



Systemic Corrupt Elements in the Political and Economic Democratic Space: A Service Delivery Sacrilege Riddling Pedagogical Directives, and Blurring Social Justice in Educational Discourse

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Abstract: The materialisation of variant socio-economic and political epidemiological fraudulent behaviour eroded and exposed an anomalous anti-human nature in the service delivery and societal pontifications in the sacrosanct democratic space. This viral duplicitous socio-economic and political elements exposed corrupt and unethical people in fundamental positions in various levels of societal cohesion, epitomizing a clarion lamentation from the destitute masses as fraudulent and unethical syndicated people enriched themselves selflessly and pillaging other people's lives through corruption. The corrupt elements in the public sector seemingly overwhelmed and entangled in insalubrious intentions, and immensely stupefied the democratic discourse through nepotism, favouritism, bribery, and drying up capitals for their own debase benefits. The acrimonious behaviour did not only tarnish the socio-political and economic sectors, but deeply engrained on fundamental fibres in the educational discourse, which (education) continuously succumbed to the severe cancer of corruption and ineffectual mandated individuals placed in position through corrupt and rancorous authorization. The study has been viewed within the lens of the theory of Social Change, which, on a qualitative perspective, challenged the historical conceptualized narratives in history assuming the potential part of humanity unfolding over time and reaching future fulfilments within the paradigm of critical consciousness. A Critical Participatory Action Research, as an approach, delved on focus group discussions and interviews, were methodically used to put people, through purposeful sampling, on board for critical identification towards relevant societal issues riddling the pedagogical landscape. Through critical discourse analysis, the study sought to provide an extended inquiry into the human logic of deliberate, and ambiguous self-apotheosization through corruption that besmirch the educational discourse, whose interest seem no longer on its development, but illegal tender distribution and unprincipled financial gains defying the humanitarian discourse, and immersing education in immateriate behavioural pattern.

In conclusion, the paper critically looked at the haves consciously capturing the socioeconomic and pedagogical space at the expense of the not-haves and denying the voice of societal trust and democratic piety, denying the democratic consciousness, and deliberately riddling state resources and crippling the sacrosanctity of education. Fraudulent rationalisation in education led to its spiral down-fall, putting less privileged at a deprived receiving end of quality education and accessibility to resourceful information, leaving public gasping for restorative governmental intervention for educational reincarnation.

Key-words: conceptualized narratives, educational reincarnation, immateriate behaviour, self-apotheosization, self-enrichment, socio-cultural perspectives, unsavoury intentions

I. Introduction

The rancorous nature of behavioural pattern exposed by the eruption of the covetous widespread of socio-economic and political instability and lawlessness deepens the exposure of people of nature overwhelmingly tangled in exclusionary devices as they knotted in dark sides of having unsavoury intentions and self-centredly crippling the public sector through corrupt and fraudulent objectives. The study sought to probe some discontent and unparalleled socioeconomic and political fibres emerged as a result of corruption that wrecked the human trust from the bona fide citizens as they look the wealthiest enriching themselves towards financial services which were supposed to alleviate the destitute, who had been mostly devastated by socio-economic imbalance and inequality in the democratic discourse. The dark effects of inequality on social settings, as proclaimed by Dresser (2000), seem to carry ferocious acts and anti-tolerant behaviours that maimed not only the socio-political and economic discourse, but also created an indelible trench in the service delivery perspectives in the present moment towards the educational discourse and social wellbeing. The unprecedented divulged socio-economic imbalances seem to tarnish humanitarian socio-economic readiness and equality, and expose the vagueness of inequality, and violate the legitimate rights of humanity, or stand as a historical symbol reminding citizens of class disparity discourse, which according to Zheng (2020), gave rise to inhuman imbalances in the socio-economic, and educational fraternity. The ferocious nature and aftermaths of the corrupt epidemic, as it unfolds, shows the hidden authenticities of the people in positions, and those who have an access to tender distributions and allocations, as to how they turn to be the best enemies of the people they serve. The elements of nepotism and favouritism in higher positions engulfed the positive socioeconomic and pedagogical discourse, leaving the desperate and destitute citizens losing trust on the democratic edifices and socio-educational landmark.

II. The problem statement

The tranches of corruption exposed the state of incompetency towards humanitarian aids and human empowerment in the public sector. The protracted epidemic pandemic social ills exacerbated and intensified the state of inequality and destitute as it became clear that public civil servants, who supposed to be beneficiaries, are not taken as rightful citizens of the country if it comes to service delivery. While the Public Sector shrivelled in the progressive diffusion of corruption, some government personnel, their close associates and relatives, disproportionately enriched and flourished in guiding assets and effectively interacting with the syndicated delivery chain of corrupt alignments through money laundering and lawlessness. The financial aids, in the form of norms and standards, allocated for schools, is seen squabbled by fraudulent tender beneficiaries, and syndicate of consortiums, leaving public schools wrecked and dilapidated. The corrupt prevalence widens the gap between those who have and those who are destitute, as well as the privileged and the underprivileged. Corruption bad-marked the cohesive nature of the socioeconomic balance and sustainable equity in the initial public service delivery, and stands as a world of oppression against liberated societies. It is the limb of doom against any forms of country's investment for future, present, and even on past analysis, as it continuously decreed educational fatality.

III. The objective and purpose of the research paper

The objective and purpose of the research paper is to investigate and identify related aftermaths of corrupt elements, and its unrelated effects on socio-educational discourse causing unsettlement on cross-cultural environment. The epidemic of corruption affects citizens on the same bases, but the means to curb its effect, or flatten the curve, as well as its socio-economic and political atmosphere, expose unbalanced societal landscape in the epoch of human aid, defiling the fundamentals in the patterns of history, as well as participatory principles towards socio-economic and socio-educational relations. The paper further evoked the question towards the ability, within egalitarianism perspectives, that would enable societies, to democratically own and take control of the central stage in the socio-educative cohesive patterns that transforms, and shape the

distinctiveness of the communities. The objective has been to relatively investigate original identity through transformative engagements amid socio-economic and educational crises, and combat dehumanizing acts that disconnect pedagogical fibres epitomized by communal inequalities hailing the successes and fulfilment of individuals' asymmetric ideological interests.

IV. Theoretical framework

The research study has been viewed through the lens of the Social Change as its theoretical frame work. The nature of Social Change, as a theory, is perceived by Simon (2019), as a critical and radical form of platform challenging historical conceptualized narratives in history which assume potential part of humanity unfolding over time and reach future fulfilments. Social change as a historical angle seeks new ways of conceptualizing the altered socio-cultural perspectives with an aim of finding solutions to socio-economic and educational issues that, to a wider extent, tumbled the fundamental praxis of social cohesion, of which in this context, it looks at the governmental feebleness in all as to how the governmental hierarchical individuals, and their associates enriched themselves through what is supposed to benefit the people in need. The theory of social change, as perceived by Zheng (2020), examines the notion of seeing the past, the present and the future together on a continuum as history for every plausible unprecedented change that might happen, where exploitation and corruption is viewed through normalization. Schwartz and Gorman (2011), concurred such perspective when stating that the problem lies in an increased exposure and reinforcement of non-benevolent acts becoming the normal way of relating issues where people tend to overlook some risky behaviour under the lens of normalisation. Demitchell (2012) further confirmed that the state of defilement goes beyond any social status as it harms any individual regardless of place, standard; and age, and as not geographically bound, of which in this case, the fundamentals of education suffered the most through looting of state funds and resources allocated for schools and academic developments. Social change, as a framework, (Pedwell 2017), is entrenched in the people's conscious act of expectations for their common interest on the bases of unprecedented and unparalleled encountered discrepancies based on underprivileged circumstances constrained by various forms of socio-cultural and political discourse. The criticalness of social change draws an attention to power discrepancies including ethicised conflicts and general cultural contrast historically based on dominant ideologies where the people in power, through corrupt acts, exploit and suppress the underprivileged masses. This is further confirmed by Crossman (2019) while viewing social change within the confinements of the Marxist interpretations as based on issues of scarcity and dominance, focusing on how power and domination operates in the dominions of inequality. This inequality become more advent when the standard and resourcing of education trippingly unbalanced, and showing the tremendous widening of gap between the children of the privileged and lavishly corrupt, as of those underprivileged and destitute. Through Lukas and Gramsci's ideas, Moorhead (2013), exposed the cultural and ideological side of socio-political dominance which implored social differences that prevent legitimate beneficiaries from benefiting from unprecedented situations on equal bases, which exist in society as compromising factors affecting, not only children's social beings, but extremely their educational and learning environment within their schooling system.

V. Design and methodology

The study adopted the qualitative form of research methodology within the transformative paradigm (Mezirow 2012) immersed in a critical consciousness as its research hypothesis. The critical consciousness, as identified by Freire (1974), and echoed by Kreiner (2016), and Myers et al, (2019), uncovered tendencies in thoughts, opinions and tend to enquire deeper into the existing problems in the socio-economic imbalances in connection with human determinations drawn towards the past constitutionalized disproportions. A qualitative research approach, as regarded by Pathak, et al (2013), is a typical social science tool used to collect and work with non-numerical data to interpret meaning and help people to search for reality and understand targeted issues. The study assuage towards focus group discussions, semi-structured interviews and observations, and due to population involvement and mass participation, the study required a practical intervention of critical

participatory action research (CPAR) through purposeful sampling. The CPAR is observed by Kemmis, McTaggart and Nixon (2019) as an approach synergizing collaborative commitment to engage in iterative cycles of planning, acting, observing and reflecting to address untoward consequences of practices rooted in societal concerns. McTaggart (2015), had previously has an opinion that CPAR empirically create conditions that foster space for empowerment and social transformation (Mezirow 2012) within the confinements of the participative perspective. The aforesaid scholars i.e Kemmis, McTaggart and Nixon (2019), concurred that critical participatory action research (CPAR) revolves around “self-reflective inquiry” taken by the participants in a shared praxis to develop the consistency, fairness, unity and satisfaction of communal practice. Within the parameters of the qualitative research design and methodology, the research study encompasses or embraces the selective dynamics of socio-political standpoints, which, according to Pedwell (2017), revolves around collective occurrences from democratic perspective of human settlement and freedom. The approach, in this context, sought in every situation, the appropriate centrality of equality and non-selective socio-economic dynamics where humanitarian systematic structures equally hub the aligned mobility of humanitarian aids.

VI. The relevancy of the Critical Participatory Action Research (CPAR)

The relevancy of the Critical Participatory Action Research (CPAR) in this chapter developed from its ability to call for exposed assignation from the all-inclusive participative engagements that democratically involved parties that share societal realities as stewards of social experiences. The participants in CPAR study their own individual and collective social practices, which Kemmis, McTaggart and Nixon (2019), are having an opinion that the core of participative endeavours is to identify how communal practices might be unreasonable, unsustainable, or unjust for those involved in and affected by them. In this study, CPAR is presented as a crucial contribution to the field of action research that include a number of different types of action research done for unique purposes by individuals in varied contexts. Through exposed engagements, as perceived by Goodyear (2013), further promote social justice and equality by proposing conditions that foster empowerment and addressing differences between social structures as it enables societal participants to put the theoretical framework (Social Change) into practice by ensuring that everyone who had a stake in the outcome of the partnership had a voice in the process of decision-making where social imbalances failed to acknowledge. Through critical consciousness (Freire 1985), CPAR develops conjunction with communities by centralizing marginalized voices in creating space for silenced to be fluent in matters that jeopardize their social wellbeing, and more especially compromising the future of their children. It explicitly addresses power differentials through catalysing values of collective actions and the increase of the capacity of communal involvement.

VII. Preliminary literature review

According to Ibietan (2013), when looking at the acts of corruption, it is perceived as intention which expressed deviation from the formal duties of public role as resulted from private pecuniary exercise of certain influence, of which in this context, the corrupt individuals pacify clear conscience, and bottomlessly deepen their insatiable materialistic and avaricious enrichment appetite. Corruption, as viewed by Grobler and Joubert (2004), is embraced by the abuse of public office through the instrumentality of private agents and personal gain, where public benefits, in the form of taxes, aids and investments, is looted by some individuals of avarice criminal appetite towards public welfares, consciously and unconsciously suppressing the communal mandate that put them in power to justly intercede the course and ability to speak of the masses. The unprecedented nature of corrupt elements deprived children not only of socialization as social beings, but more profoundly, of their quality time and daily life in equal academic engagements and competency. The weakened educational fibres mirrored and echoed the overdue transformative model (Mezorw 2000) within the alternative time in history in the social change hypothetical references bringing about disfunctionality in the educational sector. In this context, as concurred by Kindon, Pain and Kesby (2007), the study explores the principles of social disorder, questioning socioeconomic imbalances and poli-educational inequalities dominated by power asymmetry, nepotism and corruption rather than consensus and conformity. This simply affirms that, through critical

participatory action research, as an approach, people would be empowered and drawn together in a collective manner to work on solutions for community challenges, dealing with threats, which Crane and O'Regan (2010:3), proclaim as making their lives and conditions better. The axiological standpoint emanated from the fact that justice and equality, as approved by Walker et al (2019), require practical application of knowledge, thinking skills and reasoning to a real situation, which empowers people, binding them together to work on solutions for community challenges. If the fundamentals of the academic space is riddled by corruption, and dwarfed by mere institutional dysfunctionality, it erode the public trust in government and damaging policy integrity, and distort the socio-cultural fibres of education. Fraudulent and mismanagement in the realms of education imbed a deep-rooted culture of negative impact on educational authenticity, which is perceived by Heath (2000), as leading to self-perpetuating culture of exploitation, and continue to be a thorn in the side of any government as it undermines its authority and credibility. Corruption tarnishing the education subdivisions is extremely viewed by Grobler and Joubert (2004), as measured acts of abuse of power by syndicated individuals or groups for personal and sectorial gain when grand corruption enveloping the entire educational system.

The incidents of corruption and mismanagement of educational environment enhance educational degradation by reducing the positive impact of quality development, while at the same time increasing the negative impact of socioeconomic ills. This is further concurred by Sinha, Gupta, Shahbaz & Sengupta (2019), viewing corruptible implications to be more prone in case of countries with mature development and more stringent institutionalization.

VIII. The overview and purpose of the research study

The research study tends to examine mainly the components of the major paradigms of sociology; comprising of socio-educational and economic imbalances and inequalities. Such sociological paradigms, according to Thomson (2018), underprop consciousness as examining some factors that negatively influence individual's self-development and actively include lack of basic services. Socio-economic and political imbalances and inequality, fundamentally critique the human consciousness. In this context, one may look at the history of racial discrimination where the underprivileged succumbed to extreme poverty due to dominance and oppression (Myers et al, 2019), and unemployment factor which is frictional, cyclical, seasonal and structural, tarnishing the cohesive discursive dialogues, observations and social interactions among the masses. Corruption exposed issues of concern, of which in this regard include lack of accessibility and equality of social well-being. The research study further developed critical conjunction with communities as it conscientized people about community cultural wealth, and centralizing the marginalized voices (Kreiner, 2016). It explicitly address communal power differentials through the value of collective actions as it fight for structural changes by increasing the capacity of community involvement to create a space for the silenced to speak. Rooted from the critical participatory action research, in which Freire, (Myers, Carvahaes & de Ada, 2019) suggested that the key to social change is dialogue and conscientization based on critical consciousness. Much concern was on marginalized communities that were to be interactively involved by critically analysing their situation and organizing actions for improvement, of which in this study, is compromised since it is engulfed by individuals' corrupt and fraudulent behaviour. This marked down CPAR as committed community-driven discourse which, through dialogue and interactive focus group discussions, help people see both discrepancies and commonalities among various perspectives towards social ills evoked by the model and philosophy of critical consciousness.

IX. The depicted findings on unjust elements riddling pedagogical directives and compromising child's social justice in education.

Although some countries are in the process of growing, developing and sustaining in its infrastructure, there is a dearth consistent quality education for all. Recurring socio-economic ills negatively influence pedagogical activities, and learning discourse where the educational sector experienced lack of quality and equal accessibility in education in the undermentioned perspectives:

9.1 Socio-economic imbalance

Community capacity building components would teach the community to support the development, not of a positive school, also of a classroom climate that diversity provided forums for dissent, and offered values that contributed to classroom management. Classes should have the same imperatives as a democratic society, where individual freedoms safeguarded and the rights of learners and teachers protected. Most disadvantaged community members failed to benefit on equal basis as those privileged, which, according to Murangi (2015) perceived as an exclusive approach bringing about social injustice and socio-economic imbalance. The study found out that most disadvantaged communities fail to benefit on an equal basis as those privileged ones. Community structures that experienced exclusive approach, as declared by Murangi (2015), became susceptible to injustice and socio-economic imbalance. According to Augusto Comte (Schaefer & Lamm 1997) in the late 18th and early 19th century, social improvement was viewed as based on the study of social and human behaviour, which Karl Marx on the other hand (Moorhead 2013), looked at the fundamental societal divisions as cause of clashes in pursuit of own class interest and the establishment of the entire economic, social and political relationships to maintain power dominance. Group identification and socializations influence individual's place in the society, in which, smaller groups such as families, according to Cooley (in Schaefer & Lamm 1997), networked out as the seedbed of society as they share ideals, beliefs, values and social nature, but still compromised their innate right to socio-economic and educational benefits due to syndicated corrupt elements and fraudulent consortiums. Isolation, disempowerment, marginalization and destitution are contextual factors contributing to community disintegration. Such factors turned out to be extensions from home and community, and negatively affect the learner's classroom involvement. A child whose parent experienced social exclusion due to some socially devices, experienced exclusion through labelling and stigmatization in the classroom environment. A labelled child encounter difficulties when re-instated and restored in the classroom community. Through words and actions, they felt pushed back to the shadows of their former dilemmas; backgrounds and not accepted in the classroom situation because of social inconsistency caused by the aftermaths of service delivery sacrilege. Van der Aardweg and Buizedenhout (2014), stated that prolonged exclusion from a social life turned to be a primary cause blurring Social Justice in Education, and an exclusion of persons from the mainstream of life resulted in barriers based on foundations of prejudice, which strongly affects child's fundamental discourse. Communities with destitute background, high unemployment rates, high rates of crime and violence and few or non-existent community-based services such as job training, day care, recreation, and public transport, seen as contributory factors to less effective participation in educational matters. Dented parental management skills at home, harsh and inconsistent discipline, coercion and non-compliance, limited or non-existent supervision, parental distance or lack of community involvement, and stressful external events (e.g. job loss, imprisonment or separation), exacted an unremarkable impact in the learner performance. Disintegrated family structures within the communities forced children to derail for instant recognition and self-identity. That conversely affected their progress at school and caused them to develop unpredictable behaviour compromising their learning progress. A study from the Philippines (Azfar & Gurgur, 2005) shows that corruption affects education outcomes by reducing test scores, lowering school rankings and reducing satisfaction ratings. This simply implies that corruption acts as a barrier to education progress, either because it makes the cost of acquiring an education prohibitive, or because the act of education simply does not take place in the designated space. The individuals are deprived of the fundamental right of education, leading to high drop-out rate; which increases at high levels of poverty and low quality teaching, leading to poor academic achievement.

9.2 Inaccessibility of educational resource

The educational centres, as highlighted by Malebese (2016), would assist learners in developing their skills in accessing and acquiring information, and further helped learners as to how they could involve themselves in knowledge surfing as individuals or in groups. Such initiatives is further supported by the ideas of McCook (2011), as basic sources of promoting sustainable access to resourceful information where learners could fruitfully reach their full potential which is not mountable under institutional disfunctionality. The fraudulent elements deprive

equal accessibility to such quality information and weaken sustainable development in education. For effective teaching and learning to take place, (Freire 1970), educational settings should be able to provide learners with relevant theoretical tools that would engage the society and assist learners to develop functional skills as tools to discuss and solve social inequality and injustice within their own settings, of which according to this study, seemed challenged. Paul Freire (1985) was of the opinion that learning communities should be required to create learning experiences that encouraged learners to become active agents in their own learning. Accessibility of resources should be of sacrosanct priority, if not accomplished, and of less adequate, it became difficult for learners to achieve at their maximum potential (Malebese 2016). In deprived schools, where corruption, fraud and mismanagement had extremely emerged, and resources looted, teaching and learning hardly achieved. Bowman and Callan, (2012), is of the opinion that low resource setting inhibit the whole development of interactive classroom endeavours that would enable learners to evaluate the educational strength provided, as well as fairness and authority within their instructive situation. Such circumstances had led Aliakbari and Faraji, (2011) to advise that inaccessibility of resources failed learners in the construction of text and identification of knowledge where learners supposed to look at the text from one perspective, and be able to create another text through a lens that challenged educational norms. The construction of text through a classroom-learning envisaged an understanding of how individuals can learn from each other where facilitators can be able to construct active learning-communities. Inappropriate and mismanagement of school resources as a result of nepotism and fraudulent acts deprive authentic teaching and learning environment. Vygotsky, (1978) further stated that individuals easily made positive progression to the next level of their expertise through interactions with others within a resourceful environment.

In support of the aforementioned statement, Tracey and Morrow, (2012) revealed that authentic learning took place through the interactions where learners had tangible interaction with their peers, teachers and other stakeholders involved, therefore, creating a conducive resourceful setting would encourage the integration of learner development. Educative and interactive learning initiatives would be capable of creating a learning environment capitalizing on learners' ability to interact with each other through discussion, collaboration, cooperation and feedback sessions, which would be inflicted by a greater challenge because of a low level of resource setting within the immediate pedagogical outreach. Furthermore, socio-economic balance and accessibility of educational resources became fundamental requirement for the provision of opportunities for learners to manage discussions, make substantive comments that enhance meaningful dialogue and promote deeper situational learning. Liu and Matthews, (2005), had an opinion that learners should be encouraged and motivated to feel most valued full contributors in dialogues and discussions, and enabled them to work together collaboratively in a socially inclusive pedagogical setting. Paul Freire (1970) emphasized the irreplaceability of the facilitator and the requirement to create a classroom familiarity that encouraged learners to become active agents in their own learning through critical consciousness which will be thwarted due to institutional disfunctionality. Concurred by Bowman and Callan, (2012), the denial of irreplaceable role of the teacher and a resourceful environment as a requirement, dried up necessary ability for learners to perform tasks at their maximal potential. Lack of resourceful setting, in this study, inhibited the development of a critical consciousness that, according to Freire (1970), enable learners to evaluate the validity of the education provided, as well as the fairness and authority within the child learning discourse. Such deficits had been identified as a challenge even in other countries like the United Kingdom on the eve of the 19th century, (Myers 2014), where there was an incipient lack of proactive interactions in the community of learning. The corrupt elements undressed the trenches of high unemployment and low income which turn to be a precursor to crime, hopelessness, state of inequality and poverty cycle in socio-cultural wellbeing. The issue of socio-economic imbalance, as addressed by Gorden, Booyesen and Mbobonigaba (2020), breaks down nuclear families causing a replication of ills adding to issues like dropouts, teenage parenting and substance abuse.

9.3 Socio-political and educational inequality

Socio-political and educational inequality remains a major factor even after decades of democratic restructuring and constitutional reformation in various Africa states. The democratic government after independences

became the people's trust and hope for betterment in the way they would be governed since in classlessness, people hope for protection of individual rights so that they would undertake their civic obligations and responsibilities to strengthen their societies as a whole. If the power is not vested in the people, as besought by Ansell and Samuels (2014), but captured by certain individual group and indirectly exercised through a system of non-representation for the benefit of individuals in power, concerned citizens lost hope and develop fear that those democratic institutions would fail them. The fissure of inequality became more evident when the opportunities and outcomes of political and educational decisions are not in law and practised unequally across general public, but based on conditions of social inequalities with regards to power and influence, and those in power do not follow the will of the majority. The evidence of political and educational inequality is what Arndt and Lukas (2020), examine as decisions in the hands of a minority of individuals who, due to the concentration of material and symbolic resource of power, privileged structural and political position, have a capacity to make decisions and influence those decisions for the masses. Dangazo and Bernard (2018), also show a concern on broken and unequal structures succumbed to asymmetric governance and relatively poor humanitarian outcomes when it comes to deprivation and destitute extensively exposed by corruption as perpetuating factors of inequality in communal society. Socio-educational inequality, as probed by Thomson (2018), when imposed on people, especially young people's education, created a norm of perception that because it is, it means it should be, and should be carried along to become inequalities which contributed to their adult life.

X. Re-iterated reflections to the assumed findings

The multifaceted syndicates and organised corruption have reconfigured the education system in many ways which led many academic institutions, especially in deep rural areas, adopt a state of normalisation rather than curbing the explosive surge in pedagogical fatalities. In much attempts to maintain order, teaching and learning became one of the most affected aspect paralleling industrial sector since they are both factors towards socioeconomic development and pedagogical discourse. Corruption deprived many, not only child's socializing basics as social beings, but snap the quality of their basic interactions, which is education. The dynamic nature of schooling activities succumbed to stagnation, whenever the professional bodies tried hard to find plausible and sustainable strategies to rescue the pulse of normality from corrupt elements, the syndicated consortiums managed to capture education through service delivery and mandated positioning of incompetent individuals. High rising inequalities, as stated by Vo Hai Minh (2020), is a result of the still astonishing unmerged gap between the advantaged and the disadvantaged imposing serious consequences for socio-educative efforts to narrow inequality in the pedagogical sphere. Corruption erodes trust people have in the public sector to act in their best interest. Corruption, though a global issue, but, according to Ibietan (2013), varies in intensity, sophistication and forms from country to country, and poses as a largest omen of doom with many organized practitioners. It became evident that no country in the history of time ever prosper with perverse values and where personal will supplants the general will. Corruption consists of a range of unethical and deviant activities pervading human sector, and continues unabated despite the plethora of regulated efforts to eradicate it. There is growing evidence that corruption has brought about ineffective use of state resources aimed at providing essential services, but instead used by those of personal interests, greed and covetousness who undermine the government capacity to deliver services. The embezzlement (diversion) of school funds or financial resources deprives already less funded schools. Nepotism, favouritism and bribery lead to hiring and placement of poor qualified teachers, and less capable school managers. Bid-rigging can result resource material and supplies of inferior quality. Corrupt behaviour in education increases the likelihood that deprived schools would lack textbooks, have poor facilities, experienced overcrowded classrooms, and have poor quality of teachers recording high level of absenteeism. In a corrupt education system, pupils fail to acquire the skill and knowledge that would enable them to contribute meaningfully to their socio-economic development. Educational funds are siphoned off at various administrative and political levels by corrupt administrators, public officials and politicians which weaken economic development and perpetuate poverty and social inequalities. Corruption

reduces access to education as it create a low-quality learning environment by eroding the foundations of quality education for all.

XI. Recommendations and conclusion

The state of socio-political, economic and the culture of educational stability should be readdressed to curb inequality through appropriate resistance of, and close of performance gaps existing within the governing levels where the poor remain very poor while those who, through avarice behaviour, enriching themselves to become lavishly well-heeled. The public sector, within the plethora of state regulations and statutes should pioneer combating strategies to curb inequalities by identifying communal classes which, according to Garcia and Weiss (2017), turn to be the most predictors of being in poverty boarder-line and accelerate essential service deliveries. Corruption is the biggest threat in many countries and seemingly in most levels of life that needs to be exposed. Expose corrupt activities and risks that may remain hidden. If the governments can take heed of the whistle-blowers and apply effective protection order, since it is upon the responsibility of the government to make maximum use of constitutional parliament and other legal mechanisms to ensure full accountability and transparency in government. Party-political interests that dominate various sectors in should be tabled in parliament since it seems to be the hub of fraudulent acts by people of savoury interests. According to the recommendations taken in The Hague in 2001, parliamentarians should design and implement for themselves integrity instruments as code of ethics where the declaration of assets and conflict of interest should be a priority. There should be an immediate referral of government ministers and high-profile personnel accused of criminal offenses to the judicial council to decide to take them to court. Can we all help in preventing corruption and ensure that public funds spent as intended, can we as public sector employees, government suppliers or members of public, take action to prevent corruption? Raise awareness of the public sector corruption risks encouraging reporting in our communities or workplace. We have an obligation to report corruption in our own milieu where no individual is above the law, which is very tentative in some of our own countries.

XII. References

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