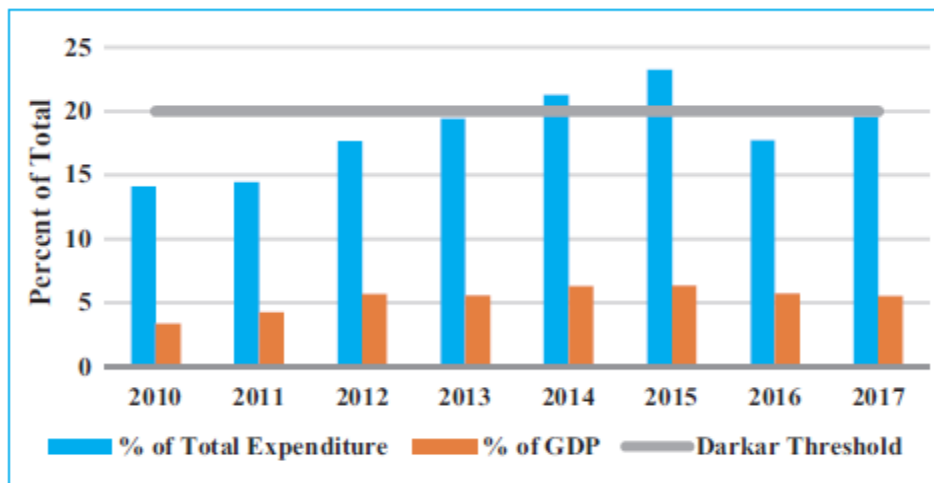
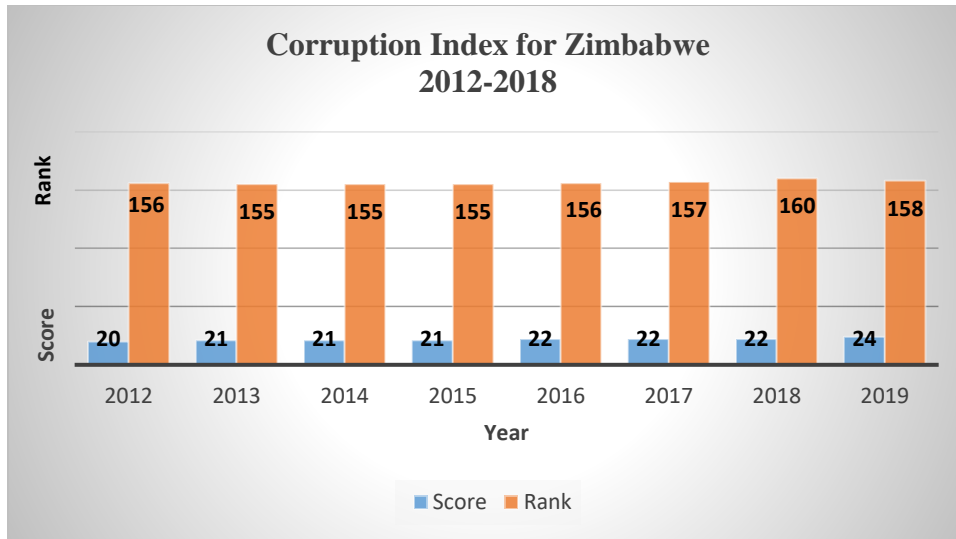


Figure 3: Public Spending on Education in Zimbabwe

Source: Various Budget Estimates in UNICEF Budget Brief (2018)

Zimbabwe is plagued by corruption both economically and politically; affecting its institutions. Globally, Transparency International (2018) ranks Zimbabwe as 160th out of 180th, a worse position in comparison to the last 6 years (between 2012 and 2018) where it ranked 156th; figure 4 depicts these trends. 2019 shows a slight improvement due to increased budget publication transparency but not expenditure accountability.

Regionally, Zimbabwe is ranked 39th out of 49th meaning that is among the top 10 most corrupt countries in Africa. Its index score of 22 is below the regional average score of 32 (Transparency International, 2018) thus, highlighting relatively high public sector corruption. Since African countries are perceived to be corrupt it implies that Zimbabwe is seriously corrupt in a neighborhood of very corrupt countries.



*Figure 4:*Corruption Perception Index for Zimbabwe (2012-2018)

Source: Transparency International CPI Index (2018)

Yet, over the years, Zimbabwe has maintained one of the highest literacy rates in Africa, about 90% and has been beyond the 80% mark since 1993 (UNESCO, 2016). Figure 5 below represents the trends in Zimbabwe's literacy rates. The country's literacy rates have generally been higher than other African countries' literacy levels and are still higher as at 2018. Table 3 compares Zimbabwe's most recent literacy rates to 4 other African countries in 2018 and its rate still proves to be higher. So, maybe it is time to investigate and closely look at the type of education Zimbabwe focuses on.

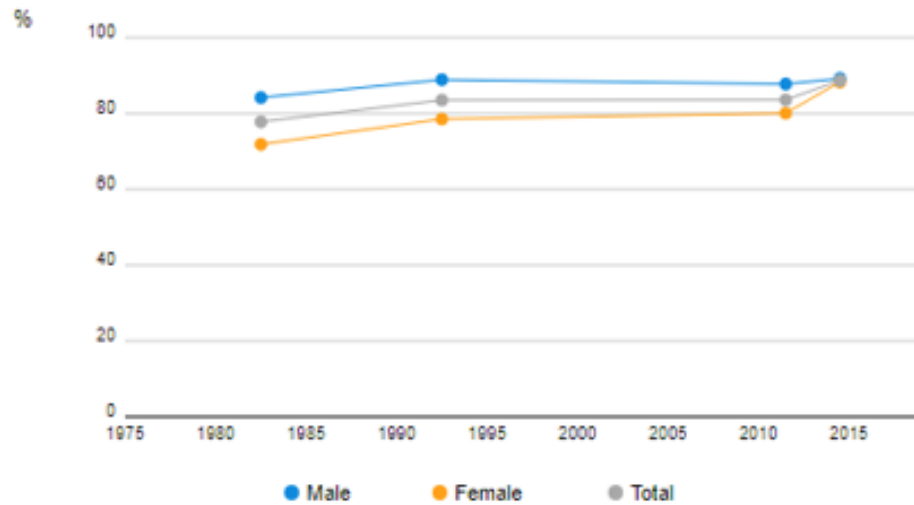


Figure 5: Trends in Zimbabwe’s literacy rates in the 15+ years population

Source: UNESCO, Zimbabwe Education (2018)

Table 3: 2017-2018 Literacy rates of some African countries

Country	Literacy Rate
Zimbabwe	89%
South Africa	87%
Zambia	86.8%
Kenya	81.5%
Ghana	79%,

Source: UNESCO Country Education 2018, World Bank 2014

In Zimbabwe, 58% of the population has at least some secondary education (UNDP, 2018) and more efforts have been placed in continuously improving the educational needs of the populace. The nation has made reforms in its education sector such as changes in the curriculum (primary level), enhancing the STEM initiative,

providing specialized facilities for vocational and technical education including improved funding for the sector. However, a comprehensive analysis of the impact of the changes is still to be made.

Whilst spending or investment increases in the education sector and gross primary school enrolment remains above 90%, this may not translate into quality education which may sensitize more people to issues of corruption. Furthermore, the provision of ethical education or its emphasis, if any, is still fragmented since particular institutions offer ethical education only in a religious context for example, Christian ethics. There is need to explore more about ethical education in Zimbabwe, considering that lack of it affects various processes and institutions.

Even practices or processes to acquire education may become inherently, corrupt. The way people acquire degrees is questionable as some pay bribes to acquire the certificate; now, it is not uncommon to find occupants of critical positions being recruited with fake degree certificates (Nkomo, 2018).

Eventually, as systems become corrupt, it is possible that the nation will harbor “educated” people who are perpetrating corruption. A particularly worrying phenomenon in Zimbabwean politics is the possible reinforcement of corruption through education.

This is depicted in recent cases where the current President, Emerson Mnangagwa has been conferred honorary doctorate degrees for questionable achievements by local universities; one in Peace and Governance by University of Zimbabwe (including another from his alma mater, University of Zambia), one in Education and Science from National University of Science and Technology (NUST), one in Engineering Science and Technology from Chinhoyi University of technology (Harris, 2019), another in

Technology from Harare Institute of Technology and one from Great Zimbabwe University.

All these were conferred in the same year, at a time where the regime under this President was unleashing repression and brutality on the citizens, thwarting democracy and allowing corruption or looting to fester. These doctorate degrees may seem to stamp the President's leadership as progressive or promoting growth, thus, reinforcing corruption.

It is vital to assess whether the spending by Zimbabwe on education is justified and will achieve the intended goal of development. On the other hand, spending on the kind of education that corrupts the political system and culture will derail development. Since those who occupy public service offices are the educated people with a form of qualification needed, then there should be development in the country if the education being funded is what is needed. If in fact, corruption becomes rampant, then there is need to investigate whether there is an element of education which causes corruption or lack thereof, that exacerbates corruption. This thesis does exactly that.

1.3 Research question

This research will explore the question: *What is the impact of different aspects of education [level and type] on corruption among public service sector officials in Zimbabwe?* The research will address whether there are any underlying factors contributing to corruption amongst the educated people in Zimbabwe.

Level	Type
Primary	Private v Public
Secondary	Vocational v Formal
Tertiary (& Diploma)	Local v Foreign
Masters	Single sex v Co-ed
Doctoral	Day School v Boarding

1.4 Research objectives

This research aims:

- To investigate the impact of education and knowledge on corrupt activities
- To determine which aspects of education, serve as incentives for people to engage in corruption
- To discover other factors that are contributing to corruption in Zimbabwe.

1.5 Research relevance

Generally, expansive research has not been done on the detrimental effects of education or the process of acquiring it, which contribute to corruption. Results from this research will enlighten policy makers on the gaps in Zimbabwe's education system that equip people with heightened affinity to engage in corrupt activities. Furthermore, this research will explore and discover other causes of corruption, given that aspects beyond education may influence corrupt activities.

Research has revolved around the effects of human capital on development, with a focus on education (Neycheva, 2010; Armah, 2016; Becker, 2009; Todaro and Smith, 2005; Schultz, 1960). The focus has been about positive educational impact on development or growth, the policies necessary to ensure development (Glewwe, 2002) and consequences of the expansion of some of these interventions (Duflo, 2000). It is vital to explore the comprehensive contribution of education to a society whilst focusing

on the negative such as corruption. This study fills that gap. Despite many efforts to increase accessibility, such as Ghana or Uganda's free primary and secondary education, the question of quality still lags and whether this education, as one progresses through each level, is effective enough to deter people from corrupt engagements, remains an area of enquiry.

Paramount to this discussion is leadership. If a nation fails to educate its populace for effective leadership then this education is inadequate and so state failure becomes imminent. More important, is inculcating ethics into the citizenry. There is need for ethical leadership in running institutions and propelling growth. An institution such as Ashesi University in Ghana has incorporated leadership courses and ethics into its curriculum with a mission to educate ethical and entrepreneurial leaders for the transformation of Africa. This gives value to an education, one that functions beyond technical skills and know how; bearing that "leadership is cause and everything else is effect" (Adei, 2004).

1.6 Organization of study

This study has five chapters. The first, introduction, sets the tone of the study by focusing on background information related to the research topic, the importance of the study, its objectives and an outlined problem statement. The second chapter reviews and critiques existing literature on education and corruption in order to explore gaps to be filled. Chapter three on methodology, outlines the research methods, data collection techniques and ways to analyse data. Chapter four presents research results and provides the analysis whilst chapter five concludes the study and states recommendations for further research.

CHAPTER TWO: LITERATURE REVIEW

2.1 Overview

This chapter provides a critical analysis on existing literature and current discussions on the research topic. The review places the current research in the context of existing literature. The is divided into five sections; (i) The role of education in development, (ii) Determinants of corruption (iii) The effect of corruption on development (iv) Education and corruption and (v) Ethical education. An analysis of theories that underpin this research is made to synthesize existing literature. A critique of the relevant and current contributions is provided to identify the gaps which justify this research including the techniques employed in this study.

2.2 The role of education in development

Education is known and has been studied as an important determinant of productivity, directly impacting development and growth (Lau, Jamison & Louat, 1991). Generally, education improves skills, information reception, processing and retention, improves communication and co-ordination whilst increasing the introduction of innovations and technologies; vital tools for productivity (Lau, Jamison & Louat, 1991). Mankiw, Romer & Weil (1992), assert that human capital accumulation is an important yet omitted component of various models such as the Solow's growth model where the authors introduced an augmented model to address this omission in endogenous growth.

Schultz's (1961) human capital theory estimates the rate of return to education as positively correlated with workers' lifetime earnings. Lucas (1988) adds that in this theory, how a worker utilizes their time on various activities as a result of educational capital affects productivity. The returns decrease, in respective order, as the levels of

education increase but the returns seem to be higher in countries that have the least educated people (Lau, Jamison & Louat, 1991). The opposite then becomes true for Zimbabwe, which seemingly has less returns to education but with educated people.

On returns to investments made in education, Krueger and Lindahl (2001) note that earnings in the United States of America increase by 10% with every extra year spent in school, a conclusion consistent with Mincer's (1974) single equation study of the wage income-education relationship, as well as by Becker and Chiswick (1966). A summary of over 30 studies done by Jamison and Lau (1982) found that annual output in agriculture increased by the head of that household's extra year of schooling.

Although these returns vary across countries and periods, some schools of thought argue that changes or additions to education are in no way related to economic growth (Benhabib & Spiegel, 1994), an assertion critiqued by Krueger and Lindahl (2001) as a statistical error on the data utilised. Lau, Jamison & Louat (1991) cite Jamison and Lau's study on some sub-saharan African countries, as having determined that education has very little impact on real output. The authors add that the results of education on real output or GDP are not well documented and are quite fewer sometimes due to multicollinearity of data on inputs used.

Cohen and Soto (2007) suggest that the human and education theories have evolved over time due the proxy 'years of schooling' used as a definition-as an inadequate measure of education-one that supposes that output should double with every year of schooling. However, Azadarias and Drazen's study, as cited by Mankiw, Romer and Weil (1992), concludes that no country increased its growth after any war, without

educated workers; an indication that education is critical to the growth and development of any nation.

Many developing countries should implement strategies to increase attainments in education since higher educational attainment advances development, however, a problem still exists where international organizations propose these attainments but do not stipulate how developing nations can achieve these (Glewwe, 2002).

2.3 Determinants of Corruption

Corruption varies across countries and one reason could be the differences in the cultural contexts in which the corrupt activities take place (Husted, 1999). Huntington & Harrison (2000) believe that culture matters; a conclusion reached after a study on Ghana and South Korea's development levels. Although Huntington and Harrison concluded that South Koreans valued education, hard work, thrift, investment, organization, discipline, Ghanaians could have had other values. Armah (2020) argues that Huntington and Harrison ignored the positive culture of Ghana and insinuates that Ghanaians are indisciplined, corrupt and lazy people who do not value education yet, there are other factors beyond culture that affect the development of a nation.

Landes (2000) also extends Huntington's "culture matters" by adding that it matters and makes all the difference. Armah (2020) supports this and adds that corruption is linked to cultural beliefs which is why Breton-Woods policy interventions such as IMF and other foreign aid schemes seem not to work in most African countries. One needs to fully comprehend the culture of a people when making corruption analysis; it is inseparable. Botswana is another African example where development has increased as a

result of strong institutions effected by a culture that did not tolerate corruption, its homogenous tribal makeup and definitely strong leadership, created this culture.

North (1990) asserts that institutions are critical to development and weak institutions create vicious cycles, together with Acemoglu, Johnson and Robinson (2006). Similarly, culture becomes an informal “humanely devised constraint” or institution. Alesina & Giuliano (2015) add that due to some weak institutions on monitoring corruption especially in Sub Saharan countries, corruption becomes exacerbated by a cultural tolerance; one which is particular to a people even beyond the need for strong institutions.

Armah (2020) expounds on the Ghanaian “enye hwee” mantra (it doesn’t matter) which has led to the apathy and laissez faire culture where people lack discipline and blatantly ignore the law. This tolerant and forgiving attitude without effective implementation or deterrents creates unabated corruption. Because of this, corruption is perpetuated in various social norms such as gift giving or tokens that seal agreements (Le Vine, 1975) or continuous and unprecedented empathy where people are always forgiven; an avenue to nurture corruption. Wraith & Simpkins (2010) argue that the problem lies in the abuse of these cultural values which has been transported in recent political contexts and constitutes corruption. This is why the benefit of the resource endowments and vast amounts of land and minerals in Africa, is eroded by corruption-a resources curse (Sachs & Warner, 2001).

Hofstede (1997) identified five categories that define various cultures across the world and these include uncertainty avoidance, individualism, masculinity, power distance and confucian dynamism. Using these in his study, Husted (1999) concluded that

power distance, uncertainty avoidance, masculinity (which are personal relationships, respect for authority and material success) are related to corruption. For power distance, Takyi-Asiedu (1993) found that in Sub-Saharan Africa, scandals where people in authority are involved, are usually concealed for the time that those authorities are in power; perhaps due to loyalty or the usual favoring of one's closely linked group to corruption (Hooper, 1995).

The culture of corruption also manifests in the government's "status quo" nature; where it may proceed dynamically but not towards developing economically (Leff, 1964). Government may seek to advance the interest of the ruling elites from where it derives its dominance and not the public which is their mandate. This means that corruption is a selfish interest agenda (Vishny & Schleifer, 1993) where people can be aligned to a particular group with whom they have relations.

Corruption stands to be increased especially if such relations are driven by culture and many factors such as loyalty and trust. Overall, corruption exists across all spheres of the world, is an old but persistent problem and is fundamentally a plague that has affected societies. It is vital to note that its causes may be context specific (Fisman & Miguel 2007, Hofstede & Minkov 2011). Barr & Serra (2010)'s study concluded that a strong relationship exists between culture, one's country of origin and corruption among university students. Fisman and Miguel (2007) also concluded that corruption is somewhat influenced by culture based on a research undertaken in New York on diplomats' parking habits. Rogow and Lasswell (1963) developed a matrix to assess one's psychological profile relating corruption to unfulfilled childhood needs. It was

found that corruption was a result of unfulfilled childhood desires in a specific area and context thus varying context specific aspects of culture can contribute to corruption.

The relationship between culture and corruption still needs to be explored and previous failure to effectively do so can be attributed to lack of adequate data (Alesina & Giuliano, 2015) or appropriate measures. However, until some universal norms and different forms of power are established, corruption and its influences will continue to vary across countries, cultures and contexts despite one's educational status

2.4 The Effect of Corruption on Development

Despite corruption being often viewed as destructive to society, an immoral means to private benefit, some authors argue that corruption enhances development; it is a positive means to growth. Leff (1964) critiques the negativity of corruption and argues that there are positive aspects of corruption. Some believe that corruption leads to lower quality services, high transaction costs, disrupts decision making and overall undermines social development (Hallak & Poisson, 2005). Leff opposes this and suggests that corruption increases competition within an economy, enables private investment for development and thus, becomes an insurance or hedge against bad policy. He adds that in fact, the conversation should shift from "beauracatic inefficiency to beauracatic redirection through dishonesty and graft." (Leff, 1964, p4).

Werlin (1972) develops this by analyzing the functionalist theory where corruption greases the wheels of beauracacy especially considering that corruption borders on legality versus morality. However, the negative effects of corruption outweigh and possible benefits and beauracacy can not be greased particularly in countries who are fundamentally corrupt and have weak institutions (North, 1990). These

weak institutions strategically embed corruption into structures that allocate too much power in leaders, whose punitive measures, when they perpetrate corruption, are not defined, thus, can not be prosecuted (Armah, 2016). Acknowledging corruption as positive, gives leeway for a vicious cycle and promulgation of further political corruption.

2.5 Education and Corruption

2.5.1 *Corruption in academia*

Corruption remains prevalent in higher educational institutions. The UNESCO International Institute for Educational Planning (IIEP, 2001) identifies corruption in multiple layers of the education sector. The most significant corrupt practices include embezzlement, nepotism, favouritism, by-passing criteria, public tenderizing and the presence of ghost teachers. In other words, the evidence of corruption is present at different levels of management and planning. These include promotion, building of schools, recruitment and conduct of teachers as well as supply of resources (Heyneman, 2004), allocation of allowances and in examinations. In essence, corruption exists in many forms in academia.

Jubril (2010) as cited by Dimka (2011), realizes that almost all stakeholders such as students, parents and lecturers, contribute to academic corruption thus deteriorating the standards and quality of education in Nigeria (Kingston, 2011). In this study, majority cited poor study habits of students as the main cause. This research specified corruption to academia only and no other divisions however, it sheds light on the parties' need to engage in corruption; due to poor study habits.

It is highly likely, that these same students will perpetrate corruption when absorbed into the labour market as public sector service officials especially when their academic malpractices were abetted by university lecturers. This could suggest the need to investigate educational elements that can contribute to corruption, in other sectors of development or the economy. Overall, corruption in education may be more destructive than in various sectors because it contains immoral and illegal aspects where youths and sometimes minors are involved (Heyneman, Anderson & Nuraliyeva, 2007).

2.5.2 Linking Expenditure on Education to Corruption

Mauro (1997) finds that corrupt and unstable governments tend to spend less on education, which resonates with Shleifer and Vishny (1993)'s suggestion that corruption is less likely on "education than on other components of government expenditure". In Nyamongo & Schoeman (2010)'s study, educational expenditure is affected by corruption where the more corrupt countries allocate a small share of their budgets to education. Rose-Ackerman (2004) echoes the same assertion that there is less educational spending by the more corrupt countries, who channel more funds to public infrastructure than to private investment, therefore, less human capital investment. Countries such as Zimbabwe whose primary allocation sector is education tend to defy these findings. Perhaps there is need for more inquiry into the area, to discover whether there are context specific factors or it is corruption that influences this allocation or that corrupt institutions still demand more out of the state despite the sector; allocation priorities remain the same.

Spending on education may indicate prospects to improve education with the goal to increase development. However, the spending ought to be targeted to sectors critical to development or economic growth because, as Mankiw, Romer and Weil (1992)

outline, spending in disciplines such as religion, philosophy or literature, do not yield a productive worker and may end up constituting consumption, not production. Targeted spending is beneficial.

Hakhverdian & Mayne (2012) find that education and institutional trust have a negative relationship in corrupt societies but in cleaner societies, have a positive relationship. Moreover, they also concluded that the impact of corruption on institutional trust increases as education increases. It becomes critical to note that large spending on education is not synonymous to an improvement in education or quality thereof. There is no direct link made between corruption and education as causal and the conclusion does not guarantee the absence of corruption and related activities initiated by the educated, despite their lack of trust in institutions. This gap is filled by this study.

2.6 Ethical education

Although Johnson (2008) notes the long standing struggle between achieving high ethical standards and corruption and the challenges this interplay has posed recent theories seem to suggest the need to turn to ethical education. Okpo (2015) suggests the need to turn to moral education as a solution to curbing corruption and underdevelopment. Narvaez (2006), views ethical education as a kind that seeks to establish an autonomous and stronger moral judgement which espouses the ideals of fairness. However, Narvaez introduces integrative ethical education which aims at improving reasoning for developing democratic communities; an emphasis on justice. This moral education intends to improve citizenship but it has also been practiced in various colleges and curriculum through integrity in accounting standards.

However, Hallak and Poisson (2005) supposes that these standards are not enough considering that education cannot fully promote or teach ethical values within a corrupt environment. This means that an appropriate environment needs to be created, an environment that promotes integrity. In countries or environments that are already corrupt, how then is ethical education supposed to be taught?

Furthermore, Wilhelm (2002) adds that business students find ethics related courses as less relevant than core courses without any reference to ethics. If students find ethical values irrelevant then, even if they are taught, will they yield change and will students use them or they will remain corrupt? Bok (1976) questions this as well especially on whether ethics can be taught. According to him, it is believed that many sources that would teach ethical values have had declining importance, (religious organisations and families) but paramount to this discussion would be whether people will act ethically even after the education is administered.

The answer to the above may be found in Swanda & Nadiroh's (2018) recommendation. Beyond their study emphasizing the vitality of anti-corruption education in social studies, these authors rather recommended the examination of anti-corruption education that focuses on instilling values such as openness, honesty, discipline, responsibility, courage and hard work, all in a bid to build an anti-corrupt character. Bok (1976) notes that it is worth the try (teaching ethics to build character) since the outcome has never been more important and more needed. It seems that there is a consensus on the need to implement ethical education however, the process of doing so effectively, remains blurry and may not be universal.

2.7 Conclusion

The literature review has shown that corruption has detrimental effects on education and downplays development. The causes of corruption may vary but education may contribute to it. Education may contribute so through its organizational structure or through divisions, lecturers and students. Although there is not much literature on the interrelationships between education and corruption in Zimbabwe (Osipian, 2008), studies across various countries and theories reveal these relationships. However, there is need to investigate the impact of ethical education on corruption in various contexts.

This review has also indicated that culture plays a critical role in determining corruption and it is possible that corruption influences the culture of a population, therefore, establishing the relationships may have an endogenous element. It is also rather interesting to note that returns to education seem to be higher in countries that have the least educated people; a possible explanation to Zimbabwe's case however, more research is needed.

Although research (Hakhverdian and Mayne, 2012) indicates that education increases political trust in institutions, it however does not guarantee the absence of corruption and related activities initiated by the educated. This study will fill this gap. It will add more insight to the existing body of knowledge how and in what ways the education that public officials have received affects or interplays with their affinity to initiate corrupt activities. Instead of merely identifying corruption in a sector, there is need to identify the role that education plays in its occurrence in that sector.

CHAPTER THREE: METHODOLOGY

3.1 Overview

The purpose of this study is to determine how different elements of education contribute to corruption (financial malfeasance, graft and bribery) amongst public sector officials in the Higher & Tertiary Education and Finance & Economic Development sectors of Zimbabwe. This chapter outlines the process employed to investigate this topic. It explains the methods, tools and frameworks used to collect and analyse data. The chapter also justifies the choice of the methods and focuses on the following sections: research design, method, scope, sampling strategy, data collection, validity and reliability, ethical considerations and limitations.

3.2 Research Design

The research design explores the strategy that justifies the structure and the form of this research methodology, a design that fits the needs of the area of enquiry or research question (Davies, 2006). This research employs a qualitative study. This is an inquiry process to explore a human or social problem where detailed views and perspectives of informants are given especially in a natural setting (Creswell, 1994). It involves an exploratory, descriptive or interpretive approach, where one tries to make sense of a phenomenon and the meanings people attach to it (Schwandt, Denzin & Lincoln, 1994). Therefore, the research analyzes primary data through interviews.

The topic aims to investigate how different elements of education affect or impact corruption, therefore, it is critical to assess education and corruption, which vary across respondents; their views, experiences with its application and sensitization of education to corruption. Thus, by engaging this way, in-depth information is gathered and richly

contributes to the investigation of the phenomenon which justifies the qualitative research. By understanding the participants' unique interpretation ascribed to their experiences (Sutton & Austin, 2015), more information is provided on any differences or perceptions observed in findings thus, the choice of the qualitative method.

3.2.1 Methods and tools

Qualitative research-Research was conducted through semi-structured in-depth interviews, via telephone. Face to face interviews are the most commonly used data collection method (King, Horrocks & Brooks, 2018), significantly known for their wide application (Qu Sandy & Dumay, 2011). They are ideally the best, however, considering that, the researcher is far from the participants, with less time for travelling including a small budget, telephone interviews become ideal. In as much as telephone interviews reduce social cues in the interviewing process, mainly evident in the face to face interviews (Opdenakker, 2006), the greater benefits are a wider geographical coverage and the capturing of sensitive accounts (Novick, 2008) with regards to the topic better than face to face interviews, in which people may be reluctant to provide information (Mann & Stewart, 2000). Chapple (1999) also found qualitative telephone interviews to be of high quality and to produce rich data.

Phone interviews enable measurement of the variable (education)'s relevant aspects such as number of years of schooling, level and type of education (such as private versus public, local versus abroad etc). The research instrument used is an interview guide (refer to appendix). This is a tool that enables rigorous data collection, offering a focused structure for interview discussions yet, providing flexibility to probe or question further for confirmation purposes, thus, its use in a semi-structured interview (Kallio,

Pietilä, Johnson & Kangasniemi, 2016). This interview guide contains pre-set questions focusing on the aforementioned aspects of education. Education type and level will also be assessed based on each individual's profile and the kind of education that they experienced. Overall, qualitative research is ideal here due to its in-depth richness in descriptions or explanations together with its exploratory nature, vital in investigating corruption (Campbell, Moy, Feibelmann, Weissman, & Blumenthal, 2004)

To measure corruption, scales were developed and formed part of the questions. These likert scales (ranging from 1 to 5) assess corruption based on frequency or occurrence, extent, knowledge of corruption in a sector and level of influence. The corruption in question does not specify different types but rather focuses on financial malfeasance, graft and bribery as per the prior definition given. The participants were however asked to describe corruption according to their understanding.

Despite the difficulty in measuring corruption (Larmour, 2009), there is need to understand it from public sector officials' first hand experiences since there is a disjuncture between personal experiences and perceptions of corruption (Miller & Koshechkina, 2001). These first hand experiences provide more information concerning behaviour, values or social contexts which explain the cause and effects of interrelationships between education and corruption, thus, the use of likert scales.

This method and form follows that utilized in the Global Corruption Barometer Report (Afrobarometer, 2019), one of the global standards for corruption reporting, where corruption was measured using citizen's views in surveys, face to face interviews and likert scales across 35 nations in Africa.

3.3 Research Scope

3.3.1 Study Population

The population under study is all the public sector officials-those who work under the Zimbabwe public sector or public administration division. It is the population under study because the recorded levels of corruption in Zimbabwe, on which this study is based, are Transparency International's measurements of public sector corruption (Transparency International, 2018).

These public sector officials also work in public corporations which provide public services and these fall under a ministry and a minister's control. The structure of the Zimbabwean public sector is comprised of 21 ministries under which the government is run and all public sector officials are employed (Parliament of Zimbabwe, 2020). The hierarchy comprises of a Minister and a Deputy (head the ministry), Permanent Secretary (oversees ministry), Director and a deputy (run ministerial affairs), followed by supervisors and general officers who undertake the day to day operations of the various divisions of the ministry. The population of this study thus, becomes the 20 ministries. A list of the ministries can be found in the Appendix. It becomes critical to investigate corruption under these divisions.

3.3.2 Scope of study

The geographic study area is Harare, the capital city of Zimbabwe. The education-corruption topic requires immediate attention and would need to be generalized to the entire country across various sectors however, this study was only administered to a sample population in the city of Harare. As the capital city, it is where most government services, officials, activities and institutions are headquartered, therefore, a feasible and relevant area to administer the research. Additionally, budgetary and time constraints

were factored in since this study is conducted just over an academic year at Ashesi University

3.4 Sampling Strategy

The sample is drawn from the list of ministries. Of the 20 ministries represented and for convenience purposes, this study sampled from 2 ministries: Higher and Tertiary Education Science and Technology Development and Finance and Economic Development. According to Chêne (2015), Finance and Economic Development was identified to be one of the sectors most vulnerable to corruption through the finance and public management division. The Higher and Tertiary Education sector has also been ridden with its own corruption in admission processes and especially in allegedly awarding bogus degrees (Nkomo, 2018). Furthermore, these divisions had similar budgetary allocations in 2018 (UNICEF Budget Brief, 2018), indicating possible similar importance to the state of the nation.

Since the country has faced economic turmoil, it would be prudent to investigate the education-corruption interplay in the sector considered most vulnerable to corruption and how this state exacerbates the economic challenges. As the highest authoritative sector responsible for the education under investigation, the Higher and Tertiary Education Science and Technology Development becomes ideal to understand in this research.

3.4.1 Sampling Technique

This study will employ non-probability sampling where elements are not selected randomly but deliberately. Given this, purposive sampling is the main technique utilised.

It is a method of sampling where participants with desired characteristics are deliberately chosen, according to the nature and type of research (Etikan, Musa & Alkassim, 2016).

Since the research aims to investigate the education-corruption phenomenon amongst a specific group (public sector officials), it was necessary to be deliberate in selecting the relevant people and soliciting their views as relevant to the subject. There was need to be representative but with particular characteristics needed for the study which include the sector, education profile (eg. local or abroad) and management level.

Participants, were in 3 levels: senior, middle and lower level management, with deliberate choosing on getting some officials who studied abroad. This sample includes lecturers, academic staff and chairpersons from academic institutions such as University of Zimbabwe, Manicaland State University and Catholic University. These may not be directly working in the administration or management levels of the ministry but are key players in the academic sphere because they work directly in delivering educational activities, such as lecturers or academic staff in university administrations. Other participants are finance officers, such as accountants and supervisors in various state financial institutions.

Due to the deliberate choice on specific elements or characteristics of participants, purposive sampling becomes ideal. Furthermore, snowball sampling is also relevant. Sometimes referred to as chain referral, snowball sampling is a convenience method usually employed through referrals where informants provide contact information of other informants (Noy, 2008). This occurs when target participants are difficult to access (Naderifar, Goli & Ghaljaei, 2017) for social reasons or when studying deviant behaviour (Biernacki & Waldorf, 1981).

Given the nature of the subject, corruption is a controversial topic and tends to evoke different views or emotions amongst people. Additionally, it is not a subject that people discuss openly, trust people with or share its occurrences freely.

Recommendations and referrals, through snowball sampling were vital.

Six people from each ministry were interviewed giving a total of 12 interviewees. This number enabled the collection of quality data and broad perspectives in responses instead of focusing on quantity. As a result, saturation can be avoided; if many more participants are interviewed, this iterative collection process will not yield new themes in subsequent interviews thus limiting quality thereof (Crabtree & Miller, 1999).

3.5 Data Collection

3.5.1 Data Sources

Data on education levels and types was gathered through interviews, as qualitative data, including public sector officials' perceptions of corruption. This information forms the basis of the research as the source, so, participants and the choice thereof, is vital.

3.5.2 Data Preparation, Collation and Analysis

A pilot test was administered for the purposes of ensuring that the study contained the relevant questions or pertinent aspects to address the research question and objectives. The interviews were then conducted following the pilot test. The interview responses were recorded, with recordings then transcribed into a Microsoft Excel Sheet. Numerical data was collated into a Microsoft Excel document for further analysis.

Interview data results, collected through the interview guide (and note-taking during interviews) were grouped into themes based on emerging patterns from the dataset. To draw emerging patterns, a colour coding system was used. This is an online

system that makes use of word clouds to group, highlight and enlarge frequently occurring words in the transcripts. These may outline a key idea expressed through the frequent use of particular words. Key insights from the research were also integrated. Furthermore, these results were graphically illustrated, by using graphs and frequencies from the likert scales.

3.6 Validity and Reliability

Validity entails the meaningfulness and relevance of research components (Drost, 2011.) whilst reliability is concerned with ensuring consistency in measurements (Bollen 1989); the absence of errors such that consistent results are produced (Peterson, 1994). In this study, consistency was ensured by standardizing the questions in the interview guide and using the same guide for every participant. Follow up questions were asked for purposes of clarification but questions were basically standard. The pilot test also enabled the reliability of questions and various elements to be tested, in a bid to ensure the alignment of questions with objectives for this study.

3.7 Ethics Considerations

This study ensures confidentiality by keeping the participants' personal information private and safe. Generally, the study does not request names of participants, or those involved in corruption cases narrated however, if disclosed, this information will and was kept private. An online iCloud Storage platform was utilised to store data, recordings and transcripts. Only the researcher can access these files.

Consent forms (in the appendix) were signed by both the researcher and participants. These forms outline the participant's liberty to discontinue the interview at any point if they so wish. Additionally, participants may only receive aggregate results of

the study, after the study is completed and submitted to the university. This protects other participants and conceals their identities, positions or ranks in the ministry, considering the sensitivity of and secrecy attached to the topic.

The study, interview procedures and instruments such as the interview guide were also submitted to the Ashesi University Human Subjects Review Committee (HSCR) for approval before the study was administered.

3.8 Limitations

The sample is only obtained in the capital city Harare, which is not representative enough considering that cities such as Bulawayo, the second largest city, have various government activities and officials whose input would be critical to this research.

The use of telephone interviews also limits the amount of information to be acquired from the participants. The loss of visual cues and expressions concerning the topic greatly impacts the outcome of the study. At times, participants would not elaborate on their inputs and this would have been more possible if face to face conversations were held. The interviewer would have to rely on information told on the telephone without assessing possible inputs from one's behaviour had it been a face to face interview. Furthermore, being far from the participants limited the interviewer's reach to more officials. With closer contact, more views would have been sourced.

Because of constraints such as resources and time, the study only considers views from 2 ministries which does not fully capture the views of most public officials. Resultantly, the findings will not fully provide general inferences on the education-corruption nexus about the entire public official workforce therefore, it is a limitation.

CHAPTER 4: RESULTS

4.1 Overview

This chapter presents the results and analysis of data collected via interviews. It also presents the themes drawn from research as well as key insights noted from public officials in the Ministry of Higher and Tertiary Education and Ministry of Finance and Economic Development in Zimbabwe. The aim is to answer the research question “What is the impact of education on corruption amongst public sector officials in Zimbabwe?” The analysis considered various aspects of education and how they contribute to corruption.

The chapter relates the findings to the literature review done in chapter 2 in order to answer or meet the objectives of the research. The objectives are, i) to investigate the impact of education and knowledge on corrupt activities, ii) to determine which aspects of education serve as incentives for people to engage in corruption and iii) to discover other factors that are contributing to corruption in Zimbabwe. Most participants provided similar views or sentiments, so the rest of the chapter provides such views and discusses the results. The findings are reported in themes derived from the interviews.

4.2 Participants' Demographic characteristics

A total of 12 people were interviewed. All participants held a significant position such as academic staff, lecturer, university rector, chairperson, ZACC commissioner and senior finance management amongst many. About a third of respondents were female and 75% were aged between 31-40 years whilst 2 were aged 41-50 years and only 1 aged 61+ years. For the highest level of education, 8 attained a master's degree, 3 attained a

doctorate whilst one has achieved professorship status. The breakdown of the education type is provided in the discussions below.

4.3 Findings and Analysis

The respondents provided an explanation of what corruption meant to them. This helped to clear any ambiguity of misunderstanding between the interviewer's questions and the comprehension of the respondents. Respondent explanations of corruption are presented below;

Corruption as a financial favor

Underlying the participants' understanding of corruption is the idea of privatization of public resources (Macrae, 1982) or misuse of public office (Treisman, 2000). Upon elaboration, participants highlighted corruption as a financial favor paid to render services that ought to be free. This favor is given to bypass protocol, bureaucracy or the usual processes which are lengthy, time consuming and often cumbersome. (Dwivedi, 1967). Essentially, in the view of the public officials interviewed, the definition of corruption seems to be bribery. Some definitions provided include:

“I would describe it as giving or getting things ‘unprocedurally’ or paying someone for a service in cash or kind beyond the normal procedure” or “Corruption is the act of offering or accepting an illicit payment to provide a service. It also comes when one person tries to solicit for a payment to provide a service” and “any favor which results in financial benefits”

Corruption as the demise of moral decay

One key definition of corruption was moral depravation. This theme seems to encompass most definitions provided where participants indicated the decay of personal

but mostly societal morals. It is this predicament that influences or glorifies self and not acting in the interest of society.

Moral decay, for many reasons, results in the abuse of power for personal gain and foregoing values such as honesty. This is why some public officials believe that *“corruption may be the action or effect of making someone or something morally depraved. It also involves dishonesty and bribes.”* Notably, for corruption to take effect and be classified as a loss of morals, it thrives on the power of relationships. When both people have lost the overarching societal morals, they both decide to engage in a bribe or dishonest action. This was depicted by participants’ constant mention of relationships in elaborating the exchange of a favor or a bribe. When one decides to bypass processes, they partner with the person with mastery of the procedures and this usually occurs when a relationship between the two is established.

4.3.1 Educational impact on corruption

The breakdown of how education impacts corruption is given in themes.

4.3.1.1 A Lack of values (A culture without values)

All participants highlighted the importance of values within any education system. However, the lack thereof becomes the cause of corruption in many societies. Although all believe in the positive impact of values in sensitizing the populace to issues of corruption, most participants indicated that values have never been taught with the aim of tackling corruption. The simple values such as no stealing, lying or cheating were home-administered ethics which people rarely connect to corruption on a large scale. In fact, because of a lack of value teaching, the nation has created a culture without values whereby this culture has seeped into the education system amongst many areas. Lack of

values becomes magnified when it becomes a culture. Even if there are values, these are only institutional-a culture, that every organization must have values. One participant expressed that,

“Now we only see ethics as institutional requirements posted up in administration offices but are never translated into action. And so, this affects how I’m going to be ethical or corrupt; suddenly at the university, one starts to copy. If you copy, you get better results despite that exam policy says if you copy in exams then you will be expelled.”

When having values becomes lip service then, the education system is bound to contribute to corruption. When a culture of non-implementation of rules or social norms become the norm in an educational institution, corruption will thrive because values become a nominal institutional requirement. It becomes mere protocol that students are not afraid to copy despite university policies outlining that it is an offence. In essence, the absence of value teaching in schools leads to corruption. When the absence of values becomes normalized then corruption is inevitable. These views imply that the process of education delivery in terms of content and what is taught, may greatly contribute to corruption.

4.3.1.2 Timing of delivering a value, ethics and integrity teaching or training

Furthermore, those that received a values, ethics or integrity related education did so at a later stage in their academic journey. About 60% did receive values or ethics sensitization at the undergraduate level but this education centered more on one’s course of study. This means that corruption awareness was limited to one area of study for example accounting ethics in the finance field. This entails that one may not have

developed a personal moral compass so it will be difficult to use that same sensitization when they are placed in a field or sector different from their area of study.

One participant who had received an ethics or value centric education at secondary level indicated that they were taught only Christian ethics. It remains unclear as to whether these Christian ethics taught at secondary level would deter one from engaging in corruption at a national level.

Despite the lack of values or their delivery in the education system, these values have been administered in participants' various workplaces. For about 80% of the participants, ethics workshops, at various workplaces (depending on the line of business), focused on corporate governance, firm integrity and general corruption. This became more impactful in dealing with corruption since the training concurrently developed personal values and protected the firm against corruption. Training could be more impactful at workplaces because "*corruption in school is different from corruption at work*" where in a workplace, it is more practical and directly related to the industry. Another participant expressed that,

"Training in values and ethics forms a benchmark within an organisation. An institution without values has no future or in accounting terms, it is not a going concern."

So, if this was taught and instilled at a younger age and through the education system, then one would realize that “values and ethics are a benchmark within an individual. A person without values has no future” and this would go a long way in reducing corruption. Delays in delivering the ethics and values teaching enable corruption.

4.3.1.3 Skills gained and knowhow

The same education that develops an individual and has positive returns to society also has a negative impact. Here, participants identified that education adversely impacts corruption because of the skills and knowhow it imparts-the very foundations and purpose of education.

One participant highlighted that, education “*gives one knowledge through which one may manipulate systems.*” This is consistent with literature whereby due to the advent of technology, the workforce has gained unmatched education, competencies, the skills and know-how (Acemoglu & Robinson 2012), which expose or equip them with greater ability to become corrupt, maneuver and cheat the system whilst generally becoming unethical.

These views are evidenced by an academic staff’s narration or description of how corruption occurs in some parts of the sector. In one Information Technology (IT) department of a popular university, there was a huge accommodation scandal that involved a few corrupt IT officers who were well-educated and skilled in their work.

Because of their IT skills and know how, they were able to maneuver the online accommodation platform to offer on-campus housing to those they had taken bribes worth US\$100 per student. These unethical placements were made in the dead of the night when others could not access the platform. Cheating the system in this manner can

only be done by an individual who has the technological skills and is fully knowledgeable of the functions of the system from the back end. These skills are usually imparted through education.

4.3.1.4 Economic Challenges

The unbearable economic climate in Zimbabwe has influenced corruption through unethical practices seeping into the public sector, more so, the education system. Not that education inherently causes corruption, but the education system has been a channel through which corruption can be undertaken.

This transpires as a result of the economic challenges. Participants provided insight into the effects of the economic pressure in the sector. One lecturer indicated that *“corruption can be a means to supplement meagre salaries especially for civil servants in academia.”* As the lecturer shared, for example; in the IT department of the University of Zimbabwe, non-academic staff are generally paid less than academic staff such as lecturers. On average, academic staff may be paid roughly US\$350 monthly whilst non-academic staff are paid about two thirds of this. *“Some non-academic staff even have better qualifications than academic staff,”* therefore, corrupt acts become an opportunity to make more money.

In the case of the aforementioned IT department that worked corruptly for some students to secure on-campus residence, the system would be opened in the wee hours of the night. It will open for about 5 minutes where the student will be told to immediately login at 10pm so as to get a spot. Meanwhile, the system would have been temporarily down the entire day. Once discovered, the responsible officials were expelled and the

cases were reported in the media. Despite action having been taken by the institution, one could presume that such corrupt acts have been ongoing.

The economic challenges faced by these government officials have forced some to engage in corruption through education, as a means or vehicle to facilitate the practice. In this sense, education does not directly lead to corruption but is just an outlet to corruption, which alleviates the gruesome effects of poor salaries and incomes. Those who are underpaid seek more sources of funds to compensate the declining income (Osipian, 2007). If one is failing to provide food for their family, receives poor income and operates in a poor economic environment then the “*propensity to steal or engage in corruption becomes higher.*”

The results here are consistent with literature which shows that low levels of income are associated with corruption. Low incomes tempt public officials to take bribes, abuse public office and generally raise corruption thus, higher incomes are suggested as a remedy (Becker & Stigler, 1974; Van Rijckeghem & Weder, 2001; Rose-Ackerman & Palifka, 2016; Voors, Bulte & Damania, 2011; Ionescu, Lăzăroiu & Iosif, 2012; Congleton et al, 2019)

In assessing the impact of education on corruption, about 9 interviewees expressed the need to assess the macro and micro causes of corruption. Corruption in the education sector may be amplified by the economic disposition of individual actors in that sector. Despite being educated, people have become more concerned with providing for their families than considering the effects of corruption.

An example given was that of teachers and lecturers who are selling sweets or other items during class time. Due to poor remuneration and a resultant lack of motivation, the prospect of earning extra income becomes more lucrative such that the student who buys more, gets the most attention from the teacher. This is essentially corrupt and unethical. Due to this, teachers are becoming more innovative, conducting extra lessons in their homes where students pay more for this service that they should have been getting in class. This just perpetuates corruption. Educational institutions provide a large customer base for corruption, so these places become enablers of corruption. Therefore, education impacts corruption when it is a means or market-place in which the exchange of goods and favors can be effected.

4.3.2 Other causes of corruption

Corruption is institutional

Corruption is deeply embedded in processes and structures of various systems. In the education sector, corruption is entrenched in enrollment, procurement of resources and recruitment of staff. At times, the responsible officials flaunt processes or knowingly bypass these. An example given, was that of recruitment of staff in educational or financial institutions where shortlisted candidates are pre-exposed to interview material or questions. Calling them for an interview becomes a formality but behind the scenes, a choice has already been made or the candidate now has leverage over their competitors. This happens provided that the officials responsible for recruitment have been paid off or offered a small “thank you fee”. The higher this fee is, the higher your chances are of landing the final interview for the job.

This is then supported by other participants' assertion that corruption thrives on the power of networks (Le Vine, 1975). When a relationship exists, one feels indebted to the other whilst the other party takes advantage of this relationship. The association necessitates the exchange of illicit favors (Ionescu, Lăzăroiu & Iosif, 2012). For example, at some universities, people generally say that, "it is hard to get in," referring to gaining admission. Now, if party A's brother works with the admissions office or has easy access to it, that person is approached to facilitate admission or placement. At times, despite that a student has the requisite documentation and qualification, a parent (party A) still prefers to bypass official processes.

As a result, the brother takes advantage of this, submits the documents and purports the difficulty in attaining admissions. He will even add that he had to do extra work to submit the documents and process them. He is then paid "a small" fee to appreciate the efforts. Eventually, party A feels indebted to the brother perpetually, so party A will forever be in a position to act unethically or be corrupt whenever the brother needs a favor. The relationship becomes an anchor and critical enabler amidst people's inclination to bypassing protocol.

Poor governance and poor leadership

Whilst most people seem to be scared of bureaucratic processes, the leaders in power are no different, since they also try by all means to bypass such processes. It was expressed that the corrupt leaders are less patient, thus, they will not follow proper channels or processes; they want shortcuts. This entails that corruption will never be effectively dealt with if the leaders are involved and perpetuating it. These leaders include those in the hierarchy of the ministries, Directors of departments, permanent

secretaries, ministers and even the top government leaders such as the President's cabinet and members of the executive team.

Beyond this, participants also highlighted that the leadership has displayed an insatiable desire for absolute power in many aspects. This is evident in the "*patronage political environment in which university leaders are beholden to politicians,*" thus the ease in engaging in corruption or allowing politicians to meddle in academic institutional affairs.

Eventually, there will be no separation of powers where autonomy must be granted to government institutions without political interference. The desire to exercise political control over educational institutions is corrupt and leaders in such critical institutions become the doorway to a vicious, corrupt cycle. This is where many begin to be awarded doctorate qualifications without actually earning these through the required processes. Therefore, dealing with corruption should not occur at the grass roots but rather the top. Education against this pandemic should instead start at the grassroots.

4.3.3 Perceptions of corruption: education type and level

Participants were asked to indicate their perceptions of educational impact on corruption using a scale of 1-5 where 1 represents "not at all" influential and 5 represents extreme influence. The analysis made below relates these scores to the participants' educational profile in order to answer the questions of whether one's education level and type have any bearing on corruption. Figure 6 depicts the relationships between education type and the perception of the impact of education on corruption (using an average score).

Education Type

The graph may not show a particular set of education types that influences corruption but indicates the high scoring types such as studying abroad, at a co-ed school, private institution, taking formal education and residing in a boarding facility or on campus. These types scored a 5 which indicates that these education elements extremely influence or impact on corruption. The assessment uses the participants’ individual education profiles and matches these attributes to their perceptions of educational impact on corruption. However, these relationships do not show whether the influence is negative or positive but indicates the existence of high impact of the aforementioned types to corruption. Nevertheless, some explanations were provided by participants who expressed that colleagues who attended private schools “are less corrupt and can resist most temptations” owing to some value-based teachings at their schools vis-à-vis the teachings at public schools. The same views were expressed for colleagues who learnt abroad.

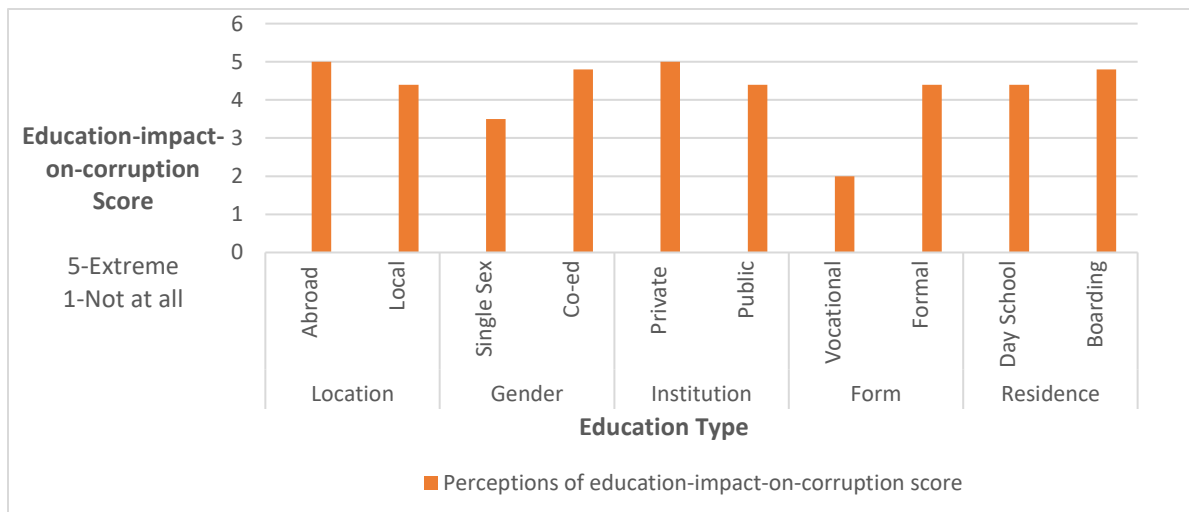


Figure 6: Perceptions of education-impact-on-corruption scores

Source: Author’s analysis

Education Level

The assessment of participants' education profile showed that all participants have attained a master's degree or higher but with slightly varying perceptions of corruption. Generally, those with a Master's degree scored 4 (very influential) on average, whilst those with a doctoral degree scored 5 (extremely influential). From these results, one can surmise that the higher the education level, the more one perceives education to influence corruption. Although there are many reasons to this, one could be that at higher education levels, one can clearly identify and apply the technical skills or superior knowledge gained, about how to beat the system, the checks and the balances put in place. Such skills and knowledge tends to improve as one gets more practice or skill through academia.

In summary, it could be that there is a relationship between education level and the impact of education on corruption; perhaps because as one attains more and higher qualifications, corruption becomes more apparent and easily confronts that person in their higher position in the public sector. This happens because when one attains a higher qualification, they are given a higher post in office where they are awarded more power to easily engage in corruption. In higher levels of power, one faces less competition (or opposition) which becomes a breeding ground for unabated corruption. As participants highlighted, those that are in politics, hold doctorate degrees and have earned professorship titles that people trust, therefore, the titles enable them to legitimize corruption in any field. With this power, they further corruption.

4.3.4 Addressing the education deficiency

4.3.4.1 The relevance of current education

On a scale of 1-5 where 1 represents small extent and 5 represents very large extent, participants were asked to assess the extent of relevance of the quality of education in Zimbabwe to reducing corruption. Participants ranked Zimbabwe's current education system as 2, on average. This entails that the quality of Zimbabwean education on average, is to some extent relevant to reducing corruption but way below the expected or necessary standards.

One key observation was that 80% of those that received some form of ethical education or value teachings related to corruption, ranked the quality of the Zimbabwean education as moderately relevant to reducing corruption. This could mean that an education that sensitizes people to corruption is a step further in quality but also points to the realization that not everyone or all institutions include ethics/value in their approach to education. The education still remains inadequate and irrelevant to reducing corruption. Furthermore, these scores indicate that despite the high literacy levels, the Zimbabwean education is of low quality and thus, irrelevant to curbing corruption. Reading and writing; this is all there is to the high literacy status and not quality, which ought to be the focus.

4.3.4.2 Critical Reforms and Modifications

i) Teaching values at a lower age and educational level

Almost all participants (11 out of the 12) suggested that values or ethics need to be taught at a younger age especially in the primary school level. The belief is that ideas are easily embedded or entrenched in one's mind at a younger age so that when these students are older, they will not depart from these values. One participant added that *"If*

we had been taught values at preschool or primary school, I would have been a different person. There was no training of values in children. There are other school such as Midlands Christian College (MCC) where children sing values, so they will forever remember these and apply them accordingly.” This benefits society at a national level when these students eventually occupy significant positions of power; they are more empowered to reduce corruption.

Other participants echoed similar sentiments but added that teaching values should take the form of a values or life-skills course. In this way, soft skills and the elements that make up a responsible citizen or person can be taught. The focus here is to build a citizenry that considers humanity and the need to build up a conducive, safe society for all. The participants connected this to political corruption whose detrimental effects cause social upheaval. This was outlined when one participant stated that,

“...values such as kindness, non-violence, that at times you win and at times you lose, and that democracy is not a mere activity that is talked about but must be practiced. You know, back in the day when we lost in football, people would fight and this is manifesting at national level in politics and governance. I'm not surprised if it manifests at that level. This life skills course should be examinable and should start at primary level. Values beat every challenge.”

In a sense, participants seemed to attribute the repressive government's acts of violence, restriction of freedom of expression and violent protests to the lack of values in political leaders thus, the suggestion of life skills embedded in a value-ethics centric course.

ii) Incorporate and make it a compulsory module requirement

To solidify such a value-based education or course, participants highlighted the need to make corruption related studies a mandatory tertiary course. This will incorporate practical examples given by industrial personnel with experience and a myriad of case studies to learn from-a method that has equipped some public sector officials in their current roles.

The difference with the value-based education to be offered at primary level is that this module becomes more specific to the area of study and is especially amplifying the need for national development. At this stage, one would have built up a moral or value base with general ethics acquired in the lower education levels and so the corruption module becomes an addition but one that acutely tries to identify and eliminate corruption at a higher level. It is different from the current status where people have no value system or teaching at the lower levels so, they rarely appreciate or utilize ethics administered at workplaces. In such an environment, corruption remains rampant.

Because education is sometimes offered by different religious bodies especially at the primary level, there is need to standardize the content delivered at this stage. The Ministry of Education could provide a framework or curriculum with the required values, ethics and content to be inculcated. This will be mandatory and form the basis of the value-based education. Other bodies, can then add to this overall framework.

iii) Altering institutional policies and maintaining independence

Two of the most senior participants in senior management levels (chairperson and vice chancellor of a particular university) suggested that for education to better reduce

corruption, a modification should be made in the institutional policies. Implementing a value centric course at the lower levels will not fully achieve its aim if there are political or government interferences that limit the education sector's performance. The university Vice Chancellor described this as "... *making public higher education institutions more autonomous with little government interference.*"

This may relate to the previous case of an allegedly illegitimate degree awarded to the former president's wife. This degree had much attention, became politicized and thus, it became difficult for the education sector or institution to function without interferences. Hence, the need to ensure independence but this has to be implemented through altering institutional policies.

CHAPTER 5: CONCLUSIONS AND RECOMMENDATIONS

5.1 Overview

As the concluding chapter of the study, this section summarizes the current research and outlines the conclusions and recommendations for policy makers or future studies. This chapter also serves to precisely capture and report on the research question, the objectives, methodology, critical findings and key conclusions to answer the research question. At the end, an assessment of the limitations of the research will be made to enhance possible future studies.

5.2 Summary of research

Chapter 1 established that Zimbabwe defied the logic stated in various literature that the more corrupt countries under-invested in education. Yet, Zimbabwe's highest budget allocation is education and the nation is among Africa's highest education-spending giants.

At the same time, Zimbabwe has one of the highest literacy rates in Africa yet it is ranked as one of the most corrupt countries in Africa. This gave rise to the investigation of the education-corruption nexus with the research question, "What is the impact of different aspects of education [level and type] on corruption among public service sector officials in Zimbabwe?" The objectives of this study are to i) to investigate the impact of education and knowledge on corrupt activities ii) to determine which aspects of education serve as incentives for people to engage in corruption and iii) to discover other factors that are contributing to corruption in Zimbabwe.

Chapter 2 is an analysis of literature to identify gaps to fill and add to the existing body of knowledge. In this section, many sources pointed out research done on

corruption and how it can influence education but there is less literature on the opposite. With many determinants of corruption such as culture, the role that education plays has still not been fully explored.

Chapter 3 employed a qualitative method of investigating this phenomenon, using purposive and snowball sampling in the Finance & Development and Higher and Tertiary Education sectors. Public officials in the city of Harare were engaged via in-depth interviews. Chapter 4 presented the results and key findings derived from the study. Most importantly the ways or in which education affects corruption: a value/ethics based education, the timing of delivering that education; through expert skills and knowledge gained as well as the economic disposition of an individual. Relationships were established and reforms to education were suggested.

5.3 Conclusions

This study has revealed that there is a relationship between education and corruption in different aspects of education such type and level. The higher the education level, the higher the perception of education as having impact on corruption. Despite relationships having been established, there is no clear pattern as to the extent of the relationships but there are other underlying aspects or factors that outline how education impacts corruption. These factors include avarice, a lack of value/ethics-based education, poor timing of delivering that education and expert skills and knowledge gained, that allow perpetrators to circumvent technological controls and procurement procedures. Added to these, are the economic challenges faced, that push desperate, educated but poor people to commit unspeakable acts corruption.

Values are a critical component of education. Because of lack of values, people end up engaging in corrupt activities, so it is vital to be intentional about teaching ethics beyond a home. In this way, values or ethics do not become an institutional requirement but a necessary component of one's education. Moreover, this education needs to be inculcated at every institution but starting from a tender age or early child development institutions such as kindergarten and primary schools. In higher levels of education, a value-ethics or corruption teaching related to a field must be a mandatory course.

It is also important to note that the skills and knowhow gained via education increase one's abilities to bypass and manipulate systems. The more educated one is, the more they are equipped to become corrupt. The economic climate also enables corruption. If public sector officials have very little income, then propensity to become corrupt is higher.

Generally, there is need to take a multi-faceted approach to dealing with corruption or assessing education as a determinant. Singularly assessing education type may not be appropriate considering that there are even many underlying factors affecting that type of education. As presented in this study, some causes are not peculiar, but the situation in Zimbabwe is exacerbated by the economic crisis so education or any other sector are just channels to engage in corruption.

There are overarching and other causes such as poor governance and poor leadership where there is lack of autonomy of various and academic institutions. Politics meddles in academic affairs thus it undermines authenticity and causes the education sector to greatly contribute to corruption where corruption is perpetuated by the educated, as reported in this study. Essentially, education contributes to corruption but there are

other critical factors as well, that may depict an endogenous effect on education and corruption.

5.4 Recommendations

1. To ensure quality in education, policy makers must immediately redesign the academic curriculum for all education levels. This remodeling should consist of an ethics focused education, value-based teaching and a mandatory anti-corruption course for every level. There is need to collaborate with various academic institutions of all types to best implement it, taking into consideration the institutions' general structures. The government may even engage social initiatives working to reduce corruption using education such as InterE (Integrity and Ethics) Initiative
2. There is need to remodel leadership. The national leadership should not be above the law, disregard the rule of law and insinuate corruption. Leaders ought to be held accountable for any corrupt acts with heavy punishments imposed. There should be autonomy of institutions; the Zimbabwe Anti-Corruption Committee (ZACC) should remain independent, without appointments being done by the presidium. Since ethical leadership is known to reduce corruption (Bashir & Hassan, 2019), having ethical leaders in such top institutions contributes to the development of the Nation.
3. I suggest the direction of more attention to the economic challenges. The government should ensure that public sector officials are well remunerated since research shows that higher per capita income reduces corruption (Svensson, 2005; Glaeser, La Porta, Lopez-de-Silanes & Shleifer, 2004). Even if the income can not be increased currently, the government could support in various ways such as free transportation, staff discounts on

food and more. This eases the financial burden and reduces affinity to perpetrate corruption through the systems or government sectors.

5.5 Suggestions for further research

1. For further study, to better understand the impact of education on corruption, I suggest the study of particular aspects, such as whether location of study (local versus abroad) influences corruption locally. This helps policy makers to create an anticipatory strategy (Tanaka, 2001) to ensure that even the education being offered is not soiled by corruption. Instead of focusing on type of education and studying many different aspects, future research could zero in on one aspect in a study.
2. I also recommend a research into the type of students that may influence corruption, by studying the combination of different aspects that exacerbate corruption. This can be conducted as a longitudinal study so as to better understand the impact of those particular aspects over time.
3. I suggest a quantitative study to determine the factors with the most impact. The qualitative study has established the existence of relationships between education and corruption but the extent of the correlation has not been established. A quantitative study would enable these statistical relationships to depict extent of impact.
4. This study may also be extended to cover all ministries in Zimbabwe, to get a better understanding of corruption amongst the public sector officials. The focus can also be on higher level positions such as ministers and their deputies in order to expand scope and assess from a more holistic or comprehensive perspective.

5.6 Limitations

The outcomes of this research could have been strengthened by inputs from more senior level officials in the sectors. These would include ministers and their permanent secretaries. However, most of these are reluctant to speak at length on issues to do with corruption in Zimbabwe. Amongst many reasons, it could be because of their possible involvement in some of the cases reported. Additionally, some did not want their positions or even their sector to be known, for fear of victimization if examples of the corruption were to be narrated.

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APPENDIX

Interview Guide

1. What is your age? 20-30 31-40 41-50 51-60 61+ years
2. Sex M F
3. In which sector do you work as a public sector official?
4. What is your highest level of education completed?
 Primary Secondary Diploma Tertiary Masters Doctoral
 Other: _____
5. Which type of education did you take? (Participants must respond to 1 in each line unless if both options apply)
 1. Abroad Local
 2. Single sex Co-ed
 3. Private Public
 4. Vocational Formal
 5. Day School Boarding
6. What does corruption mean to you?
7. Did your education teach you more about values, ethics, integrity and corruption?
 If so, what level in your education?
 In what aspect was it taught or how was it emphasized?
8. To what extent do you think education influences corruption? (Participant should respond to
 one)
 1-Not at all influential
 2-Slightly Influential
 3-Somewhat Influential
 4-Very Influential
 5-Extremely Influential

9. In what ways does education impact corruption?

10. Have you experienced a value, ethics or integrity training at your workplace?

11. How frequent are cases or acts of corruption in your sector?

1 – Never 2 – Rarely 3 – Sometimes 4 – Often 5 – Many times

12. Please use an example to illustrate how corruption occurs and is it highly related to educated or not?

What do you think causes corruption in your sector?

13. To what extent is the quality of the Zimbabwean education relevant to reducing corruption?

1-Small extent 2-Some extent 3-Moderate extent

4-Great extent 5-Very large extent

14. In what way can education be modified to reduce corruption?

15. What other aspect of education do you think contributes to corruption?

List of Zimbabwean Ministries

Ministry of Defence and War Veterans Affairs

Ministry of Finance and Economic Development

Ministry of Energy and Power Development

Ministry of Women Affairs, Community, Small and Medium Enterprises Development

Ministry of Home Affairs and Cultural Heritage

Ministry of Transport and Infrastructural Development

Ministry of Local Government, Public Works and National Housing

Ministry of Higher and Tertiary Education, Science and Technology Development

Ministry of Lands, Agriculture, Water, Climate and Rural Settlements

Ministry of Health and Child Care

Ministry of Environment, Climate Change, Tourism and Hospitality Industry

Ministry of Public Service, Labour and Social Welfare

Ministry of Foreign Affairs and International Trade

Ministry of Primary and Secondary Education

Ministry of Mines and Mining Development

Ministry of Information, Publicity and Broadcasting Services

Ministry of Information Communication Technology and Courier Services

Ministry of Youth, Sport, Arts and Recreation

Ministry of Justice, Legal and Parliamentary Affairs

Ministry of National housing and Social Amenities

Informed Consent Form

Research title: The impact of aspects of education [level and type] on corruption in Zimbabwe

I would like to ask your permission to be part of my final year undergraduate research study. The topic is **The impact of education on corruption** and the purpose of this study is to investigate how different elements of education contribute to corruption amongst the public sector officials in Zimbabwe, with the aim of discovering the aspects critical to reducing corruption. Your participation will be a valuable contribution to this research and will add to the existing body of knowledge.

You are free to be part of this activity and you are free to stop at any moment during the activity. There is no risk or negative consequence to this research but the study may request you to cite some cases of corruption where necessary however, your confidentiality is guaranteed. The benefit of this research is intrinsic; being part of an activity that will advance knowledge to the next generations as well as leaders and policy makers in Zimbabwe.

Details of the research

The research will be conducted over a 45-minute (maximum) interview; at a time suitable for and agreed upon by both the researcher and participant. The interview will be in the form of a question and answer discussion, to be held via a telephone call, WhatsApp call or Skype. Please feel free to specify your preferable medium of communication.

If you have any question or need clarification on any aspect of this study, you may ask me the researcher. If you agree to be part of this study, more information will be available to you on the interview process and general procedures to complete this activity. For further information, you can contact my supervisor, Dr Stephen Armah at **searmah@ashesi.edu.gh**

This research protocol has been reviewed and approved by the Ashesi University Human Subjects Review Committee. If you have questions about the approval process, please contact the Chair or committee at Ashesi HSCR irb@ashesi.edu.gh

Signature: _____
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