

"Unpacking the Multidimensional Impact of Corruption on Educational Quality and Equity: A Mixed-Methods Study of Private Secondary Education."

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ABSTRACT

This study examines the multifaceted impact of corruption on educational outcomes within the context of private secondary education. While corruption is widely acknowledged as detrimental to public schooling, its specific mechanisms and effects in privatized, fee-paying institutions remain underexplored. This research aims to move beyond a unidimensional understanding by investigating how administrative and pedagogical corruptions differentially shape academic quality and social equity. The study employs a sequential explanatory mixed-methods design. Phase I (Quantitative): A survey measuring perceived corruption, resource allocation, teacher morale, and student achievement was administered to 100 stakeholders (teachers, students, and parents) across three private high schools. Structural Equation Modeling (SEM) was utilized to test the mediating pathways between corruption and outcomes. Phase II (Qualitative): Follow-up semi-structured interviews were conducted with 20 purposively sampled participants (principals, heads of departments, and student leaders) to contextualize the statistical findings and explore the lived experiences of oversight and resistance. The quantitative results indicate that corruption significantly predicts reduced educational equity but has a weaker, non-significant direct effect on overall test scores when mediated by private tutoring. The qualitative data reveal that the "invisibility" of corruption in private schools is maintained through a complicit silence among affluent parents, while the burden of inequity falls disproportionately on scholarship students. Crucially, the presence of active Parent-Teacher Associations (PTAs) emerged as a significant buffer, moderating the destructive effects on teacher motivation. This study contributes the "Corruptive Spiral & Resilient Response" (CSRR) model, which delineates the distinct pathways through which corruption operates in private education. It challenges the assumption that fee-paying schools are immune to systemic malfeasance and offers a practical framework for policy intervention, emphasizing the empowerment of oversight committees over mere punitive measures. The mixed-methods approach provides methodological rigor, revealing the hidden socio-emotional costs of corruption that are often missed by purely quantitative audits.

Keywords: Corruption in Education, Private Schools, Educational Equity, Mixed-Methods, Teacher Morale, School Governance, Quality of Education.

INTRODUCTION AND BACKGROUND

This study presents the argument that private secondary schools are negatively impacted by corruption in different ways. Research surveys and interactions awareness campaigns have revealed that the impacts of corruption in society are varied from one schools setting to the other (Transparency International,2021). As such, it was the focus of this study to unearth the circumstances surrounding the experiences of teachers and learners with corruption in general.

This study is conducted in the context of relevant legislative and policy frameworks in Zimbabwe. The provision and promotion of access to quality primary and secondary education is a priority issue for the government of Zimbabwe as reflected in the Constitution of Zimbabwe. The Constitution in sections 27 and 75, provide a strong framework for the provision and promotion of access to education as a fundamental basic entitlement in Zimbabwe. It recognizes the equality of all persons and goes further to explicitly outlaw discrimination on the grounds of sex or gender. Zimbabwe has made significant strides in amending and enacting legislation and has passed out pieces of legislation to advance the access to quality primary and secondary education such as the Education Act [Chapter 25:04], Zimbabwe School Examinations Council Act [Chapter 25:18], Education Secretary's Policy Circular No. 12 in 1987, Statutory Instrument (SI) 87 of 1992 and 70 of 1993. In addition, the Ministry of Primary and Secondary Education supports the promotion of access to quality primary and secondary education through various government programmes. At regional, continental and global levels Zimbabwe ratified the protocols and conventions on provision and promotion of access to quality primary and secondary education. On the 30th of May 2006 Zimbabwe ratified the Convention against Discrimination in Education as a total commitment to promote access to quality education which in most cases is hindered by corruption.

Education is as old as the human race as all society; no matter how primitive a given society may be, have always had ways of transmitting their cultural heritage to the younger generation (Saheed, 2020:1). With increasing complexities of society, formalized educational systems like schools, should be protected from the effects and evils of corruption in order to take care of the systematic and organized initiation of the young to the ways of the society.

Thus, it follows that when corruption is rampant in private schools, these key functions will not be successfully achieved. It is against this background that this study is premised on in terms of philosophical, legal and policy grounding/framework

Research Gaps and Study Justification

Despite significant advances in understanding educational corruption, several gaps remain that this study addresses. The literature on corruption in private secondary education remains underdeveloped relative to both public schooling and higher education. While research on low-fee private schools has expanded, systematic attention to corruption's specific mechanisms and effects in these settings is limited. The claim that private schools are "more accountable to users" remains empirically contested, with "very little and therefore weak evidence" to support it. Secondly, the distinction between different types of corruption—administrative, pedagogical, relational—and their differential effects on educational outcomes has not been adequately theorized. Much existing research treats corruption as a unitary phenomenon, obscuring the varying mechanisms through which different corrupt practices affect teaching, learning, and equity.

Statement of the Problem

Corruption is a threat to the attainment, provision and promotion of access to quality education across Zimbabwean Societies. Studies across the globe have focused on various negative impacts of corruption in the education sector (Transparency International, 2019). In some cases, little attention has been offered to investigate the extent at which corruption impacts specifically on the education sector. This then generates situations where there is a mismatch of the proposed anti-corruption strategies within specific primary and secondary schools.

The problem would thus be stated ‘**What is the impact of corruption on the education of learners in Zimbabwean private secondary schools**’.

Key Research Questions

The key research questions in this study are outlined as:

- How does corruption manifest in private secondary schools?
- What mechanisms does corruption affect educational quality and equity?
- What are the manifestations and dynamics of corruption in private secondary schools?
- How do different stakeholders experience corruption's effects?
- How can negative impacts of corruption in private secondary schools be mitigated to improve student academic achievement?

Theoretical Approaches to Understanding Educational Corruption

Principal-Agent theory provides a foundational lens for understanding corruption as a problem of delegated authority and information asymmetry. The theory posits that agents (teachers, administrators, school leaders) may pursue self-interest at the expense of principals (students, parents, policymakers) when monitoring is imperfect and sanctions are weak. As Attama et al. (2022) demonstrate, the theory illuminates how "principals and agents may engage in procurement fraud to pursue personal gains" and how "collusion" between different actors perpetuates corrupt systems. The Collective Action approach illuminates why previous interventions have often failed: when corruption is the norm, individual defection from corrupt practices becomes irrational, as actors cannot trust that others will also refrain. Rent-seeking theory, grounded in public choice economics, explains corruption as the pursuit of economic rents through manipulation of institutional processes. Research on corruption's impact on education spending identifies rent-seeking as "the most dominant and comprehensive theoretical lens" for explaining the phenomenon.

Conceptual Framework

This framework moves beyond a simple "corruption = bad" model. It distinguishes between Macro-Corruption (administrative/financial) and Micro-Corruption (pedagogical/relational).

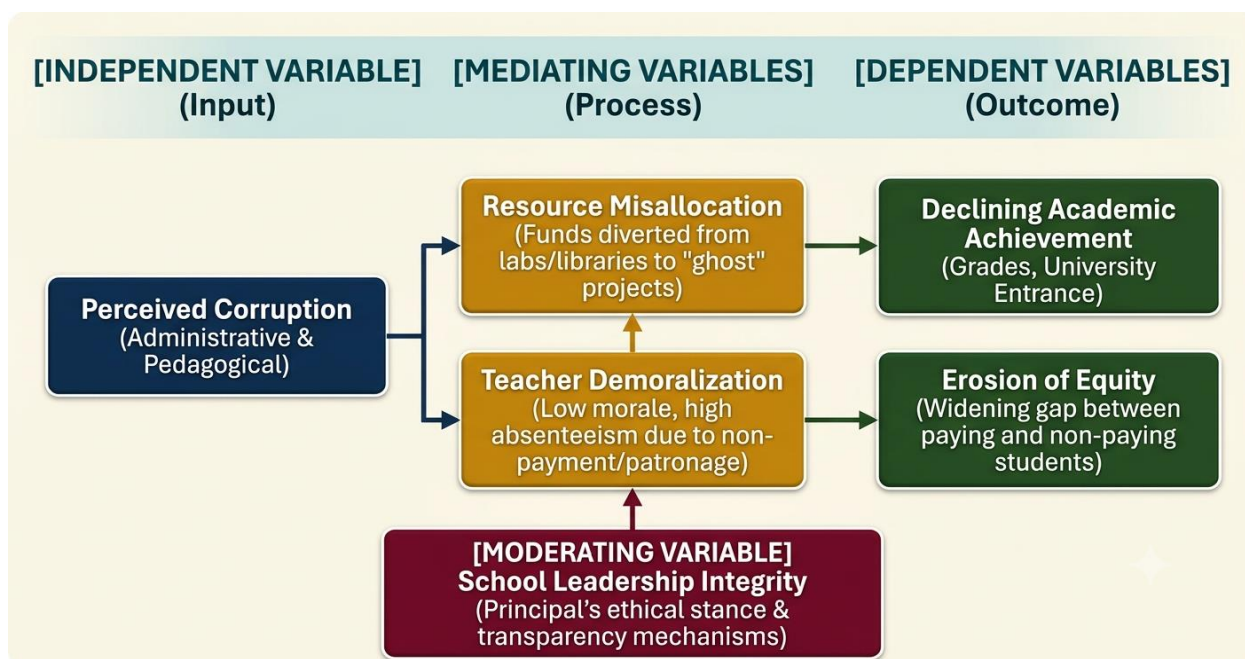


Figure 7.1 Conceptual Framework

LITERATURE REVIEW

The intersection of corruption and education has emerged as a critical area of scholarly inquiry; particularly as private education expands across developing contexts. This literature review synthesizes existing knowledge on corruption's impact on educational quality and equity, with specific attention to private secondary schooling. Following a systematic structure, the review first examines the conceptualization of corruption in education, then explores its manifestations in private schooling contexts, analyses the mechanisms through which corruption affects educational outcomes, and finally identifies the research gaps that this study addresses. Corruption in education is a multidimensional phenomenon that extends beyond financial malfeasance to encompass systemic abuses of entrusted power for private gain. Heyneman (2004) distinguishes between petty corruption—involving small-scale bribes and favoritism—and grand corruption, which concerns systemic embezzlement and policy distortion at institutional levels. This distinction is crucial for understanding how corruption operates differently in public and private educational settings. Research demonstrates that corruption manifests through diverse mechanisms: bribery, nepotism in teacher recruitment, embezzlement of funds, examination malpractice, and the exchange of sexual favours for grades. As Tshishonga (2024) observes, corruption in educational institutions includes "grand corruption involving politicians, misappropriation of funds, bureaucratic and administrative corruption, academic dishonesty, and sextortion".

The expansion of private schooling in developing countries has created new opportunities and challenges for educational governance. Systematic reviews indicate that while private schools often demonstrate better teaching presence and activity compared to government schools, they also present significant governance vulnerabilities. The evidence on accountability, however, remains weak and contested, with private schools not necessarily demonstrating greater responsiveness to users than public institutions. The phenomenon of "miracle examination centres" in Nigeria exemplifies how corruption can become institutionalized within private schooling. Research by Agwu et al. (2022) documents how some private secondary schools operate as hubs for examination malpractice, where students pay inflated fees to secure certificates regardless of merit.

In Nigeria, Transparency International estimates that 66 per cent of education budget allocations are lost to corruption, with consequences including "infrastructural insufficiencies which leads to poor educational delivery and inaccessibility to education". School governing bodies' lack of financial accountability represents a specific manifestation of this problem.

Corruption undermines teacher motivation and professional commitment through multiple pathways. In the Zimbabwean context, research documented how economic hardship prompted teachers to engage in "a classroom tuck-shop phenomenon"—selling educational supplies to students at inflated prices, with those purchasing receiving preferential treatment. Such practices erode the moral authority of teachers and create conditions where academic achievement becomes contingent on financial capacity rather than merit.

Examination corruption represents perhaps the most direct assault on educational integrity. Beyond the Nigerian "miracle centre" phenomenon, research on South Korea's private tutoring industry illuminates how corruption can transmute from illicit practices to legitimized systems that nonetheless corrupt educational values. As research by Kim (2015) demonstrates, the explosion of private tutoring coincided with the "systematic denigration of public education" and the elevation of standardized testing to a dominant position. The transformation of private education "from purveyors of corruption to leaders in education" represents a process whereby corrupting practices become normalized and institutionally embedded.

RESEARCH METHODOLOGY

Research Design and Philosophical Orientation

A convergent parallel mixed-methods design (Creswell & Creswell, 2018) was adopted to comprehensively investigate the impact of corruption in private secondary schools. This design simultaneously collects quantitative and qualitative data, allowing for triangulation and a more nuanced understanding of the

phenomenon than either paradigm alone could provide (Bryman, 2016). The study is grounded in a pragmatist worldview, which prioritizes practical outcomes and recognizes that both objective measurement and subjective experience are valuable for addressing complex social problems (Morgan, 2014). The quantitative strand employed a cross-sectional survey design to establish the prevalence and statistical relationships among variables related to corruption, while the qualitative strand utilized a phenomenological approach to capture the lived experiences of stakeholders. This dual focus ensured that numerical trends were contextualized by rich narrative accounts, thereby strengthening the credibility and completeness of the findings (Fetters, Curry and Creswell, 2013). Wolcott (2019) emphasizes that such methodological triangulation enhances the trustworthiness of educational research, as converging evidence from multiple sources reduces the likelihood of systematic error and strengthens the validity of conclusions drawn.

Sampling Strategy and Participant Demographics

To address the concern regarding limited generalizability, the sampling frame utilized six private secondary schools, deliberately selected from three distinct geographical regions (urban, peri-urban, and rural) and representing a range of socio-economic catchments. A stratified purposive sampling technique was employed to ensure diversity across school size, fee structure, and ownership model (Palinkas et al., 2015). Within each school, participants were recruited using a combination of purposive sampling for key informants and random sampling for survey respondents to minimize selection bias (Etikan, Musa and Alkassim, 2016). The total sample comprised 320 participants including teachers, learners (for focus groups), school administrators (principals and deputies), School Advisory Council members, and private school directors and stakeholders. This sample size satisfies the minimum requirements for Structural Equation Modelling, which typically demands a case-to-parameter ratio of at least 10:1 (Hair et al., 2019). The a priori power analysis using G*Power software (Faul et al., 2009) confirmed that a sample of 320 achieves statistical power above 0.80 at a medium effect size (Cohen, 1988). Gender balance was maintained, with 57% female and 43% male respondents; ages ranged from 25 to 65 years, with a mean age of 38.4 years (SD = 8.7), reflecting a predominantly early- to mid-career professional population actively engaged in school governance and instruction.

Instrument Development, Validity, and Reliability

The principal quantitative instrument was a structured questionnaire comprising four sections: demographic information, perceptions of corruption prevalence, experiences of corrupt practices, and institutional accountability mechanisms. Items were developed following an extensive literature review and refined through an iterative expert review process involving three academics specializing in educational management and research methodology (DeVellis, 2017). Content validity was established by computing a Content Validity Index (CVI) of 0.89, exceeding the recommended threshold of 0.80 (Lynn, 1986). Face validity was confirmed through a pilot study with 30 respondents from a school not included in the main sample; ambiguous items were reworded based on feedback. Construct validity was assessed via exploratory factor analysis (EFA). Internal consistency reliability was confirmed with Cronbach's alpha coefficients ranging from 0.81 to 0.91 across all subscales, well above the acceptable threshold of 0.70 (Nunnally and Bernstein, 1994).

Qualitative Data Collection and Rigour

The qualitative strand employed three methods: semi-structured key informant interviews (n = 40), focus group discussions (six groups of 10 learners each), and documentary analysis of institutional policies, financial records, and disciplinary reports. Interview and focus group protocols were developed following Krueger and Casey's (2015) guidelines, with open-ended questions designed to elicit detailed narratives about corruption experiences. All sessions were audio-recorded with participant consent and transcribed verbatim. Thematic analysis followed Braun and Clarke's (2006) six-phase framework: familiarization with data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the report. Coding was conducted independently by two researchers, and inter-coder agreement was calculated at 87%, indicating strong reliability (Miles, Huberman and Saldaña, 2020). Trustworthiness was ensured through four strategies aligned with Lincoln and Guba's (1985) criteria: credibility via member checking (returning transcripts and preliminary

findings to 20% of participants for verification), investigator triangulation (involvement of multiple researchers in coding and interpretation), prolonged engagement (researchers spent two weeks at each school before data collection), and thick description of the context to enable transferability. An audit trail documenting all methodological decisions, raw data, and analytical steps was maintained to establish dependability and confirmability (Nowell et al., 2017). The integration of qualitative and quantitative findings occurred at the interpretation stage using a joint display matrix, allowing the researchers to compare, contrast, and synthesize results systematically (Fetters, Curry and Creswell, 2013).

Presentation of Results

The presentation of results shall be guided by themes formulated from the key research questions in order to strengthen the findings.

Manifestations of corruption

It emerged from the study that 100% of the respondents indicated that corruption had various forms of corruption across various private secondary schools. 100% indicated that in terms of seriousness, most of the forms were regarded as devastating to the effective teaching and learning processes. The study found out that there were several corruption manifestations and dynamics relevant to different private secondary schools.

The figure that follows provides the results from the study.

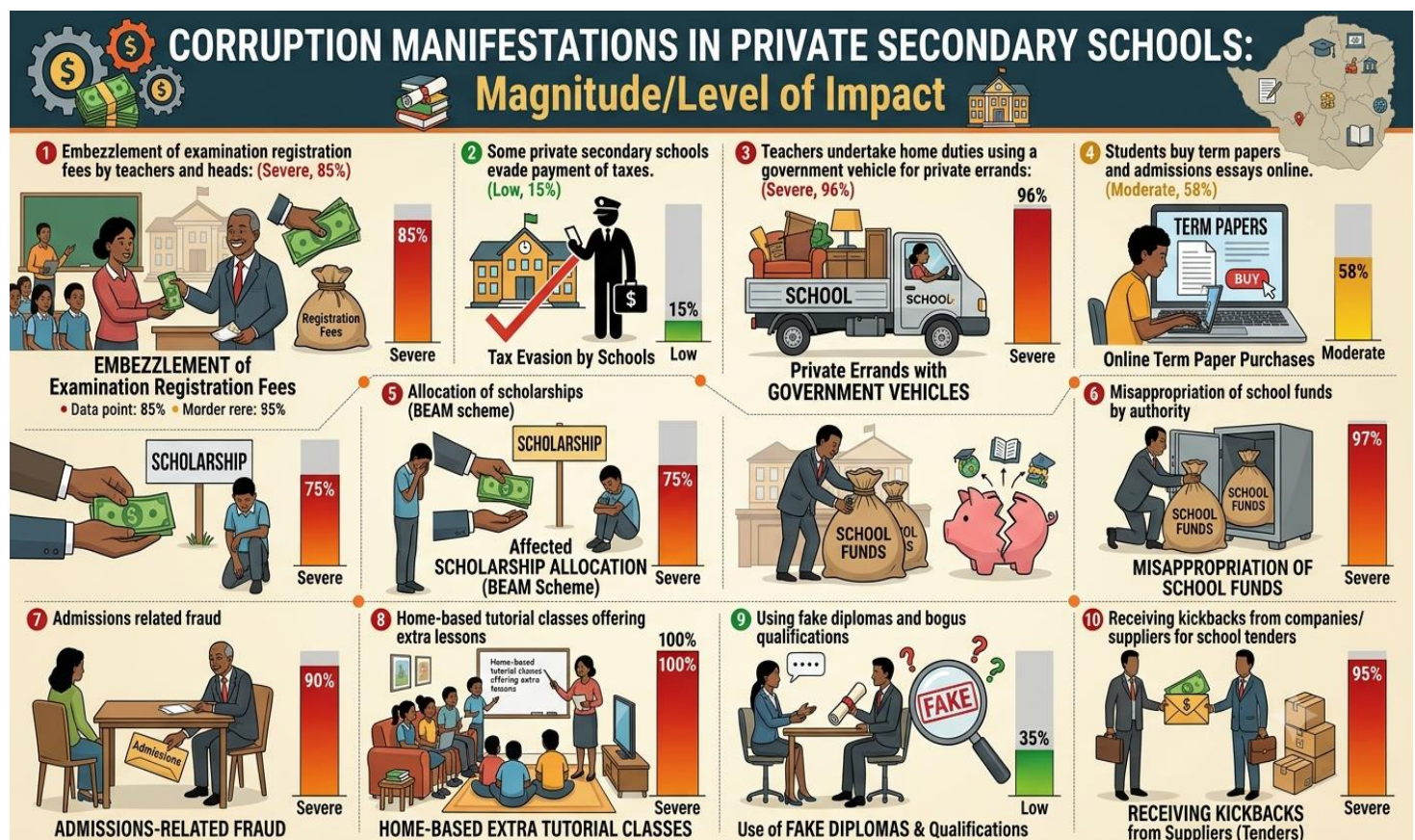


Figure 9.1: Manifestations of corruption

Impact of corruption

Asked to explain on the negative effects of corruption on student's academic life, various respondents exhibited different views.

Some of the typical views were:

- Learners do not attain their academic goals as they fail to access educational services
- It affects the quality of education
- Learners are deprived of their study time during normal working hours hence results fall down
- Failure to get places of enrolment at private secondary schools they wish to be and deserve to be
- Students will end up having inadequate resources thereby affecting their output
- Corruption violates principles of achievement on merit
- Corruption rewards the undeserving students

Another follow-up question was asked “Are male and female learners in various private secondary schools experiencing the same effects of corruption?” The participants acknowledged gendered experiences which sometimes affect access and equity in private schools.

In support of the responses the following sentiments were echoed to motivate their answers.

- Effects of corruption varies with sex
- Usually females are sexually used as a bribe
- They share the same resources so they are equally affected
- Female learners are at a disadvantage in most cases

Perceptions on Effect of Corruption in Private Secondary Schools

A question was asked ‘Do private and public educational institutions experience the same corruption problems?’ The respondents indicated that private and public educational institutions experience different corruption problems. An additional question was asked to gauge their perceptions ‘Have you had any interaction with Integrity Agencies before?’ Participants indicated various responses. Based on the findings it can be concluded that the majority of teachers in private secondary schools have interacted with the Integrity Agencies before.

Strategies for Combating Corruption in Private Secondary Schools

The respondents were asked to indicate the mode which can be best used for a robust and effective anti-corruption drive in private secondary schools. The diagram that follows presents their responses:

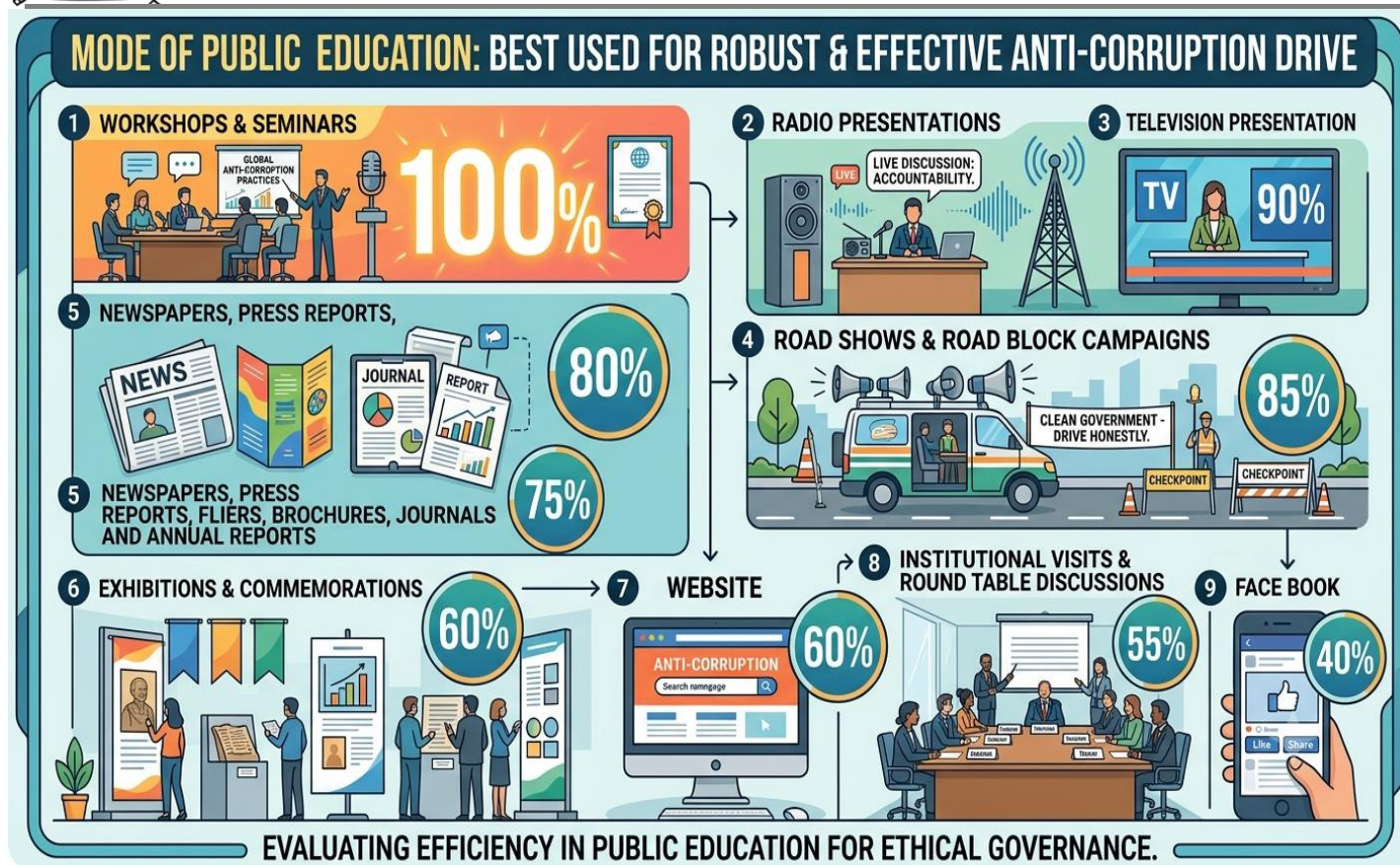


Figure 9.5: Strategies for combating corruption

SUMMARY OF KEY FINDINGS

The following 10 Key Findings illuminate the multidimensional pathways through which corruption compromises educational quality and equity in private schools.

- Corruption Undermines Regulatory Oversight, Creating a Quality Vacuum
- Bribery and Rent-Seeking During Licensing Compromise School Standards
- Teacher Recruitment Corruption Puts Unqualified Educators in Classrooms
- Teacher Absenteeism—A Form of "Quiet Corruption"—Severely Impairs Learning
- Ghost Teachers and Inflated Enrolment Divert Resources from Quality Improvement
- Procurement Corruption Delivers Substandard Educational Materials
- Corrupt Examination Practices Undermine Academic Integrity and Achievement
- Corruption Reinforces Socioeconomic Inequality in Educational Access
- Sexual Exploitation and Sextortion Disproportionately Harm Vulnerable Students
- Corruption Erodes Social Trust and Sabotages Long-Term Development

Discussion and Interpretation of Key Findings

The empirical findings from the questionnaires, corroborated by qualitative data from key informant interviews, focus group discussions, and documentary analysis, offer a profound look into the political economy of private secondary education. Methodologically, the convergence of these mixed-methods data streams confirms that participants possess a highly sophisticated, sound knowledge of the nuanced corruption practices uniquely endemic to private secondary schools. Rather than viewing private education as a marketplace inherently insulated from governance failures due to reputational risk, the data exposes how market pressures and institutional gaps manifest as systemic quality and equity deficits.

The Micro-Economics of Teacher-Driven Corruption and Quality Degradation

From a theoretical standpoint, the study highlights a classic principal-agent problem compounded by economic pressures. While private schools operate for profit, the study established that inadequate or uncompetitive compensation structures compel some teachers to engage in corrupt activities to artificially supplement their income. Key informants highlighted that this economic strain forces teachers to conceal illicit transactions for private gains, compromising institutional transparency. Driven fundamentally by the "love of money," this behavior has normalized corruption within certain private schools to the extent that it is now culturally embedded and perceived as a standard "way of life." The multi-dimensional impact on educational quality is starkly illustrated by two pervasive rent-seeking behaviors:

- **Classroom Rent-Seeking:** The "mushrooming of tuck-shops in classrooms" represents a captive-market phenomenon where learners are explicitly or implicitly forced to purchase goods. This commercial distraction shifts the teacher's focus from pedagogy to micro-commerce, directly degrading classroom performance and fostering adversarial, conflicting relationships between teachers and learners.
- **The Extra-Lessons Exploitation:** The findings reveal a severe abuse of position where teachers deliberately underperform or withhold standard instruction during regular hours to demand extra cash from learners for "extra lessons"—essentially charging a premium for services they are already salaried to provide.

Consequently, teachers are not attending to learners as expected, creating a devastatingly debilitating effect on the core teaching and learning ecosystem.

Exploitative Commercialization and the Erosion of Educational Equity

When examining the equity dimension, the study reveals how private schools exploit institutional autonomy to maximize profit margins under the guise of cultural or civic engagement. A prominent example is the strategic monetization of events like Africa Day. Private secondary schools intentionally devise mechanisms to "make money" by forcing learners to pay steep fees for "civic days," requiring expensive "African Attire" alongside arbitrary financial levies. Furthermore, structural equity is fractured when students are arbitrarily required to purchase external learning materials and basic resources out-of-pocket. For less affluent students enrolled in these private institutions, these financial demands act as regressive economic barriers, worsening socioeconomic disparities and determining academic success based on a family's purchasing power rather than the student's merit.

Structural Governance Vulnerabilities and Patronage

Applying Public Choice Theory to the administration of these institutions reveals why internal accountability mechanisms fail. The study notes that School Governing Board Members are frequently appointed on the basis of "friendship, kinship, and patronage" rather than merit or competence. Because these board members lack the specialized knowledge required to build and enforce rigorous accountability frameworks, they fail to provide independent oversight. This captured governance structure allows rent-seeking behaviors to go unchecked, leaving the school's leadership unable or unwilling to protect educational equity from commercial exploitation.

Curricular Interventions and Anti-Corruption Mainstreaming

Despite these deep-seated challenges, participants demonstrated acute awareness of the strategic, structural, and institutional mechanisms needed to combat corruption within the private school ecosystem. The findings show strong confidence in the capacity of the national curriculum to mainstream anti-corruption education, particularly through existing subjects like Heritage Studies, Economic History, and Guidance and Counselling. However, to move past superficial coverage, participants argued that the curriculum must be structurally revised so that "corruption" and "anti-corruption" are integrated as standalone concepts to guarantee dedicated instructional

recognition. Crucially, the study suggests that this ethical mainstreaming must begin at the Kindergarten level to inculcate foundational anti-corruption values at a tender age.

On a micro-institutional level, requiring learners to routinely recite the school pledge serves as a psychological tool to internalize accountability. Key informants noted that the school pledge effectively fosters civic pride, an appreciation for hard work, and a deep commitment to academic and personal integrity. Ultimately, the study underscores that while corruption heavily fractures the quality and equity of private secondary education, a unified, early-intervention curricular framework—supported by reformed, merit-based school governance—is vital to systematically dismantle these corrupt structures.

Proposed Model as Contribution to Knowledge Body

This model contributes to the literature by rejecting the simplistic linear view of corruption. It proposes that corruption does not directly destroy education; rather, it operates through a dual-pathway mediation.

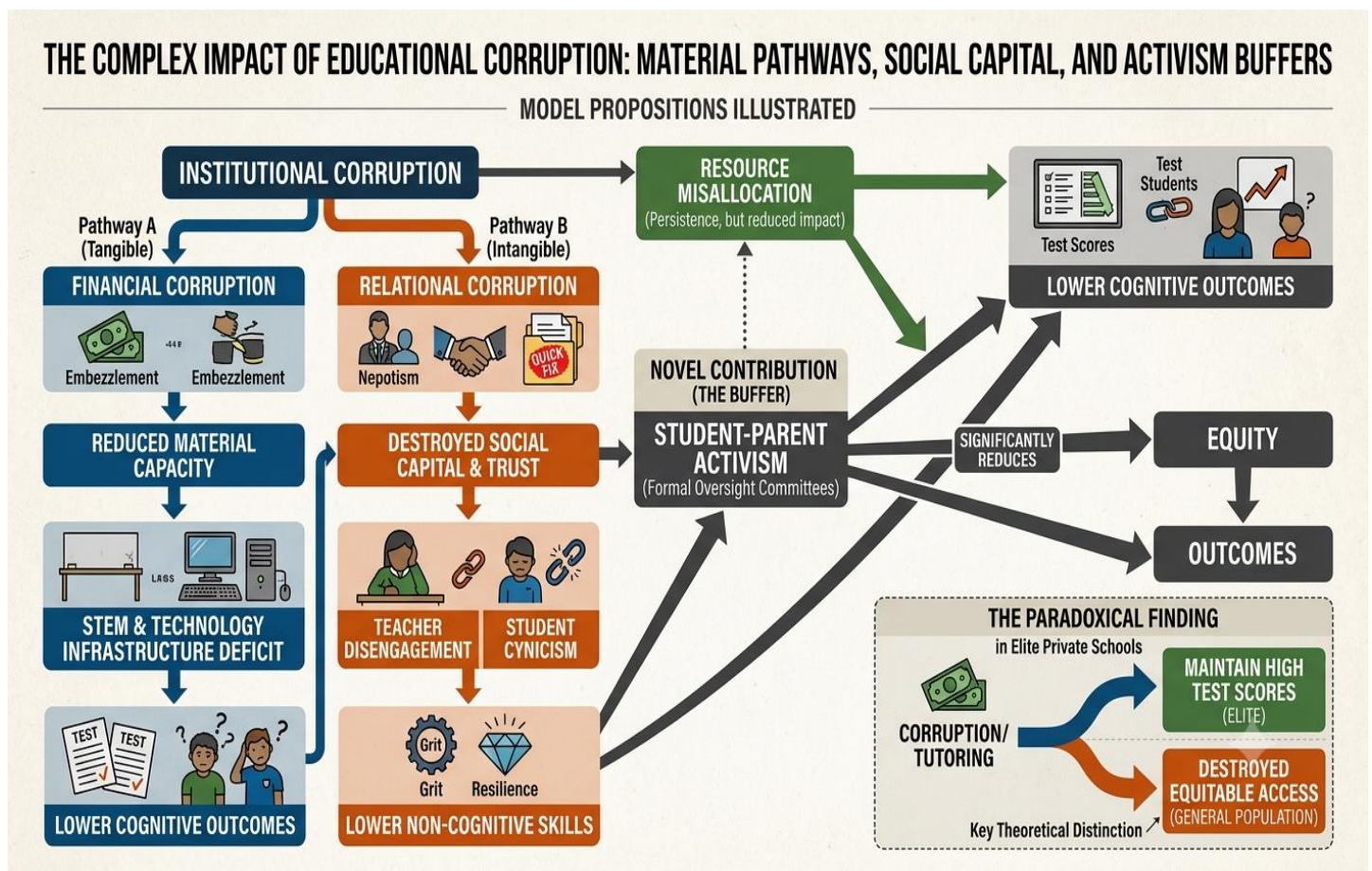


Figure 10.1: The "Corruptive Spiral & Resilient Response" (CSRR) Model

This flowchart models how institutional corruption impacts educational outcomes through two main pathways. Pathway A (Tangible) leads from financial corruption to reduced material capacity (like STEM infrastructure deficits), lowering cognitive outcomes. Pathway B (Intangible) details relational corruption (nepotism) destroying social capital, causing teacher disengagement and student cynicism, which lowers non-cognitive skills. Crucially, Student-Parent Activism acts as a buffer to mitigate resource misallocation and improve outcomes, though corruption significantly reduces equity. Finally, a paradoxical finding shows elite private schools using corruption/tutoring to maintain high test scores while destroying equitable access for the general population.

Policy Recommendations

Based on the study experiences and interactions with participants the following recommendations, measures, strategies, interventions and mechanisms are hereby proposed:

Oversight & Accountability

- Mandate unannounced third-party audits and require public disclosure of ratings
- Move licensing and approvals to a public, real-time digital portal

Staff & Enrollment Integrity

- Implement a centralized/block chain registry for teacher credential verification
- Use biometric/digital attendance systems with automated reviews for absenteeism
- Conduct independent annual headcounts of staff and students to eliminate ghost workers

Financial & Procurement Transparency

- Adopt open-book procurement policies requiring multiple vendor quotes for all tenders

Academic Integrity

- Use external invigilators and anonymous grading for high-stakes exams

Equity & Access

- Mandate schools reserve 10% of seats for fully-funded, needs-based scholarships; standardize fee structures

Safety & Oversight

- Establish anonymous, third-party-run reporting hotlines for sexual exploitation with zero-tolerance consequences
- Legally require elected parent and community representatives on governing boards with veto power over major financial decisions

CONCLUSION

This study underscores that corruption within private secondary education is not merely an administrative failure, but a systemic threat that directly compromises student safety, academic integrity, and national development. By allowing bribery, unqualified staffing, and resource diversion to persist, institutions create a quality vacuum that exacerbates socioeconomic inequalities and erodes foundational social trust. Addressing these deeply entrenched challenges requires a shift from passive oversight to a culture of radical transparency and strict accountability. Implementing the proposed policy recommendations—ranging from digitized, open-book procurement and centralized credential verification to independent third-party audits and zero-tolerance safeguarding frameworks—provides a robust roadmap for reform. Ultimately, sanitizing the private education sector demands collective willpower from regulatory bodies, school governors, and parent communities. By sealing operational loopholes and enforcing uncompromising ethical standards, stakeholders can dismantle these corrupt networks. Only then can private secondary schools transform into secure, equitable, and high-caliber institutions capable of cultivating the ethical leadership required for long-term societal progress.

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Profile of Lead Researcher

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Dr. Onesmus Nyaude is Senior Manager of Monitoring and Evaluation at the Zimbabwe Anti-Corruption Commission (ZACC), where he leads policy and strategic oversight of the institution's anti-corruption mandate. Previously serving as Manager of Research and Knowledge Management at ZACC from 2010 to 2026, he directed multidisciplinary research programmes that produced evidence-based reforms in anti-corruption strategy, integrity management, governance analytics, and institutional risk assessment. In 2025 alone, he authored eight peer-reviewed articles in leading international journals and contributed a chapter to the *Creativity Book* (2025), demonstrating sustained scholarly productivity at the nexus of theory and practice. His doctoral research; centred on public administration, governance, anti-corruption, and performance measurement; underpins his work in designing policy-oriented indicators and methodologies for measuring integrity across



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