

COUNSELLOR'S ROLE IN RE-ORIENTATING PEOPLE AGAINST BIBERY AND CORRUPTION IN THE EDUCATION SYSTEM

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Abstract

Experience has shown that bribery and corruption seem to be the order of the day especially in Nigeria. This is made manifest in the widespread inefficiency and unfairness in dealing with human fellow and occasional overuse of legitimate power. Consequently, the victims need to be provided with opportunities for adjustment using counselling techniques. The counsellors' role in re-orientating people against bribery and corruption in our Educational system is very significant towards the realization of educational objectives. This paper however, focuses its attention on the impact, of counselling techniques which encourages good behaviours among victims of bribery and corruption in our school and non-school setting as individual or a group. It reviews the causes and effects of bribery and corruption. It also discusses several counseling techniques through which the bribery and corruption practices could be reduced in our society for effective development.

Keywords: Bribery, corruption, re-orientation, counsellor and counselling techniques.

Introduction

Bribery and corruption are twin concepts that have become synonymous with the name "Nigeria". Its cases have become so alarming that it has eaten deep into the fabrics of the Nigerian system. Corruption is an epidemic and endemic so much that it has hitherto been baptized, and renamed "Nigerian factor". The ugly monster (bribery and corruption) are threatening and seem to have defied every effort made to curb its ugly trend. It seems to have come to stay and pervaded the political, religious, economic and educational environment in Nigeria. It is surprising to see in some communities, during the CovD-19 experience that people have to pay ₦500 to adhoc constituted members for family name to be written for parliative collection especially in the rural areas. Some others pay ₦200 per head without even collecting the parliative. Other categories of people especially among the youth (male precisely) disguise themselves as taskforce members (in Ebonyi State) and to collect fine from motorcycle riders for their own consumption; when Governor of the state banned such means of transportation for flouting of COVID-19 transportation guideline in April 11, 2020 (Eze, 2020). Perhaps, such ugly situation above and likely others abound in other parts of Nigeria. A situation as described above is in line with the view of Okafor (2008), who lamented that corruption is more an open affair in public and private places in Nigeria. To

this end, most of the government officials demand and collect certain gratification before discharging their official duties. The terms bribery and corruption are commonly used in Nigeria. They suggest evil in relation to doing something or rendering services as a result of some quantity and quality of gratification. This means that without such benefits the expected services would not be rendered, thereby leading to deprivation of certain privileges and rights of individuals or group of persons in the society (Okorodudu, 2006).

According to the Corrupt Practices and other Related Offences Act (2000), corruption is defined as including “bribery, fraud and other related offences”. As Akanbi in Okwesili (2008) noted, that corruption from jurisdiction point of view is the misuse of entrusted power for private benefit. Cases of corruption abound in Nigeria and it is not only found in public offices but also in all facet of our national life. The author observes that bribery and corruption are consistently on high rate in Nigeria. Such is a serious business in Nigeria. From the foregoing corruption could be defined as converting illegality to be legal by an individual or a group; that is act, of legalizing dishonest or foul means of achieving a particular goal. Obasanjo cited in Nwanekwe (2008), described corruption in Nigeria as one of the single greatest bane of our societal decadence and tragedies of many years of uninterrupted military dictatorship. He stressed that corruption in Nigeria has become a full blown cancer which has eaten deep into every facet of societal values for the singular fact that it has been allowed to grow unchallenged and unchecked even when it has become visibly glaring in public life.

It appears that the Nigerian system has the mechanism for promoting the evil of bribery and corruption. In the view of Achebe, a lot of people in Nigeria are comfortable in discharging and expanding corruption by transferring the same act to others who yield to their trick. It seems that the system under which we live today give room for bribery and corruption, hence making it easy and profitable to the beneficiary. For instance, those who engaged in the act do so with intension of self enrichment at the expense of others. They take the advantage of their positions and influence in society to get involved in corrupt practices when the opportunity present itself (Okokhere, 2015). Example, observation shows that Nigeria is still recovering the looted money of her one-time late president from foreign countries. Also news from Nigerian from mass media has reported the deporting of categories of corrupt Nigerians from Italy and Ivory Coast. These included embezzlers and fraudulent people (Odoemelam & Njoku, 2006).

However, corruption is a worldwide phenomenon, therefore it cuts across all countries like Iran, Australia, Britain, Canada among others. It was on this basis that Oribhabor & Aubuluimen (2018), emphasized that corruption is an act which has been criminalized in all countries of the world but very high in Nigeria. Corruption is everywhere in Nigeria, (school, politics, churches, market etc) where you see, feel, hear or even smell it (Oku, Emeka & Onakalu, 2015).

This paper therefore looks at features of bribery and corruption in Nigeria, causes and effects as well as the counselling techniques that can be applied in the school system to curtail it.

Features of Bribery and Corruption in Nigeria

A corrupt society is characterized by the following features:

- Lack of due process mechanism
- Inflation of contract
- Negative work attitude; truancy and non-challancy.
- Distorted value system leading to greed and laziness among citizens.
- Lack of transparency
- Poor accountability and probity (Oribhabor & Aubuluimen, 2018).

It should be noted that bribery and corruption is even much evident at the family level, where it was first introduced and practiced through unfaithful habits, misconduct and dishonest socio-moral activities, and financial misappropriations in a seemingly harmless way. Eventually the fruits of it became alarming at the primary, secondary, university, and other tertiary institutions in Nigeria.

It was Nwanekwe (2008), who pointed that in Nigeria nothing is wrong when government personnel turn stationeries and other office equipment into private use. It is equally a business as usual when medical Doctors sell off drugs, including equipment donated to the hospitals by some international agencies and divert the money realized from such sales into their private pockets; and the falsification of election results, ballot papers, and snatching of boxes, hence denying the innocent citizen their political right.

Noteworthy also is policing exercise in Nigeria in term of recruitment into police, which has become a money trading venture for those in charge. It is reported that people seeking to join the police force pay as bribe between 40,000 and 50,000 before they could get entry into the Nigeria police force training colleges across the country. This has led to recruitment of unqualified people and questionable character as officers (Centre for law Enforcement Education in Damilola, 2017). In terms of salary increment, promotion, transfer or any due

incentive of favour, one has to “oil the palm” of those concerned or “rub their back” before acquiring any of the above entitlements. Furthermore, there is illegal collection of money among Nigeria Police from motorists and others on high way road block across the nation (Federal Bureau of Investigation, 2016). Observation shows that the above scenario cut across other discipline, (education inclusive).

Corruption is a behaviour, which deviates from the formal duties of public role. In Education Sector World Bank reports in Ochai (2012), it is stated that corruption in education entails a misallocation of talents and the propagation of it. Corruption is further described as waste and use of education resources. Contributing Dike (2004) decries the recent development where discoveries of stolen public school funds run into billions of naira, make the allocation of funds to school system inadequate. Corruption is probably the means to accumulate quick wealth. This has contributed immensely to poverty and poor funding of a large segment of the Nigerian education system. Router in Ochai (2012), identified factors that engender corrupt practices in schools to include great inequality in the distribution of resources, political office as the primary means of gaining access to wealth and conflict between changing moral codes. Other forms of corruption that constitute a problem to financial administration at the school level are the bureaucratic nature in the implementation of policies in the school system. Corruption has much negative effects on school financial management where money meant for the development of educational projects is not fully utilized. Over the years, school principals and bursars have been involved in mismanagement of funds.

Corruption in education is not a recent discovery. Observes in educational management system noted several decades ago a variety of instances of distortions in the use of resources, appointment, development and distribution of textbooks, fraud in the use of aid target at education is not a new phenomenon.

In another development, Odoemelam and Njoku (2006), revealed that students collude with the teachers, principals, and invigilators to cheat in an exam. This is a cooperative affair. In the ministry of education some official as noted by Ogbonnaya (2004) embezzle funds meant for specific projects in schools. There are others who divert funds meant for education to other channels, for instance, some officials divert funds mean for the erection of classroom blocks into games and sports where it will benefit them, some others are known to insist on gratification for every task to be accomplished or any project to be undertaken. Some administrators receive gratification for the award of contract concerning the construction of science laboratories or the procurement of teaching equipment, Ikonko (2010) said that this

sort of frivolity slashes the total amount of money budgeted for specific education project which could have influenced teaching and learning position thereby improving students' academic performance.

Some university administrators are known to embezzle funds provided for project. For instance, many vice chancellors according to Ikonko (2010) embezzle loans meant for the development of academic and non academic staff of their institutions. In addition, corruption in school could be view in form of stealing school equipment, including ghost workers in pay vouchers, impersonation, sexual gratification both in secondary schools and higher institutions of learning, delay in payment of salaries for selfish motives and tribalism (Odoemelam & Njoku, 2006).

It is obvious that education stakeholders: teachers, students, supervisors and community members are aware of miracle centers for West African Examination Council (WAEC) Exams in recent times in Nigeria. This has deprived majority of students to be active in classroom activities, knowing that, their parents and significant others will register them in one of the "miracle centers" and pay extra money for the Examination. Impersonations are free in such environment for excellent results. Besides, some external examiners who might be engaged in the miracle centers for the supervision of WAEC Examinations or National Examination Council (NECO) or other equivalent examinations may collect bribe from the principals or the exam co-ordinators in the schools and forget their mission and rate the school positively when such centers or results are supposed to be cancelled or ceased by the ministry of Education, hence increasing the rate of bribery and corruption in our education system.

Furthermore, observation indicates that most students in colleges and universities are not interested in reading their textbooks, rather they "sort out" (pay for unmerited grades) some of their courses with those facilitators that accept bribe either in cash or in kind and then struggle to scale through in other courses that are not sortable as a result of the facilitators being inaccessible in terms of corrupt practices. Disturbed by the increasing incidence of examination malpractice, the then Federal Minister of Education (1994-1995), Dr. Iyorchia Ayu, at a formal opening of the West African Examination Council (WAEC) while in office observed thus:

"The situation has in the last two or three years assumed a disturbing dimension. Almost all our examinations, both internal and external and at virtually every level, are now riddled with brazen acts of irregularity and

malpractices, what is particularly worrisome is the deep involvement of individuals and groups, who traditionally, would be expected to constitute the army fighting against the vice” (Bolaji and Adedokun, 2013: 214).

Also, in 1994, Mr. S.A. Esezobor, the then WAEC boss in Nigeria at the council meeting in the Gambia also drew the attention of the members to the alarming growth of examination malpractice. He also observed thus:

“I have dwelt at length on the subject of examinations, yet I cannot leave the subject without drawing the attention of the council to the alarming growth in the rate at which candidates from taking books and other material into the examination halls and they improvise ingenious ways- while the examination is in progress and receiving-answers written by persons specially hired for the purpose” (Bolaji and Adedokun, 2013: 214).

These are observations made by concerned citizens of Nigeria and they speak the minds of very many other well meaning Nigerians. In spite of the efforts made by government and various public examination bodies to minimize this heinous act, it has rather grown almost out of manageable proportions and it has been ingrained in a society that is no less in a mess (Bolaji and Adedokun, 2013: 214).

Types of Corruption

Corruption occurs in various ways, some of them include: political, Bureaucratic, Developmental and Endemic Corruption.

Political Corruption: May be aimed at private and group enrichment for power preservation purposes. Political corruption may be seen as the use of official position and influence by government functionaries to loot government treasuries. Example, according to Kwanashe cited in Oribhabor and Aubuluimen (2018), corruption was the reason cited by the military when Shiehu Shagari administration was in a coup in 1984. In a related development Funaid cited in Oribhabor and Aubuluimen (2018), a second republic member of the house of the representative asserts that the military institutionalized corruption especially during the administration of Ibrahim Babangida. He added that corruption has become a cancer in Nigeria government. Some western diplomats as quoted in Human Right Watch (2007) estimated that Nigeria lost a minimum average of 4 billion to 8 billion US Dollars annually to corruption over the eight years of Obasanjo’s administration (Okokhere, 2015). Experience has shown that presently in Nigeria, that majority of highly placed public officers steal from public account to enrich themselves, while the masses are dying in hunger, poor health, and

lack of access to economic. In addition, activities that are connected with election and political institutions in order to win election to the detriment of qualified citizens' franchisement.

Bureaucratic Corruption: This is any act or activities that negate due process in any organization, system or entity. Therefore, corruption has been conceptualized, as any action or inaction aimed at personal gain other than the constituted or stipulated duties of office. It is a parasitic kind of relationship where the host loses and the other gains at the expense of the host. The concept of corruption replicates responsibility without accountability. Examples, recruitment and promotions of public officers are no longer based on merit but on who know who or through monetization (Oribhabor & Aubuluimen, 2018).

Development Corruption: This type of corruption is where there are numerous development projects by the state and are determined by the state executive in terms of form, cost of projects, place in which such projects are to be cited, cost of such projects like bridges, construction of roads, building of dams, with the sole purpose of over-inflating the contract prices (Oribhabor & Aubuluimen, 2018).

Endemic Corruption: This type of corruption has to do with abuse of office and such take place in various degrees. This type of corruption is prevalent in a system, which are solely responsible for distributing scarce welfare services such as: education, health, telecommunication, housing etc. In other to get these services, people have their way or sometimes, officials bar the public from getting the services until they have bribed them in cash or in kind, (Jimon & Anegbode, 2000).

Causes of Bribery and Corruption

Cause of bribery and corruption are many. Some of these are:

- Poverty
- Psychological factors: Greed, selfishness, self centeredness.
- Social factors: Ostentation, recognition, boasting, ambitious display of wealth.
- Demonstration effects of corruption.
- Capitalism and its attributes for promoting corruption.
- Poverty: In the words of Alkali, Lidimma and Godwin (2015:97), "the greater proportions of the population in Nigeria are living in abject poverty". Our school systems turn out graduates every year who roam the streets in search of non-existing white collar jobs. Since these individuals do not posses skills for self-employment in the face of non-availability of paid jobs, they remain poor and unable to have access to the basic

necessities for decent living such as food, shelter, health services among others. Such kinds of people are hungry and may employ bribe or corruption as a mechanism to put food on the table. The other category of poor people who indulge in corrupt practices do so not only to acquire the basic needs for economic survival but they too want to break the yoke of poverty and get rich in the society.

- a. Psychological causes of corruption. Greed is a major cause of corruption. There are many people in the society who exhibit psychological traits of greediness, selfishness and/or self-centeredness. People exhibit these psychological traits of greed with respect to material and non-material wealth such as money, assets and power or position in the society, government, social, organizations and religious groups. The victims may likely bribe officials and at other time destroy their opponents either physically or socially to achieve their objectives. The corrupted individual here may be poor or rich in the community (Okorodudu, 2006).

- b. Social causes of corruption: The social causes of it relate to ostentation which describes the acts or recognition, boasting, ambitious display of self or the individuality of the person. The tendency to show off, to outshine others is capable of motivating those who do not have the material resources to involve in corruption (Olusoga in Okorodudu 2006).

Demonstration effects of corruption as a cause of corruption: The idea that many are corrupt seems to encourage the victims to practice and promote corruption in the society. The general argument about this secondary cause of corruption is that if everybody is engaging in corruption, and “if everybody is getting rich through it, and if most people get away with it, it ought to be right” (Olusoga cited in Okorodudu, 2006: 119). Observation also shows that a good number of average students (learners) in colleges and higher institutions of learning that below average learners bribed some of their facilitators in terms of scoring higher grade in examination thereby motivating some of the average students to do the same instead of improving their study habit, hence creating room for more half-baked graduates and low manpower in Nigeria.

- c. Capitalism and its Attributes for promoting corruption. The phenomenon of capitalism is based on the principles of private ownership of the means of production and distribution of goods and services for the purpose of profit making. Under this system, the following major activities are encouraged. Material acquisition of private property, encouragement of profit motive, maintenance of self-interest, general competition and the management of price mechanism. These indices of capitalism promote corrupt practices in the society.

Example: at earlier stage during interstate lockdown in Nigeria as regards COVID-19 policies, it was observed that many business individuals sold their goods at higher rate. Example, Garri sellers sold five kilogrammes of garri ₦1000 instead of ₦350 in some part of Ebonyi State, and in some part of River State. Also face mask, was sold at the rate of ₦500 instead of ₦100, sanitizers, bucket and Tap sellers also did the same in their own path among others to the detriment of consumers.

Consequences of Bribery and Corruption

The consequences of bribery and corruption has manifested in various ways such as institutional decay. Indeed, corruption in education constitutes a very serious threat to school administration and successful achievement of any school goal in that it deteriorates the quality of administration, limits access to effective education, reduces the resources available for administration and increases social inequality (Ochai, 2012).

In addition, it causes chronic economic distortions and under-productivity in the public sectors, among others. Execution of capital projects in various public sectors serves as avenue for bribes and kickbacks. Scarce resources that should be deployed to development of public affairs go into private foreign accounts.

Network Africa (Outlook, 2007) sees corruption as a major bane to development in Nigeria. Corruption poses serious developmental challenges in political realm, it can seriously negate democracy, good governance and economic development. In the same vein Tayudeen cited in Oribhabor and Aubuluimen (2018), opined that; corruption is anti social behaviour conferring improper benefits contrary to legal and moral norms which undermines the ability of government to improve the living condition of the people. The scholar noted that, corruption perpetuates poverty and encourages political instability since it undermine the key institutions of government.

The high rate of bribery and corruption practices among Nigerians is far beyond expectation. The victims manifest all kinds of bribery and corruption behaviour ranging from nullification of election result that was conducted in a free and fair atmosphere, (example, 1993 presidential election); miracle centers for WAEC and NECO examinations; sorting some lecturers for a better grade in higher institutions of learning; offering job opportunities to the unqualified candidates based on tribalism and relationship instead of merit; neglecting and caring for the workers in terms of promotion and professional training programmes; and denying of their welfare incentive, deprivation of development in rural setting among others.

The problems seem to be more serious in this technological age. All these kinds of unfriendly environment cannot allow individual, potentiality to be explored and developed effectively.

To help shape up the society and possibly stamp out this ugly experience, the federal government introduced guidance and counselling in school and non-school settings. Guidance and counselling by Awam and Igwe (2006) includes a number of processes used in assisting an individual who has problem in any facet of life so that he can be more effective, satisfied and useful to himself and the society in which he lives. The need to re-orient individual on new values that could improve character and society is part of a counsellor's role. Reorientation can be defined as a process of changing the old and inappropriate value or orientation of an individual, to harmonize him and develop new set of values that are more accurate for improving character of individuals and nation at large (Okorodudu, 2006).

The concept of individual re-orientation requires a change of values system. This implies that existing values especially issues of bribery and corruption are not healthy to the individuals and the society at large. Reorientation becomes a necessity by the counsellor. As a result of knowledge explosion, environmental contact and insatiable nature of man; both young and old are becoming less concern with each others' attitude. Counselling reorientation pave way for a deeper effort to re-educate individuals; group, leaders on current and expected values that could sustain individuals on acceptable behaviour towards achieving meaningful development. Counsellors are models of good morals, positive study behaviours, hard work and modest dressing. They have roles in devising effective techniques and finding solution to the act of bribery and corruption practices in our nation and ever changing individuals. Some of these counselling techniques are hereby discussed:

a) Modelling

The social learning Theory of Bandura (1977) emphasizes the importance of observing and modeling the behaviours, attitudes and emotional reactions of others. Under such experience, Nduka Ozo (2005), pointed that in modeling techniques, an individual learns a new behaviour by observing and reproducing the behaviour of other people. The people observed are models. The counsellor can use the modeling technique by serving as a model himself, using other individuals and using filmed models. Through films they demonstrate, role play, role revive, role rehearse consequences of bribery and corruption (Odoemelam & Njoku, 2006). Also, the therapist or the counsellor might use participant modeling, a form of therapy in which the client is first shown a desired behaviour and then guided through the behaviour change with the help of the therapist (Halgin & Whitbourne 1993). In treating a client who is

involved in extorting money from students, the therapist might first present his/her own ability to be contented with the agreed payment even as a head of department or not and then have the client to do the same. This will go a long way in reversing the client past pattern of being extorted and seeking gratification of his own needs at the expense of students or others, thereby eliminating or reducing the act of bribery and corruption.

b) Cognitive Restructuring

Cognitive Restructuring is techniques under Rational Emotive Theory (RET) Propounded by Ellis in 1962. Odoemelam & Njoku (2006) contended that cognitive restructuring is a process of actively altering distortions of thoughts or perceptions and beliefs. It involves reducing and re-orientating individuals with irrational thoughts and perceptions to understand themselves for better. Ellis cited in Otta (2011) argued that thought, emotion and action are not separate. In other words man thinks, emotes and behaves simultaneously. Since feelings are usually brought about by how one perceives a specific situation, he hardly emotes without thinking (Otta, 2011). Therefore, some individuals who perceive opportunities of rendering services to humanity, as an avenue to collect bribe before discharging duties, the counsellor could guide such individuals to reason rationally and logically. Then they need to understand that unacceptable learned behaviours like bribery and corruption can be unlearned. The indication is that when this therapeutic technique is well applied, these individuals that support corruption will realize the negative values and wrong belief or perception they have about life or opportunities and work hard towards eliminating the act of bribery and corruption and replacing them with positive ones. According to Nduka-Ozo (2015), the counsellor has to confront the individual with the illogical thoughts, evaluate such thoughts and teach the right or logical ways. This is because R.E.T. is concerned with the counsellors taking active teaching role in which the client is re-educated.

c) Use of Trait Factor Technique (TFT)

This technique adaptation respects the individuality of person and place of trait as determinant of human behaviour (Allport in Bolaji & Adedokun, 2013). One of the major proponents of the Trait-Factor Technique is Williamson. According to him, each individual is unique; the trait brings out the uniqueness in him/her.

Trait: Is that which God has deposited in every individual, making choices or decisions, energetic. While factor; refers to the environment which the individual lives in, the people and the things around him (Balaji & Adedokum, 2013, Nduka Ozo 2015).

The counsellor seeing the high rate of bribery and corruption practices carried out by many individuals, engage them in counselling, helping them to understand themselves and their interaction with the environment. Based on the above, Nduka-ozo (2015) opined that it is the counsellor's role to invite such individuals for counselling and not wait for them to come voluntarily. This should be done by manipulating the environments so that the trait which God deposited in such individual will not be misused to increase corruption in an environment (offices, market).

d) Behaviour Modification Therapy (BMT)

The proponents of behaviour modification therapy are Ivan Pavlov, B.F. Skinner, J. Wolpe, John. D. Krumboltz and Albert. C Bandura (Iheonu in Otta, 2011). According to the behaviourists, behaviour is seen as a set of learned responses to events experiences or stimuli in the individual's environment.

Behavioural modification therapy according to Wolpe in Bolaji and Adedokum (2013) use experimentally established principles of learning for the purpose of changing maladaptive values and behaviour. Adaptive habits are initiated and strengthened while un-adaptive habit are weakened and eliminated through conditioning. Example, student absent from classes could be motivated by introducing social activities like game, debate, drama or dancing competition, however, such activities could be gradually followed or replaced with teaching and learning activities, hence discouraging the habit of absenting oneself from classes and school. This will help in promoting their interest in learning.

e) Use of Peer Cluster programme

Peer cluster might be used to encourage a corrupt individual to identify with a more appropriate model. This could be successful among adolescent age especially in secondary schools. At this stage they draw social comfort from members of their age group and give themselves support because they discover they have similar problems as they interact (Sambo, 2009). Peer group is a powerful institution and if properly organized by the school counsellor could serve as a useful peer intervention programme that could eliminate or reduce corrupt practices. According to Adegoke (1998), peer intervention programme can be as their "JUST SAY NO" campaign, it can just be "SAY NO" to bribery and corruption act of any kind for adding grade in examinations or job, illicit affairs and other socially unacceptable behaviour exhibited by students or individuals and leaders. Peer cluster programme can also

be geared towards teaching the adolescents skills for increasing humane, hardworking, teamwork problem solving skills and creativity.

f) Leaders Exchange Decision-making forum:

Hemming cited in Sambo (2009), explained that leader's forum can be organized by the counsellor by inviting leaders from different departments for the purpose of assisting them to develop rational thinking skills and critical facilities in order to make informed decisions. Such can be used as avenues for general problem-solving and decision making skills.

Leaders forum can also be geared towards providing opportunities for leaders on how to develop skills in communicating ideas and opinions to influence followers in incorruptible manner, instead of going about collecting "bribe" which in most cases, the followers transfer the ideal of collecting bribe to individual under their care before discharging their duties hence increasing the horizon of corruption (Sambo, 2009).

g) Information based programmes

It is the role of a counsellor to rely on the dissemination of factual information stressing the adverse consequences of bribery and corruption in our societies. Information based programmes will attempt to increase individual knowledge about the negative effects of acts of corruption. It will also foster healthy responses about them, decreasing the act of bribery and corruption among the victims. The ability of client (individual) to make decisions about almost anything depends on the accuracy of information at his disposal. Counsellors are to sustain information based programme through counselling practicum, seminars/workshops, guidance talk, orientation programme, production and distribution of appropriate hand-bills, use of notice board and flex (Sambo, 2009).

h) Encouragement Skill

Encouragement, according to Dinkmeyer in Odoemenem and Njoku (2006), consists of procedures that enable clients feel that the counsellor has regard for them. They therefore experience and become aware of their world. The counsellor uses the encouragement techniques to enlighten the client on the socially expected behaviour. Examples "you can do it" (that is you can stop being corruptible or giving bribe for anything) avoiding bribery can help you to be hardworking, "that is fine" (commending the client or victim of corruption when he demonstrate or develop positive attitude towards self and others). This will enable such client to develop interest in re-directing his mind set on handling his responsibilities in right channel and avoiding bribery and corruption acts (Nduka-Ozo, 2015).

Recommendation

The recommendations of the study include:

1. The counsellors should adopt desirable counselling technique for correcting the act of bribery and corruptions as well as quench the sources of such behaviours.
2. Government should recognize the importance of counselling profession and should not be allotted teaching subjects, this is to allow them to do only guidance and counselling duties where possible
3. Our leaders in different works should be contented, therefore a leader must be approachable, adaptable and objective in his or her view in relating to others or public affairs.
4. Guidance services in school and non-school setting should be encouraged to be effective. This could be achievable if counsellors mapped out guidance programmes and devise a means to achieve them.
5. Government through its public enlightenment agencies and Non-Governmental Organization (NGO) should from time to time invite professional Counsellors/therapists, as guest speakers while organizing seminars/workshops on the need for incorruptible management/society in our different works of life.
6. Government policies as regards to management of public or private affairs (ownership) should be implemented.

Conclusion

The acts of bribery and corruption have attracted numerous descriptions from individuals and groups. These ugly acts have been rampant from top to bottoms of different discipline in our society. These call for interaction between counsellors and the victims of bribery and corruptions. It requires that the victims are attended to using a variety of desirable counselling techniques that could be result oriented. It seems that all levels of the society are increasingly being pervaded by these ugly acts.

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