

**THE EXTENT OF ANTI-CORRUPTION EDUCATION ON FUTURE BUSINESS  
LEADERS IN ZIMBABWE: A CASE OF SELECTED TERTIARY EDUCATION  
INSTITUTIONS**

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# GSM MBA DISSERTATION

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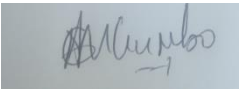
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## **DEDICATION**

All the effort is dedicated to Loe, Lina and Lin Magowa, my children.

## **ACKNOWLEDGEMENTS**

To God my creator for the strength and wisdom He granted during the period of my study.

## ABSTRACT

This study sought to investigate the extent of anti-corruption education in tertiary institutions for future leaders in a business environment in Zimbabwe, a case of selected institutions in Zimbabwe. The research objectives were to find out the extent of anti-corruption education on ethical culture, level of education on effective leadership and anti-corruption education on business legitimacy and to determine the mediating impact of anti-corruption strategies on the relationship between level of corruption and future business leaders' organizational performance. After adopting the positivism paradigm, a stratified random sampling was used to select a sample size of 301. The study population was registered students from three tertiary institutions which were University of Zimbabwe, Harare Institute of Technology and Harare Polytechnic and data was collected from some randomly selected students through survey method by use of questionnaires. Both correlation and regression analysis were done, and the results revealed that, anti-corruption education on ethical culture and level of corruption have a significant strong positive relationship with future business leaders' organizational performance. Corruption has presented leadership with an opportunity to use anti-corruption education as a strategic tool to increase future leaders' ethical culture, level of education on effective leadership, business legitimacy, corporate governance, production output and tap into new business sustainable development strategies and improve quality and efficiency in the long run. Based on the study findings, the following recommendations: The tertiary anti-corruption education in business studies must be linked with the organization's overall business strategy. Organizations must have robust performance measurement in place to evaluate and manage corruption effectively. Future research could be continued to assess the extent of anti-corruption education in primary and secondary schools and measure various performance variables such as moral behaviour, values, and ethical cultures in multiple case schools, which affect with the success or failure of Anti-corruption education awareness campaigns.

**Key words: corruption; anti-corruption; anti-corruption education; ethical culture; effective leadership; business legitimacy; tertiary institutions; future business leaders**

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## **ABBREVIATIONS AND ACRONYMS**

ACE – Anti-Corruption Education

ANOVA – Analysis of variance

BL – Business Legitimacy

CE –Corrupt Environment

CPI –Corruption perception index

CSR – Corporate Social Responsibility

EC - Ethical Culture

LEEL –Level of Education on Effective Leadership

RBV – Resource based view

SAP -Systems Approach Model

SPSS – Statistical package for social science

TI –Transparent International

UN – United Nations

UNCAC – United Nations Convention Against Corruption

UNDP - United Nations Development Program

UNODC -United Nations Office on Drugs and Crime

# **CHAPTER ONE: INTRODUCTION AND STUDY**

## **BACKGROUND**

### **1.0 Introduction**

The universal ballooning of sophisticated grand, episodic and systemic corruption in different forms has made most nations embrace and develop anti-corruption education as one of the strategies in fighting corruption. However, despite the increasing trend in anti-corruption education, there is limited literature underpinnings how tertiary institutions in third world countries especially in business training programs can be of influence in reducing corruption through imparting values and morals that attempts to build a purely corrupt free future leader.

Many tertiary institutions offer training in business studies and later provide human capital for future business leaders to both public and private business industries. The general performance of these employees highly depends on the quality and relevant curriculum in practical business application especially in anti-corruption education. The extent at which future leaders acquire anti-corruption education during their academic training has both direct and indirect impact on the level of corruption. This has a direct relationship with good corporate governance issues for sustainable development through anti-corruption education values and moral awareness in the resistance against corruption. The business conduct and performance of some of these future business leaders in Zimbabwe is highly questionable considering the rate of corruption being witnessed in the country. Evidence from Transparent International 2019 report shows that Zimbabwe performs badly in terms of corruption fighting. Transparent International 2019 corruption perception index showed that Zimbabwe scored 24/100 and was ranked 158/180 countries assessed in 2019. This indicates that tertiary institutions need to provide thorough long-term anti-corruption education training to change future business leaders' attitude and mindset about corruption. This introductory chapter presents background statement, literature in support of the research problem statement, problem statement, aim and objectives, research questions, hypotheses, research methodology and methods, significance of study and chapters outline.

### **1.1 Literature in support of the Research Problem Statement**

Anti-corruption education can be referred to as a conscious and deliberate effort to realize the learning process critical to the anti-corruption values (Indawati, 2015). During the process, it is recommended that anti-corruption education should not just be a medium for the transfer of

knowledge, but also an emphasis on character formation and building anti-corruption values and moral awareness in the resistance against corruption. In this regard, Transparent International (2016), clearly points out that anti-corruption education is an instrument designed to develop study skills capturing configuration problems and difficulties of nationality issues that triggered the corruption, the impact, prevention, and resolution. In fact, (Wibowo and Puspito, 2011), confirms that tertiary business institutions provide leadership and direction to their future business leaders in respect to what they are expected in different industries they operate from.

The future business leaders are socialized to be honest, transparent and accountable as early as possible during tertiary anti-corruption education according to Indawati, (2015). This agrees with Kemendikbud, (2012) view that there are values that should be internalized in anti-corruption education, namely honesty, caring, self-reliance, self-discipline, transparency, accountability, responsibility, hard work, temperance, courage, and justice for future leaders to be successful. In view of this, countless researches have been carried out globally by Transparent International, Global Fund, United Nations, companies, research institutions and individuals to explore how anti-corruption education can be of value to change the personalities and perceptions of people as far as corruption is concerned. This implies that tertiary anti-corruption education should emphasize more on the moral formation of anti-corruption efforts than the transformation of knowledge and the ins and outs of anti-corruption theory to future business leaders. The main purpose and focus of anti-corruption education, should therefore, be the creation of a future young generation that is morally good and has anti-corruptive behavior with an exemplary moral and ethical character (Wibowo and Puspito, 2011).

From the above discussion, anti-corruption education awareness can be viewed as a positive strategy in developing well cultured future business leaders in terms of good corporate governance (Transparent International, 2016). This has been substantiated by previous research findings by Transparent International, (2016) in Lithuania, Nigeria, Sweden and Austria among others. It can be ascertained that anti-corruption education has tremendous positive effect in reducing corruption through effecting behavior change in people.

#### **1.1.1 Anti-Corruption Education and Business Studies**

Anti-corruption education in tertiary business institutions should be designed in such a way that raises anti-corruption education awareness and provide continuous business ethics and good corporate governance for future business leaders. Globally, these future business leaders

are expected to perform mandatory business ethics and integrity trainings, to address fundamental topics in the field of compliance (Hopwood, 2007).

Hopwood, (2007), agrees with Sanofi Code of Ethics, (2018) after discovering that many tertiary institutions in developed countries make ethics and business integrity the key content to all business future leaders' initiative covering various anti-corruption topics. This innovative strategy in anti-corruption education equips future business leaders with basic weapons to fight corruption through promoting a culture of business integrity at every level of business. In Zimbabwe, what needs to be investigated is the extent of anti-corruption education on future business leaders in tertiary business training institutions in order to ascertain how much this can assist in helping the nation improve on its corruption perception index ranking by Transparent International.

From the above discussion, it is imperative to mention that most cases of corruption could be avoided among future business leaders if they receive intensive and comprehensive anti-corruption education during training. This empowers them towards prevention of corruption within a corrupt business environment.

## **1.2 Problem Statement**

Over the last two decades, countries have made great progress in taking the fight against corruption to the highest global and political levels in improving their anti-corruption regulation and enforcement (Transparency International Zimbabwe (TIZ), 2019). However, it is quite disturbing to note that businesses forego innovation and competitiveness for bribery, while individuals within governments divert funds for their personal use that should be used to promote the wellbeing of people.

In Zimbabwe, corruption has caused a sharp rise and disproportionate in formal income levels and wealth accumulated by individuals over the last decades. In fact, corruption has endangered private sector productivity by setting incentives to allocate resources to unproductive activities and by deterring innovation and the emergence of new companies (Koedjikov, 2012). Furthermore, corruption hinders public sector productivity by biasing decisions in public expenditures, impairing the skills and professionalism of the entire civil service and reducing public resources available to support productivity in the economy. While this continues to happen, tertiary business institutions produce graduates who join this business system and culture in different organizations at different leadership levels. The researcher is eager to

address the question “to what extent have they been empowered through anti-corruption education during their tertiary training as future business leaders?”

It is under these retrogressive and unproductive effects of high level of corruption that motivated this researcher to carry out investigations on the available and possible future anti-corruption education options especially for future business leaders. This underscores the importance of intensifying efforts to improve corporate governance frameworks and strengthen actions to improve the prevention, detection and sanctioning of corruption (Ramalho, 2016). The decline in business ethical culture, level of education on effective leadership and business legitimacy forms the basis of problem. This implies that a comprehensive tertiary business anti-corruption education system needs to be incorporated and adopted as a cross-cutting theme for sustainable business development and corporate governance for future business leaders (Kerry, Rieckmann and Matthias, 2018).

The extent of anti-corruption education on future business leaders has been buttressed with empirical evidence mainly focusing on ethical culture, effective leadership, and business legitimacy in developed countries (Asongu, 2014). Although past studies factored the impact of anti-corruption education in schools to raise awareness and appreciate impacting cultural values holistically, the studies did not look into the extent of anti-corruption education in tertiary business programs for future business leaders given the rise of corruption in developing countries like Zimbabwe.

While anti-corruption education is a broad subject, this study focused on anti-corruption education to develop business ethical culture, effective leadership and business legitimacy in the context of tertiary students in Harare metropolitan province.

### **1.3 Research Aim and Objectives**

The research seeks to investigate the extent of anti-corruption education on future business leaders. To address the main research aim, the study also sought to fulfill the following specific sub-objectives:

- a. To establish anti-corruption education curriculum in tertiary institutions in Zimbabwe business studies related programs.
- b. To investigate students’ level of education on effective leadership control systems.

- c. To explore how anti-corruption education on business legitimacy affects level of corruption and business performance.
- d. To recommend possible anti-corruption education strategies on future business leaders.

#### **1.4 Research Questions**

The main research questions were;

- a. What is the level of anti-corruption education on future business leaders?
- b. What are the main aspects covered in the anti-corruption education curriculum in tertiary institutions business studies related programs?
- c. What is the level of education on effective leadership control systems as they relate to anti-corruption practices?
- d. How anti-corruption education on future business leaders has potential to affect level of corruption awareness and business performance?
- e. What are the possible anti-corruption education strategies for future business leaders in Zimbabwe?

#### **1.5 Research Hypothesis**

The research sought to test the following hypotheses:

**H1:** There is a positive relationship between anti-corruption education in tertiary business studies programs and level of corruption awareness among future business leaders.

**H2:** There is a positive relationship between level of education on effective leadership and level of corruption awareness among future business leaders.

**H3:** There is a positive relationship between anti-corruption education on business legitimacy and level of corruption awareness among future business leaders. `

**H4:** Tertiary anti-corruption education strategies mediate the relationship between levels of corruption awareness among future business leaders.

#### **1.6 Research Methodology and Methods**

Quantitative research methodology was used to obtain research evidence from a large sample of future business leaders in Zimbabwe on the specifically defined variables. The researcher used quantitative research methodology to quantify and test the strength of the relationship

between ethical cultures, effective leadership, business legitimacy, level of corruption awareness on future business leaders' performance. A questionnaire was considered the most ideal instrument because it allows the researchers to collect unbiased data from a diverse sample in quantitative manner.

## **1.7 Scope of the Study**

This study covered University of Zimbabwe, Harare Institute of Technology and Harare Polytechnic which produce future business leaders to understand the extent of anti-corruption education on level of corruption awareness and organizational business performance.

## **1.8 Significance of the Study**

This section discusses in detail why this study is beneficial to scholars and researchers, legislatures and policy makers, tertiary institutions and business agents while we wrap up with chapters' outline and summary of chapter one.

### **1.8.1 Scholars and Researchers**

This research will be of benefit to scholars in that it will provide both theoretical and empirical literature to the field of anti-corruption education by providing them with a foundation for further research into the study of the extent of anti-corruption education on ethical culture on future business leaders, level of education on effective leadership, level of corruption awareness and business performance. Furthermore, the study will also equip researchers with a broad view of the various schools of thought on the composition of the entire spectrum of fighting corruption and business performance.

### **1.8.2 Legislatures and Policy Makers**

This study will be of informational benefit to legislatures and policy makers in guiding them in the formulation of appropriate regulatory framework for the tertiary anti-corruption education curriculum for future business leaders. This study will help these regulators and policy makers understand the role of anti-corruption education in molding good future business leaders thereby formulate appropriate proactive future oriented policies.

### **1.8.3 Tertiary Institutions**

Institutions will find this study important in reviewing and strengthening their business curriculum, by determining key conceptual issues to incorporate in order to improve their output quality of future business leaders in industries they will work for, and which anti-corruption strategies to apply in-house to ensure best quality performance of their students in Zimbabwe business corrupt environment.

#### **1.8.4 Business Agents**

This study is of importance to firms globally in helping them determine whether to include business anti-corruption education awareness in their employee induction in pursuit of improved performance and reduction of corruption. This study is also beneficial to Anti-Corruption Commissions and other service agents in helping them understand the extent of their services on the business performance.

#### **1.9 Chapters outline**

The researcher used a linear planning and avoided concept map for a very clear outline and systematic. The research report is structured such that it has five chapters. Firstly, chapter one has the introduction and study background and chapter two covers literature review drawn from books, journal articles and electronic academic data bases. Secondly, chapter three has the research methodology while chapter four is comprised of analysis and discussions of the findings. Lastly, chapter five presents the research conclusions, recommendations and suggestions for further research, references and appendices.

#### **1.10 Summary of chapter one**

The chapter examined the definition of corruption and anti-corruption education background. It was recognized that there is no one size fit all definition of corruption. However, regardless of the difference definitions, the effects remain the same all over the world. The next chapter dissects the literature review that explains what authorities and researchers say about corruption and anti-corruption education on future business leaders.

## **CHAPTER TWO: LITERATURE REVIEW**

### **2.0. Introduction**

This chapter reviews a wide spectrum of key literature on the extent of anti-corruption education on ethical culture, level of education on effective leadership, anti-corruption education on business legitimacy, level of corruption awareness and future business leader's performance. Various theories such as functionalist explanations, bad apple theories, micro and macro morality theories, principal-agent theories, collective theory, complementary theory, and system theory, are reviewed to evaluate how they explain corruption and future business performance. The researcher conducted a broad analysis of empirical studies on the relationship between the components of anti-corruption education, level of corruption awareness and business performance in general, an in-depth review of empirical work on the extent of tertiary anti-corruption education on ethical culture, level of education on effective leadership, anti-corruption education on business legitimacy, level of corruption awareness on future business performance. The review will synthesize the broad areas by first taking a global view of the tertiary anti-corruption education in the global anti-corruption education, then narrowing to anti-corruption education and level of corruption awareness in developing countries and finally in tertiary institutions for future business leaders in Zimbabwe. To provide a coherent review of the literature, the sections have been organized as follows: the researcher started by reviewing theoretical literature on tertiary anti-corruption education before an in-depth review of the components of tertiary anti-corruption education on ethical culture, level of education on effective leadership, anti-corruption education on business legitimacy and level of corruption awareness which are the focus of the study. Secondly, a review of theoretical literature on the contextual environment by analyzing causes of corruption. This was followed by in-depth analysis of empirical research on the three modes of anti-corruption and business performance, culminating in definition of the research gap. Finally, a conceptual framework of the study was reviewed.

### **2.1 Definition of Corruption**

Corruption can be defined as the misuse of public office for private gain (United Nations, 2018: 23). The most common notable examples of corrupt behavior are bribery, embezzlement, extortion, fraud, influence peddling, illicit payments, money laundering, smuggling, evasion, the scale of public property by government officials, kickbacks in public procurement, and misuse of government funds, patronage and election rigging (Indawati, 2015). These examples

of corruption can manifest as petty, grand, episodic or systemic. Above all, it is important to point out that the high costs of the losses associated with these misappropriated resources mean that corruption undermines human development and governmental legitimacy (Transparency International, 2016). In Zimbabwe, the five criminalized corruption offences as defined by the Criminal Law Codification and Reform Act {9.23} section 170-174 are categorized as follows:

- i) Bribery
- ii) An agent corruptly using a false document
- iii) An agent corruptly concealing a transaction from a principal
- iv) An agent corruptly concealing from a principal a personal interest in a transaction.

## **2.2 Underpinning Theories of Corruption**

### **2.2.1 Functionalist theory**

In political science, functionalists view corruption to “grease the wheels” to get things done, especially for investors and companies (Marquette and Pfeiffer, 2015). In this view, corruption is defined as a way of quickly cutting through burdensome regulatory requirements, distributing resources, and generating economic growth, (ibid). A large but inconclusive body of literature has emerged within the field of economics on the greasing versus sanding the wheel’s debate, with authors finding evidence that both supports and challenges the greasing the wheel’s theory (Dreher and Gassebner, 2013).

### **2.2.2 Bad apple theories**

These theories primarily look at the level of the individual corrupt agent for the causes of corruption (Graaf, 2011). There is a causal chain from bad character to corrupt acts and the root cause of corruption is found in defective human character and predisposition toward criminal activity, (ibid). In this case, causes are rooted in human weaknesses such as greedy and people are assumed to act based on moral values. ‘Wrong’ values directly influence the behavior towards corruption and therefore the cause of corruption (Graaf, 2011).

### **2.2.3 Group theories (Micro and macro morality)**

William, (2019), highlights that micro morality has to do with connections to people in social circles, (family and friends), with values, norms and moral obligations in daily personal and social lives while macro morality, by contrast, emphasizes the universal. It is the product of the process of universalizing morality and claims the legitimacy of its norms on institutions of the law, a universal system of formal norms. The macro morality is characterized by the complementarity of rights and duties as the primal modus of social ties (ibid). In this argument,

corruption is associated with the values and norms of individual politicians and civil servants, the lack of commitment to public integrity of leadership, organizational problems and failures, the relationship between the public sector and business, and the strength of organized crime.

#### **2.2.4 Principal-agent theory**

In the principal–agent problem, the former has more information and decision-making power than the latter. Augur and Dasgupta, (2011) elude to the view that due to this information asymmetry, the principal is unable to monitor the agent’s actions perfectly, which means that the agent has the potential to pursue his or her own interests if the interests of the two diverge. This gives room for the agent to be corrupt by abusing his/her office while the public (the principals) are unable to perfectly monitor or hold the public officials to account (ibid).

#### **2.2.5 Collective theory**

Researchers emphasize the shortcomings of viewing corruption as a principal–agent problem and recommend instead approaching it as a collective action problem. Marquette and Pfeiffer, (2015), argue that the collective action problem lens better explains some aspects of corruption whereby a corruption-free environment becomes the goal and free-riding behavior becomes corruption itself. Here, the motivation behind corrupt behavior is an individual putting his or her interests ahead of those of the group, and corruption causes the depletion of tangible resources to be suffered by all (ibid). This is fundamentally distinct from the principal–agent approach as it explains why no ‘principals’ exist.

#### **2.2.6 Complimentary theory**

This theory complements the other approaches and treats corruption as an aspect of development. In this case, corruption has been conceptualized using two different lenses which are absence of formal enforcement institutions and weak rule of law that can be combined in policy interventions as a solution (Khan, Harshman, Ahmed, Khan, Ahmed, Syed and Qazi, 2016). In the absence of formal enforcement institutions, patron– client relationships emerge to allocate resources which generally suffer from high a degree of corruption, weak enforcement of formal rules and weak institutions (Khan et al, 2016). This also corresponds with the emerging work of corruption as an ‘informal institution’ that affects governance and politics. Informal institutions are the structures, norms or socially shared ‘unwritten rules’ that are created, communicated and enforced outside of official channels (ibid). At all levels, corruption becomes a means for bypassing unpredictable ‘formal’ institutions. Paying a bribe might be the only way to receive a public service (Persson, Rothstein and Theorell, 2013). In

these contexts, the informal institution of corruption becomes the ‘rules of the game’—informal rules that are created, communicated and enforced to complement an existing incentive structure.

### **2.2.7 Systemic theory**

Systemic corruption persists because everyone participates in corruption as no one can trust that others will not do the same (Myers, 2019). ‘Principals’ abstaining from corruption would lose out, (ibid). In view of this, the business case against corruption underpins reasonable refusals to perpetrate corruption and shows that belonging to an industry network substantially reduces corruption. Therefore, collective action initiatives are an important step in fighting corruption. Universities and colleges should actively partner with other organizations to enforce broad anti-corruption initiatives, bottom-up institutions of governance can emerge to successfully solve problems of collective action even when top-down governmental initiatives fail (Myers, 2019). The phenomenon of corruption is analyzed and explained no longer in a subject matter of law and criminal justice, but also in a wider political, social, economic and cultural context such as functionalist theory, principle agent theory among others.

## **2.3. Anti-Corruption Education**

Anti-corruption education is a process and the results are often not immediately visible (UNDP, 2017). Wibowo and Nana, (2011), view anti-corruption education as a conscious and deliberate effort to realize the learning process critical of the anti-corruption values and not just a medium for the transfer of knowledge, but also an emphasis on character formation, anti-corruption values and moral awareness in the resistance against corruption. From this definition it can be concluded that anti-corruption education is an instrument to develop study skills in capturing configuration problems and difficulties of nationality issues that triggered the corruption, the impact, prevention, and resolution (ibid).

### **2.3.1 Importance of the Subject**

Tertiary business training institutions are major role players in fighting corruption, both in their capacity as institutions of higher education that touch the lives of future business leaders and as large organizations with substantial economic footprints (Myers, 2019).

Ethics and public education positively inspire and motivate tertiary future business leaders to do the right thing where corruption is hard to avoid, either because it is endemic or because it is hard to detect (UNDP, 2017). Specific anti-corruption training programs teach and empower

students to recognize and resist corruption, and more generally to assert their personal values in the workplace as these higher learning institutions have a role in advancing knowledge, contributing to solving problems and driving sustainable economic development. Basically, teaching ethics, morals, appropriate behavior and traditional knowledge about living together from these centers of knowledge forms the basis for successful anti-corruption education to fight corruption.

Generally, universities can develop courses on the broader aspects of corruption, methods of fighting the scourge and make these courses mandatory in the curricula (Myers, 2019). Additionally, they can organize student anti-corruption training workshops, debates, incentives, linkages, exchange programs, international seminars with UNCAC, Transparent International, UNDP, World Bank among others, as anti-corruption education strategies.

According to Wibowo and Nana, (2011), the purpose of anti-corruption education is to build values and develop capacities necessary to form the civic position of future business leaders against corruption. This has been supported by Transparent International, (2018), stating that the ultimate result of anti-corruption education awareness is to mold a personality whose awareness of the threats posed by corruption to the public well-being and state security, intolerant towards the manifestation of corruption and seek to eliminate the latter by developing good ethical and business corporate governance values. Additionally, the other benefits of anti-corruption education are briefly discussed below.

#### **2.3.1.1 Accountability, Transparency and Integrity**

Anti-corruption education program helps companies to have reliable and measurable indicators in place to track internal operations and under normal circumstances what gets measured gets done (Myers, 2019). This creates a virtuous cycle whereby reporting is used to gain a better understanding of core business processes in order to improve them internally. Transparency and accountability are mutually reinforcing and improving as transparency goes hand in hand with efforts to enhance accountability and integrity of both public and private institutions (UNDP, 2017).

#### **2.3.1.2 Good Corporate Governance and Development**

Corporate compliance and responsible citizenship pay direct rewards (Transparent International, 2018). It is factual that higher quality internal governance opens access to lower cost capital and can raise company valuations and result in better performance (UNDP,

2017). In addition, responsible corporate citizenship also offers opportunities for brand differentiation and marketing that can increase sales in industries sensitive to consumer perceptions (Myers, 2019). In view of this, Transparent International, (2018), discovers that companies with anti-corruption programs and ethical guidelines suffer 50% fewer incidences of corruption, and lose business opportunities than companies without such programs. Strong governance and corporate integrity are found to pay ‘integrity dividends’, dispelling the claim that companies can ill afford to abstain from corrupt practices without spoiling their business prospects (ibid). However, it is strongly argued that companies with superior performance as corporate citizens outperform their peers.

### **2.3.1.3 Domestic and Foreign Investor Confidence**

Transparency International, (2018), discovered that anti-corruption education results in marked decrease in levels of fiscal deficit and domestic debt since there would be no financial leakages through corruption in business. This contributes to significant increase in formalization and opens economic activities in the country that encourages production and provision of strong economic growth as well as the ability of the government to mobilize resources domestically (UNDP, 2018). From this fact, it can be concluded that anti-corruption education awareness improves external balances by reducing the current account deficit through capital inflows and financial leakages and this attracts both domestic and foreign investors for the country (ibid).

### **2.3.1.4 Sustainable Economic Development**

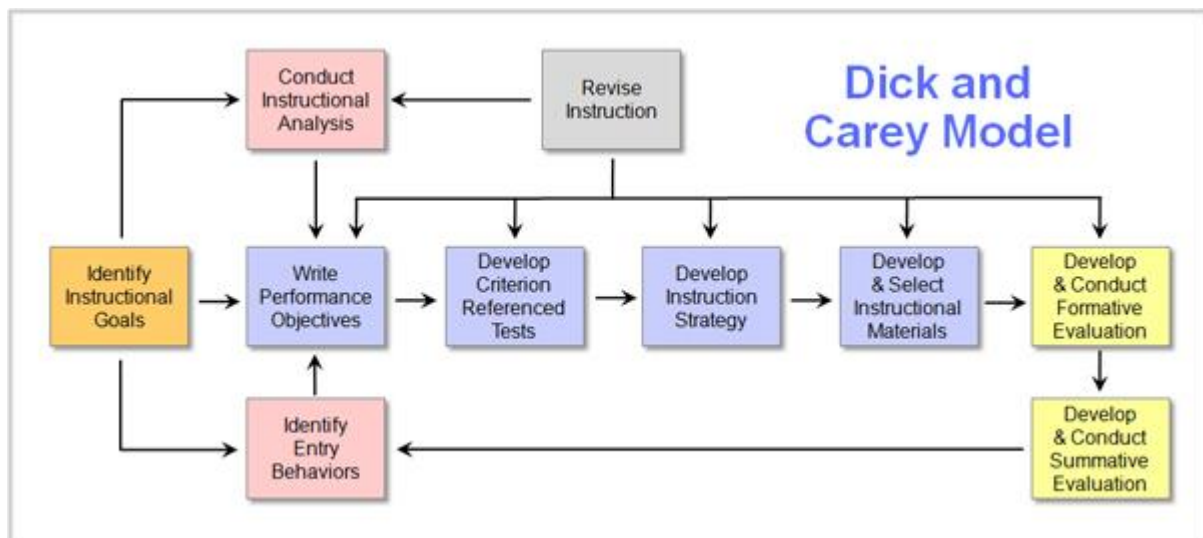
While prosecution of acts of corruption is important for curbing impunity, previous research findings has shown that investing in short, medium- and long-term strategies to prevent corruption is equally important as this reduces the risks of corruption and promote sustainable economic development through anti-corruption education awareness (Transparency International, 2018). Corruption prevention calls for coordination not only between different branches of the state and horizontal accountability, but also vertical accountability to enhance the capacity of media, civil society and private sector in exposing corruption, putting pressure on enforcement, and promoting transparency and accountability for sustainable economic development. UNDP strategic plan 2014 – 2017 paid close attention to the connections that exist between democratic governance including anti-corruption, sustainable development and resilience building against economic and environmental shocks.

## 2.4 Discussion of Existing Models/Framework and Key Concepts

### 2.4.1 Anti-Corruption Education Framework

The ultimate result of anti-corruption education is to mold a personality who is aware of the threats posed by corruption to the public well-being and state security, intolerant towards the manifestation of corruption, able and seeking to eliminate the latter (Dick and Carey, 2016). The model of the development of teaching materials of anti-corruption education course uses procedural model in the form of descriptive model which will produce products that will be used in the learning activities. This is a system approach to the basic components of the learning system design which includes analysis, design, development, implementation, and evaluation designed and developed by Dick and Carey, (2016). In this model, Dick and Carey describes collective action approach and theoretical framework which focuses on the incentive structures and resulting behavior changes in society to restore or enhance integrity.

#### Dick and Carey Instructional Model



**Figure 0.1 Dick and Carey Instructional Model (2016)**

While some may focus on how to make the lesson plans, Dick and Carey focus on the delivery of the content itself, the instructional design model. This model is also known as the Systems Approach Model. The steps are often only connected as far as what they do to help figure out what to teach and how to teach it. All ten steps are connected, and some influence others indirectly while they may influence others directly (Dick and Carey, 2016).

## **2.4.2 Discussion of Key Variables**

### **2.4.2.1 Anti-Corruption Education Strategies**

In recent years, democratic states have developed more political and public initiatives to counter corruption (Transparent International, 2016). This helps to keep the nation safe from threats to safety and security, from organized crime, terrorism and illegal migration, and from ‘insiders’ who exploit their position or access to an organization’s assets for malign purposes (Transparent International, 2018). Strategic entry points include public education and awareness-raising, corruption prevention, International Corporation and investigation and law enforcement which can be implemented in the short-term, medium- or long-term period (ibid).

### **2.4.2.2 Public Education and Awareness-Raising.**

In many third world nations, including Zimbabwe, witnessed unimaginable proportions of corporate scandals and failures which cut across so many sectors of the economy (Myers, 2019). In this view, Transparency International, (2018), says shareholders, clients and employees are left shell shocked when their beloved firm suddenly succumb to death. The surprising thing is that these companies are led by educated managers’ holders of degrees and post graduate qualification in business studies, but the company performance being witnessed does not match their credentials which entails lack of anti-corruption education by the leaders. Public education and anti-corruption awareness on business ethics needs to be intensified during training as a short-term to medium-term strategy through public dramas, debates, poetry, international cooperation, anti-corruption incentives, periodic marches, commemorations, linkages, networking, essay competitions among others as a corruption prevention ultimate goal.

### **2.4.2.3 Corruption Prevention; Systems Review and Corporate Governance.**

It is public assumption that once a person has passed through tertiary training business institution, their performance, corporate governance and corruption prevention significantly improve. During training attachment, supervision should be intensive on corruption prevention, systems review and corporate governance as a short term to medium-term anti-corruption strategy. Emphasis should be on the systemic attitude towards corruption control and prevention which is seen as combine and holistic approach to combatting all forms of financial corruption.

#### **2.4.2.4 International Cooperation**

This anti-corruption education strategy promotes globalization to go in fighting the scourge. Nations, corporate, learning institutions, individuals among others need to embrace a global approach to elimination of corruption. Regional and international blocks such as SADC, African Union, Transparent International, UNDP, World Bank, UNDP and UNCAC help continual provision of opportunity for broader reforms to curb corruption and improve governance (UN, 2018), and provide strategic frameworks to promote preventive measures and enable sharing of information on implementation between countries and non-state actors. It is through international cooperation that tertiary institutions actively tap and partner with them to enforce broad anti-corruption initiatives, bottom-up institutions of governance can emerge to successfully solve problems of collective action even when top-down governmental initiatives fail (Global Anti-Corruption Report, 2017).

#### **2.4.2.5 Investigations and Law Enforcement.**

This strategy is a short-term to medium term plan strategy which according to Myers (2019), is connected to the national development plan/strategy. Tertiary business modules should be relevant and linked to industrial needs and operational environment. Researches and investigations on anti-corruption education relevance and improvement help future business leaders to be capacitated intellectually and practically in the fight against corruption.

### **2.4.3 Ethical Culture**

Building a sustainable organization whose employees are happy, motivated but ethical remains one of the most complex, elusive questions confronting business leaders (Transparency International, 2018). Organizational culture is determined by the interaction of systems, norms, and values, all which influence behavior (Taylor, 2017). These are experienced at individual, interpersonal, group, intergroup, organizational and inter-organizational levels. The most critical thing is for an organization to have above all a culture of anti-corruption in order to be successful in business.

#### **2.4.3.1 Components of Ethical Culture**

Ethics are a foundation of a good company, and while they can be fixed, the best companies begin with a solid ethical footing. This is in line with Taylor, (2017), view of corporate culture as a climate and atmosphere in which a firm, besides complying with laws and regulations, also has values such as, accountability, responsibility, transparency, meritocracy, integrity, professionalism among others and be able to explain and justify its actions and behavior in a broader sense in line with the spirit of the law.

#### **2.4.3.2 Anti-Corruption Education on Ethical Culture**

Anti-corruption education can be viewed as an instrument to develop study skills in capturing configuration problems and difficulties of nationality issues that triggered the corruption, the impact, prevention, and resolution (Indawati, 2015). From this definition, a business culture of right ethics and conduct makes one of the pillars for measuring success for future business leaders. Organizational ethical culture involves proper decision making, conduct and the general relationship between the organization, its stakeholders and the broader society (Ramalho, 2016).

Generally, in a good ethical culture, the leader is exemplified by integrity, competence, accountability, fairness, responsibility and transparency as they resist all forms of corruption in an environment where people believe the only way to go is paying bribery or any other improprieties. This has been strongly emphasized by Myers, (2019), that leaders are expected to act in good faith and best interest of the organization and avoid conflict of interest which manifests into corrupt practices such as abuse of office, corruptly concealing from a principal or personal interest in a transaction and other improprieties as stated in the Zimbabwe's Criminal Codification Act; Chapter (9.23). This level of leadership can only be attained after receiving comprehensive and purposeful anti-corruption education during business training.

#### **2.4.4 Effective Leadership**

Ralhamo, (2016) defines effective leadership as the adequate accomplishment of desired objectives or a pursuit with minimum expenditure of time, resources, waste and effort. Elueze, (2012), further elaborates that growing a successful and sustainable business requires at least an uncompromised devotion to developing products and services that contribute real value and allow clients to achieve their goals in the most effective and efficient way. This entails passionate leadership that attracts and inspires the best of the class to join this venture and an uncompromising commitment to act as a responsible player in the community, nurturing the public trust and support on which all business ultimately, (ibid). Under this circumstance, it is crystal clear that leadership plays a pivotal role in ensuring success in an initiative way within an organization. In agreement to this notion (Kerry, Rieckmann and Matthias, 2018), postulate that in a dynamic world, leaders are expected to challenge the status quo, create visions of the future, and inspire organizational members to achieve the visions.

##### **2.4.4.1 Components of Effective Leadership**

Effective leadership incorporates a constellation of attributes and good qualities to achieve a role which serves as a springboard to success. These include ambidexterity, agility,

transparency, responsibility, transformational, strategic, humility, integrity, fairness among others. It implies that effective leaders should possess all basic tools of trade in order to be effective business leaders.

#### **2.4.4.2 How Organizations Develop Effective Leadership**

Effective leadership is one of the most essential parts of the overall strategy for organizational success and sustainability of business in the face of problems (Banoba, 2017). The effective leaders' organisational control helps to take charge of the operations of organization's business through their ability to set optimistic goals and objectives while steering the operations of the organisation toward those goals using effective strategies (ibid). When an organization lacks leadership, it means that its managers are neglecting their leadership roles and responsibilities hence it is leadership that is missing, not leaders (Elueze, 2012). Basing on this argument, it is apparent that organisations should hire leadership not leaders.

#### **2.4.4.3 Level of Education on Effective Leadership**

Effective leadership is the adequate accomplishing of desired objectives or pursuit with the minimum expenditure of time, resources, waste and effort (Ramalho, 2016). Considering this, it implies that effective leaders, all the times, should act with due diligence, care and skill, and take necessary steps to become informed on matters of decision making. Tertiary anti-corruption education therefore, should provide high level anti-corruption education on effective leadership to equip these future business leaders with competences to lead effectively and assume collective responsibility for steering and setting the direction of their organizations, approving policy and planning, overseeing and monitoring of implementation and execution (Kerry, Rieckmann and Matthias, 2018). This inevitably assists the future leaders achieve the basic needed values for optimal business performance while resisting all forms of corruption.

In conclusion, Indawati, (2015) and Ramalho, (2016) recommend that anti-corruption education in tertiary institutions develop successful implementation and maintenance of an enterprise internal control which empowers the future business leaders in protecting business and create long term value of their organizations by reducing unforeseen losses, risks to its reputation. This in return improves process quality, effectiveness and efficiency in implementing company policies, standards and processes.

#### **2.4.5 Business Legitimacy**

Rendtorff, (2018), discusses corporate social responsibility, corporate governance, and corporate citizenship in relation to business legitimacy as a basic concept in the philosophy

of management. It was discovered that legitimacy is a precondition of business license to operate in society, and of the supply of necessary resources, ranging from investments, committed employees, business partners, and sales/consumption, to political support and support from an increasing range of diverse stakeholders (Banoba, 2017).

Modern businesses' ethical, social, and societal responsibility moves towards broader value orientations expressed in business ethics and the triple bottom-line, which balances social, environmental, and economic considerations and in societal commitment, where businesses assume tasks that were previously reserved for the state (Uzochukwu, 2015).

In this view, it clear that every successful enterprise needs to balance these elements to avoid business legitimacy conflicts and it is the Legitimacy theory that helps to understand the organization's behaviour in implementing, developing and communicating corporate social responsibility policies (ibid). According to Rendtorff, (2018), view, the main assumption of in this theory is fulfilling the organization's social contract, which enables the recognition of its business objectives without any deviation either because of corruption or any means.

#### **2.4.5.1 Anti-Corruption Education on Business Legitimacy**

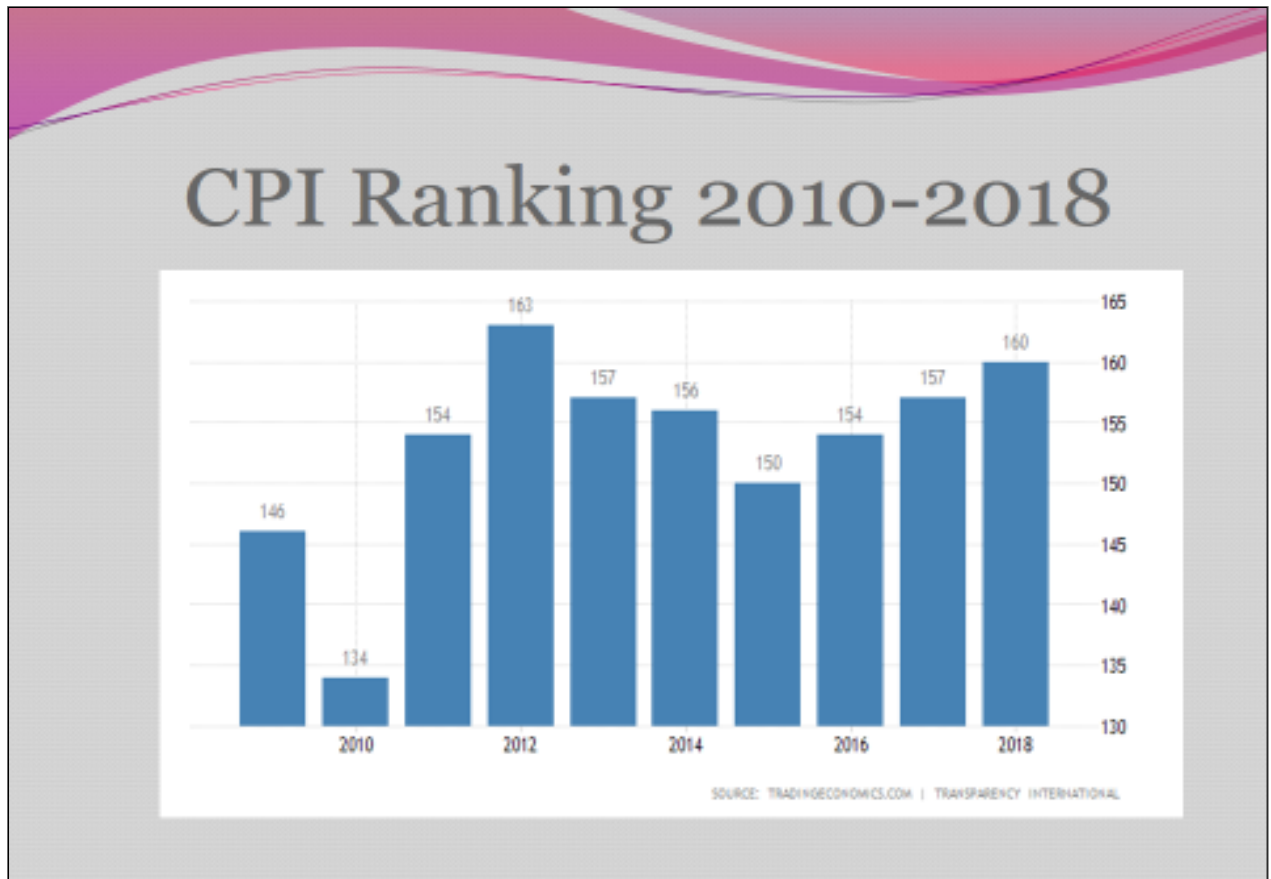
Business legitimacy according to Ramalho, (2016), is a pre-condition of business license to operate in society, and of the supply of necessary resources ranging from investments, committed employees, business partners, and sales/consumption, to political support and support from an increasing range of diverse stakeholders. However, the inter-relation between business and the rest of the society changes with the evolution of society and mediated by changing legitimacy processes (Harris and Crane, 2012).

Considering this, UNODC, (2017), explains that business' ethical, social, and societal responsibility move towards broader value orientations expressed in business ethics and the triple bottom-line, which balances social, environmental, and economic considerations and in societal commitment. In this development, Indawati. (2015), says, tertiary business institutions role is to produce and train future business leaders on business legitimacy to prevent attempts to cut corners through corruption when venturing into business, as this has a negative effect on the whole value chain.

During business training, the paramount element is understanding that governance positive outcomes of an organization encompasses ethical culture, good performance, effective control and legitimacy. Above all, Ramalho, (2016), laments that in order to achieve business legitimacy, leadership must ensure assurance services and functions which enable an effective control environment that support internal decision making and organization's external reporting. Upon completion of the anti-corruption education program, future business leaders become custodians of responsible investment in promoting good governance and creation of value by the companies in which they invest.

#### **2.4.6 Level of Corruption**

Transparent International, (2019), states that the level of corruption in private sector globally remains disturbingly high despite anti-corruption efforts. In Zimbabwe, Mutondoro, Ncube, Chitambara, Sachikonye and Bhatasara, (2015), describe corruption as a function of economic, political and cultural factors where the major drivers of corruption are the widespread poverty and low incomes, especially the low levels of public and private sector wages which eventually fuel high level of corruption in the country. This is equally shared by UN, (2019), when stating that in any country where economic conditions are poor; there is tendency for such a country to experience high levels of corrupt practices that further worsen economic growth rate. In this regard, Zimbabwe continuously performed badly and is permanently stuck at the bottom 20 position of the total countries assessed each year for the past eight years (Transparent International, 2018), as evidenced by **Fig 2.2** below.



**Figure 0.2 Corruption Performance Index (CPI) of Zimbabwe, (Transparent International, 2018).**

In respect of the above CPI of Zimbabwe, it is evident that there is lack of business accountability, effective and ethical leadership, resulting in high level of corruption. Banoba, (2017), says this is due to the lack of exemplary leadership exhibited by politicians and senior public officials in the country primarily because of personal and private interests taking precedence over national interests affirming either stagnation or a worsening of the situation in the country thereby forcing Zimbabwe not improving its CPI level. This is evidenced by the high rate of arrests of high-profile government officials in the country. In 2019 Zimbabwe scored 24/100 and was ranked 158/180 countries assessed (Transparent International, 2019).

#### **2.4.7 Business performance**

Kolstad, and Wiig, (2015), define business performance as an important parameter mostly defined as a dependent variable which seeks to produce variations of performance and may be compared or measured in such terms as; production output, profitability, sales turnover, market share, and many other accounting ratios. While this is so, Odhiambo, (2014), also explains organizational performance as an achievement of an enterprise with respect to some criterion

which encompasses three specific areas of the firm that include: financial, product market and shareholder return performance.

While this is quite elaborate the use of balanced score cards as ultimate measure of business performance is recommendable as it clearly covers the sections of financial, customer outcome, innovation and internal process which can be seen as the extent to which the organization achieves a set of pre-determined targets that are in line with its mission with most common performance drivers which include: customer value, team performance, talent management, flexibility and strategic focus all achievable through, proper planning, evaluation, implementation and control (Kolstad and Wiig, (2015).

Therefore, from the literature, business performance is a dependent variable that is measured in both financial and non-financial terms, financial encompass all accounting ratios and non-financial terms include customer satisfaction, motivation, quality, corporate social responsibility, and innovation and employee development (Myers 2019).

## **2.5 Literature Synthesis**

In a research to find solutions to corruption, anti-corruption education is increasingly being considered in development and capacity building programming globally and other contexts (Transparency International, 2018). This integrates anti-corruption studies in educational curriculum, particularly in early and mid-level education. Transparent international, (2016) carried a research in Afghanistan to examine the extent to which traditional and religious values against corruption are being introduced to bring anti-corruption awareness into Afghanistan's education system with a focus on the national primary, secondary and higher education curriculum. They identified the provisions on anti-corruption and synthesized best practices in educational curricula from other contexts and other conflict environments. Afghanistan reviewed its curriculum basing on the available information gathered from other countries' curricula at all levels.

In Austria, Transparent International and the government set up a pilot project in 2012 for 14-18-year-olds in one secondary school (ibid). Future leaders were familiarized with terms such as 'corruption', 'prevention of corruption', 'economic crime' and legal bases of the fight against corruption. They considered values, decisions and actions, relating them to economic activity and morality in citizenship and to the fight against corruption such as role plays

exemplifying various contexts, exercises, reflection and discussion (Transparency International, 2018). The results were positive.

Another study by the State Commission for Prevention of Corruption in the Republic of Macedonia was done and looked at 'Fighting Corruption through Education'. Georgiev, (2013) in Transparent International, (2016), presented a paper at a Conference of the United Nations Convention against Corruption in Panama. In this study it confirmed that corruption can be fought successfully using public education in institutions of learning. The program was directed toward primary school children to find the long-term impact of anti-corruption education on corruption which involved teaching, interactive workshops, questionnaires and awards. The success of the program was measured through pre- and post-test questionnaires which showed a very significant increase in awareness. A full report of this pilot program was submitted to the Macedonian Ministry of Education and Science in the same year. The Ministry approved the continuation of the anti-corruption education as an extra-curricular activity in all primary schools throughout the country.

In another research in Indonesia and Austria, Transparent International, (2018), carried out researches on Government Control on Accountability and Obligation to Provide Information. This model from Lithuania provided useful pointers for developing a program of anti-corruption within Afghanistan's education system. Evaluations of best practice programs for fighting corruption through raising anti-corruption awareness in the younger generation are still at a very formative stage (Transparency International, 2018).

However, the education system in some areas has failed in instilling ethical, anti-corruption values in people in part since there is corruption in the education system itself (Transparency International, 2018). Evidence of corruption which were unearthed in the education system in some nations is given as teachers being appointed without going through a proper assessment in the recruitment process and false passing grades and graduation certificates being given to failed students in return for bribes (ibid). In addition to that, moral values are also not adequately taught to students, evidenced, for example, by the sexual harassment of female students in the schools and these are forms of corruption. As a result of this, future business leaders are exposed to the main drivers of corruption which are "Injustice and wrongdoing of the powerful", "lack of a sense of responsibility and accountability, lack of rule of law, lack of commitment to duties, lack of control and monitoring," (Transparent International, 2016).

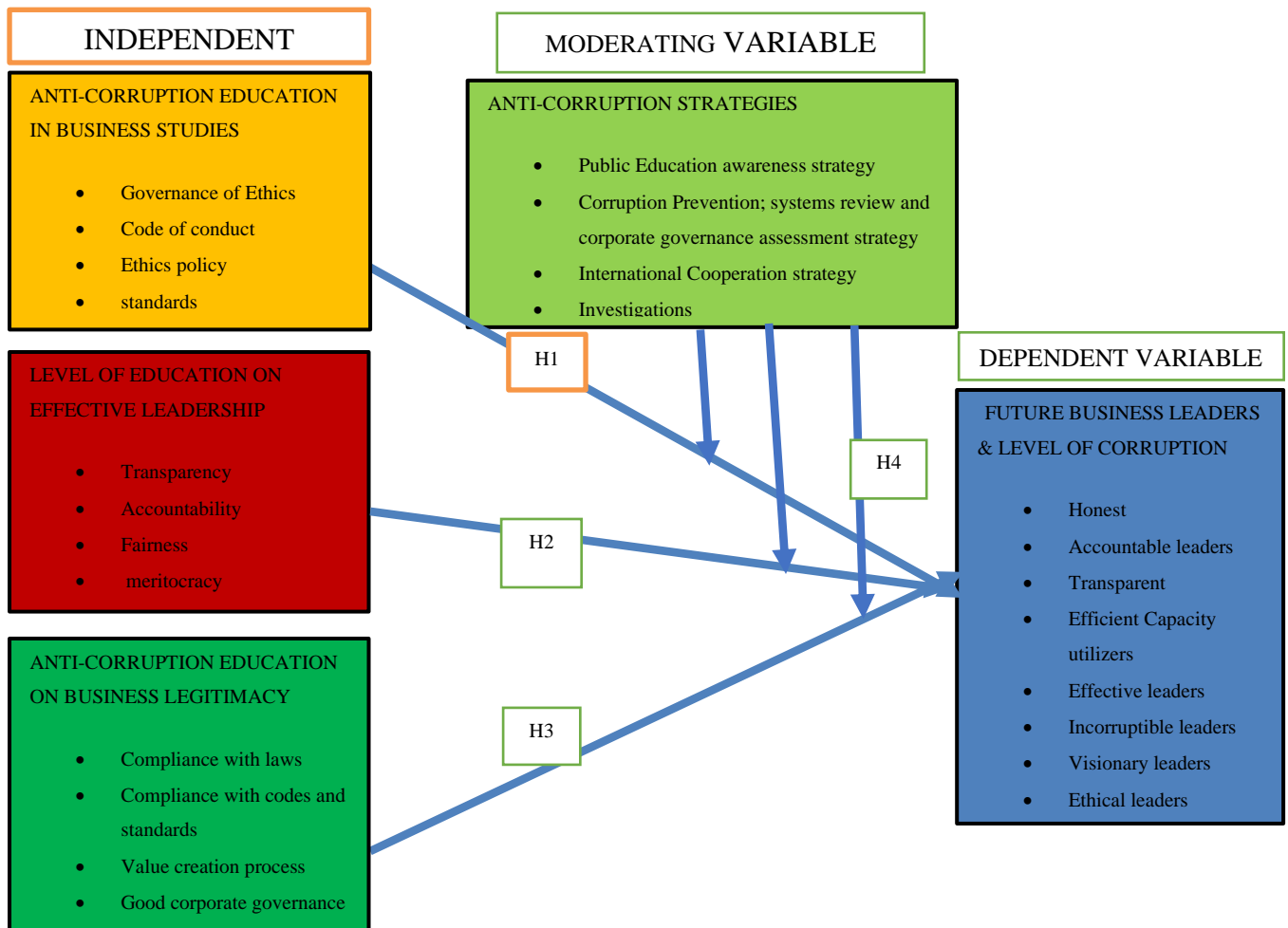
While this is true in some nations, the research studies from Transparent International, (2018), found out that Islam is totally against corruption and their values (ethical culture) became an obvious starting point for raising awareness against corruption. With well trained and enthusiastic teachers communicating Islamic teachings that promote integrity and humanity, a wave of resistance to the endemic corruption in Afghan society could be stemmed as they denounce all forms of corruption. These values are incorporated into the education system through reforms in the curriculum and appointment of knowledgeable, qualified, and experienced instructors (Transparent International, 2018). Extracurricular activities such as anti-corruption school clubs and conferences organized from within the community are used to arouse interest, create a common voice, and mobilize action. Furthermore, social and work ethics, social and civic responsibility and Islamic values are taught at all levels of education to correct the prevailing culture of corruption (ibid). These subjects are taught with a focus on corruption as the pivotal evil and destructive force undermining the well-being and progress of the nation.

Finally, previous research findings have proved that anti-corruption education strategies result in effective battle against corruption in business. It is crucial to note that most of the researches were carried out in relatively strong economies and developed nations and so, their findings cannot be imported directly and said to represent what is obtainable in a developing nations or third world countries.

## **2.6 Research Model**

For this research the following research model will be used to analyse the extent of anti-corruption education in tertiary institutions for future business leaders in Zimbabwe. The anti-corruption education strategies will be regarded as the moderating variable

## The Model



**Figure 0.3: The Model**

### 2.6.1 Research Hypothesis

Whereas past studies have investigated the impact of anti-corruption education on business performance, the researcher focused on anti-corruption education as a strategic response to level of corruption in an operating environment. The researcher has not found any literature that looked at the extent of anti-corruption education on future business leaders' envisaged relationship between level of corruption awareness and business performance in the context of the corrupt environment in Zimbabwe. This has created a gap which this research sought to fill. The research therefore made the following hypotheses:

**H1:** There is a positive relationship between anti-corruption education on business ethical culture in tertiary business studies programs, level of corruption awareness and future business leaders.

**H2:** There is a positive relationship between level of education on effective leadership, level of corruption awareness and future business leaders.

**H3:** There is a positive relationship between anti-corruption education on business legitimacy, level of corruption awareness and future business leaders. `

**H4:** Tertiary anti-corruption education strategies mediate the relationship between level of corruption awareness and future business leaders' business performance.

### **2.6.2 Indications of the Research Methodology**

The researcher employed a quantitative research methodology by obtaining research evidence from a large sample of more than 300 future business leaders studying in business tertiary institutions in Zimbabwe on the specifically defined variables, anti-corruption education on ethical culture, level of education on effective leadership, anti-corruption education on business legitimacy, level of corruption awareness and business performance factors. The researcher used quantitative research methodology because he sought to quantify and test the strength of the relationship between ethical cultures, effective leadership, business legitimacy, level of corruption awareness on future business leaders' performance. The variables are subjected to statistical manipulation through descriptive statistics, regression analysis, analysis of variance (ANOVA) and inferential analysis through hypothesis testing.

## **2.7 Chapter Summary**

The chapter examined anti-corruption education concepts and the theories behind corruption. It was recognized that there is limited direct literature on anti-corruption education in tertiary institutions especially in the business programs for future business leaders in Zimbabwe. However, the concepts used in analysing anti-corruption education in other Western, Asian and American tertiary institutions as anti-corruption courses were important which could be adapted and used in Zimbabwe. The next chapter dissects the methodology that was used to carry out the research study.

## **CHAPTER THREE: RESEARCH METHODOLOGY**

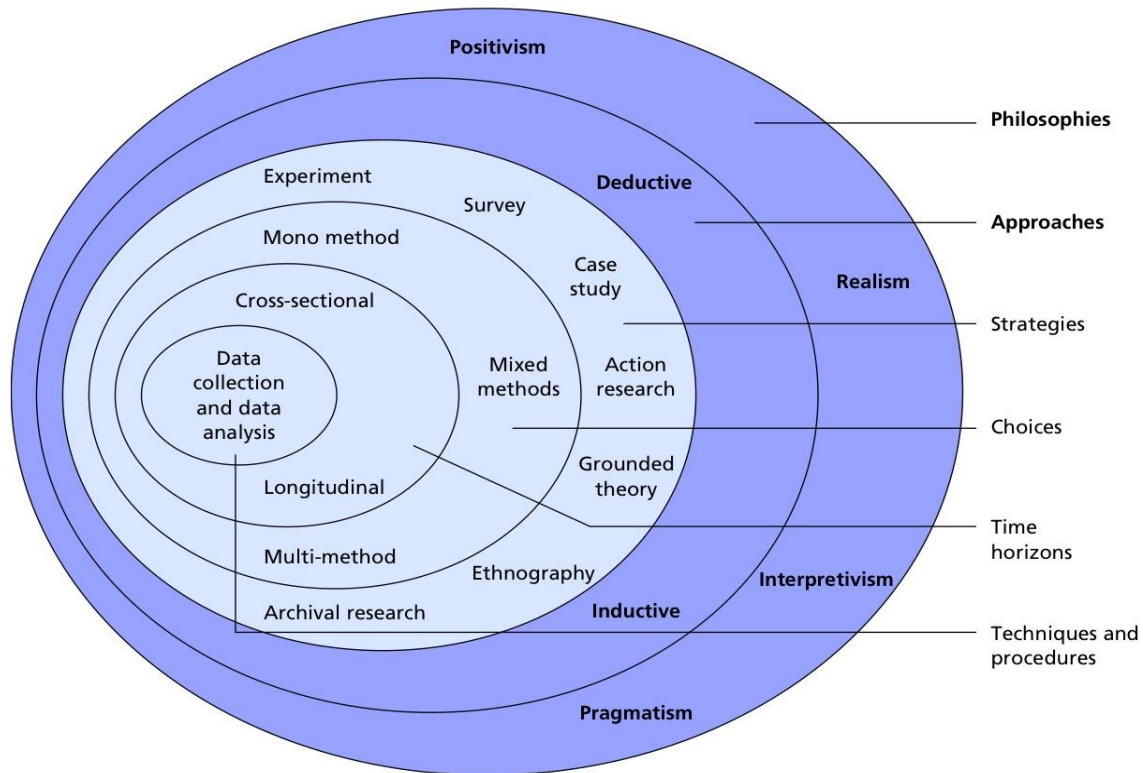
### **3.0 Introduction to the Chapter**

This research seeks to investigate the extent of anti-corruption education on business ethical culture, effective leadership, business legitimacy and level of corruption awareness on future business leaders in a corrupt environment with a focus on tertiary institutions in Zimbabwe. Kassu, (2019), defines research methodology as a path through which researchers need to conduct their research. Furthermore, it shows the path through which these researchers formulate their problem and objective and present their results from data obtained during the study period.

The chapter progresses to discuss methods of data collection, research instrument, population and sampling techniques, questionnaire administration, data gathering, processing and analysis, and research limitations. The chapter also discuss the procedures to ensure validity and reliability of the instrument as well as the ethical considerations associated with the research before concluding with the chapter summary.

### **3.1 Research Methodology**

This research was organized along the research onion model shown in **Figure 3.1** below:



**Figure 0.1 Research Onion, adopted from Saunders, Lewis and Thornhill, (2012).**

From this research onion model, all the steps involved in research methodology are clearly outlined.

### 3.1.1 Research Philosophy

According to Kassu, (2019), there are four research philosophies commonly applied in business research thus: positivism, realism, interpretive and pragmatism. The researcher adopted the positivism research philosophy, premised on the fact that the research sought to test set hypothesis. According to Bhattacharjee, (2012), positivist view is based on the view that reality is relatively independent of the context and can be analyzed using objective techniques such as standardized measures. A positivist approach is very scientific and objective, quantitative, deductive, predictive and uses statistical methods to forecast the result. The extent of tertiary anti-corruption education on future business leaders' organizational performance will be addressed in a quantitative approach.

### 3.1.2 Research Approach

Saunders et al. (2012), mention that there are two approaches to research, which are deductive and inductive. Deductive approach involves deducing a hypothesis from a known theoretical position and testing the hypothesis while inductive approach involves collecting data and developing a theory from the data analysis.

The researcher adopted a deductive research approach because variables of the study are already known, and a hypothesised relationship has been established from prior researches.

### **3.1.3 Research Strategy**

According to Kassu, (2019), strategies that a researcher can use include experiment, survey, case study, action research, grounded theory ethnography and archival research. In this research, survey strategy was used. The researcher chose this strategy based on the objectives to be achieved and the philosophy, which was explained in the sections above.

Survey method is referred to as a descriptive study which is non-experimental but makes inference about behavior from data collected via questionnaires and interviews (Saunders et al. 2012). Surveys assist with assessing attitudes and opinions on a variety of subjects. However, their limitation arises from the reliance on a self-report method of data collection which can be distorted by intentional deception or miscomprehension of certain questions.

Survey applicability to a large group of respondents influenced the researcher to adopt the strategy given that data was going to be collected from tertiary business institutions in Harare. The author also selected this strategy due to its time efficient and cost effective as explained by Bhattacharjee, (2012).

To improve response rate, personal distribution of the questionnaire was distributed to the future business leaders, a letter of support from the Graduate School of Management (GSM) was obtained, clearly articulating the benefits of the study and promising to share the results of the study with the tertiary institutions.

## **3.2 Methods of Data Collection**

Quantitative research design was applied as the researcher wanted to test the strength of the relationship between ethical culture, effective leadership, business legitimacy and tertiary anti-corruption education awareness on future business leaders. There are various data collection methods that can be applied in business research. Data collection can be done mainly through secondary and primary methods. Secondary methods are data collected from a source that has already been published in any form such as books, records, biographies, newspapers among others. Primary data collection methods include Questionnaires, interviews, Focus Group Interviews, Observation, Survey, Case-studies to mention but a few. In primary data collection, you collect the data yourself using qualitative and quantitative methods.

### **3.3 Research Instrument (Questionnaire)**

The questionnaire (See Appendix A) was considered as the most ideal instrument because it allows the researchers to collect unbiased data from a diverse sample in quantitative manner. The questionnaires were structured in nature, containing 40 closed-ended questions. The questionnaire consisted of five sections. The first part (Part A) which contained 5 questions required respondents to provide their general information. Part B contains 6 questions and focused on drivers of anti-corruption education. Part C has 18 questions, 6 focuses on the perceived extent of anti-corruption education on ethical culture on the performance of the future business leaders, 6 questions ask respondents to evaluate the level of education on effective leadership on future leaders' business performance while 6 questions deal with anti-corruption education on business legitimacy and business performance. Part D contains 5 questions aimed at measuring aspects of corrupt environment. The final part of the questionnaire, Part E, contains 6 questions measuring business performance. Part B, C, D and E will be designed using a Likert scale which range from strongly disagree to strongly agree (*1=strongly disagree, 2 = disagree, 3 = agree and 4 = strongly agree*).

Items measuring anti-corruption education on ethical culture, level of education on effective leadership, anti-corruption education on business legitimacy and level of corruption awareness were adapted from the study by Transparent International, (2018) while items measuring anti-corruption strategies were developed by the researcher. However due to the differences in research focus, the researcher customizes the research questions to suit the current study by adding questions requiring responses on the corrupt contextual environment. Transparent International's instrument focused exclusively on Islamic perspective and hence needed some changes to reflect the current research focus.

The Likert scale was chosen as it is easy to administer to a large group such as the 301 respondents. By providing standard responses, it is easy to score and tabulate and convert the data into quantitative data which is more objective and reliable. The disadvantage, however, is that instrument does not provide for collection of in-depth responses on various components of tertiary anti-corruption education.

#### **3.3.1 Questionnaire Development**

Highly structured questionnaire was used for this study and this gave room for improved reliability, standardization, eases administration and allowed easy tabulation and analysis. Every questionnaire administered comprised of a covering letter for the attention of the

respondent and was designed to be completed anonymously by the respondents. Responses permitted to respondents were predetermined on a 1- 4 Likert scale.

### **3.3.2 Pilot Testing**

For the researcher to make necessary adjustments to the questionnaire, pilot testing was done on 15 respondents from one university to assess validity and reliability. The instrument was reliable with Cronbach alpha of 0.815. The Cronbach alpha was greater than 0.7 and the tool was considered reliable (Dawson, 2010). If the Cronbach alpha was below 0.7 there was need to restructure the questionnaire (Zikmund, 2012). However, in this case the respondents had no issues in answering the questions making no problem in recording and analyzing the data.

## **3.4 Population and Sampling Techniques**

Saunders et al., (2012) define the population as the group of interest to the researcher. Creswell, (2012), further states that the population can be divided into two categories, the target and the study populations. The researcher used the target population to generalize results.

### **3.4.1 Population**

For this study, the target population was made of the 24 382 registered business training students from the University of Zimbabwe, Harare Institute of Technology and Harare Polytechnic. A sampling frame is defined by Kassu, (2019) as a comprehensive list of members of the population from which a sample is drawn, was the number of business future leaders from these selected tertiary institutions in Harare.

### **3.4.2 Sample sizes**

The population size is finite and known, so the researcher used stratified random sampling as a way of ensuring that the strata or categories of individuals are represented in the sampling process. This helped to ensure that the sample was representative of the population frame. First, the population was split into the different strata, in this case, separating out those individuals with the business study programs under study. This ensured that the final sampling frame was a representative of the group wanted to be included, on a pro-rata basis with the actual population.

### **3.4.3 Sampling methods**

Sampling is appropriate when the population to be used is large and both the time and cost associated with obtaining information is large (Zikmund, 2012). There are two distinct types of sampling techniques namely probability sampling and non-probability sampling.

The study utilized simple probability random sampling method to draw elements from the sampling frame. Random sampling design was chosen due to the quantitative nature of the study to avoid bias and thus enable generalization of the findings. Consent letters were obtained from the University of Zimbabwe, Harare Institute of Technology and Harare Polytechnic (See Appendices D, E and F) which authorized the researcher to carry out the research.

Disproportional ratios according to percentage contribution were used to find total number of respondents to be drawn from each tertiary institution. This was due to the disproportional enrolments of the tertiary institutions. So, to ensure there was a fair and unbiased representation of each tertiary institution, the researcher had to use disproportional ratios. However, simple random sampling was then used to select the members for the study.

**Table 0.1: Sample Size**

Population					Sample	
Strata	Size	Name of institution	Male	Female	Size	Sample selection
Certificate	88	Harare Polytechnic	2	1	3	Stratified and random
Diploma	355	Harare Institute of Technology	30	20	50	Stratified and random
Diploma	331	University of Zimbabwe	10	11	21	Stratified and random
Bachelors	20 081	University of Zimbabwe	50	30	80	Stratified and random
Bachelors	208	Harare Institute of Technology	36	20	56	Stratified and random
Post-graduate	3 187	University of Zimbabwe	20	21	41	Stratified and random
Masters	132	Harare Institute of Technology	24	26	50	Stratified and random
<b>Total</b>	<b>N=24 382</b>		<b>172</b>	<b>129</b>	<b>n=301</b>	

**The population from three selected tertiary institutions in Harare.**

### **3.5 Questionnaire Administration**

Personal distribution of the questionnaire was done to the students, aided by a letter of support from the Graduate School of Management (GSM), clearly articulating the benefits of the study and promising to share the results of the study with the tertiary business institutions.

### **3.6 Data Gathering, Processing and Analysis**

The data obtained from the survey through questionnaires was captured, edited, coded and tabulated into the Statistical Package for Social Sciences (SPSS) version 23. The quantitative data were analyzed through descriptive statistics and inferential analysis such as correlation analysis, multiple regression analysis, analysis of variance and hypothesis testing. Multiple regression analysis and correlation analysis was used to quantify and test the relationship between the independent variable (EC, LEEL, BL, LC) and the dependent variable (future leaders' business performance).

Regression model: the equation was expressed as follows:

$$Y = a + \beta_1 (X_1) + \beta_2 (X_2) + \beta_3 (X_3) + e$$

$Y$  = Potential Organizational performance

$a$  = Constant (coefficient of intercept)

$X_1$  = ethical culture

$X_2$  = effective leadership

$X_3$  = business legitimacy

$e$  = Error term

$\beta_1, \beta_2, \beta_3$  = Regression coefficient for three variables

### **3.7 Research Limitations**

The research has the following limitations which may affect results of the study:

- Limited time in carrying out the research. A better well researched study needs ample time to be completed. This study was carried out in a period of 6 months and results were required within this period. However, the results were satisfactory to proceed with the study and provided most important information.
- The research was carried out at selected tertiary business institutions in Zimbabwe.

### 3.8 Validity and Reliability

To ensure credibility of the research instrument the study addressed both validity and reliability concerns.

#### 3.8.1 External Validity

For external validity to draw a large sample of 301 students through a random sampling method which was both large and representative to allow for generalization of research finding was done. A pilot study to pretest the questionnaire was conducted with 15 respondents before actual research in a bid to remove bugs in the instrument and to affirm the suitability, clarity and validity of the research instrument (Saunders et al, 2012).

#### 3.8.2 Internal Validity

In-order to ensure construct validity the researcher executed a correlation analysis on the three themes of anti-corruption education on ethical culture, level of education on effective leadership and anti-corruption education on business legitimacy. Divergent validity will exist if there is weak or not correlation among the themes (constructs) that is  $r < 0.7$  while convergent validity will exist if the items under each of the three constructs are highly correlated that  $r > 0.7$ .

#### 3.8.3 Reliability Test

To test for reliability of the instrument, which is measure of the internal consistency, the researcher used Cronbach's alpha as extracted from SPSS. To be reliable the minimum threshold for the Cronbach's alpha is 0.7 (Kassu, 2019).

**Table 0.2: Reliability Tests**

Variables	Number of Items	Minimum acceptable
Anti-corruption education on Ethical Culture (EC)	6	>0.7
Level of Education on Effective Leadership (LEEL)	6	>0.7
Anti-corruption education on Business Legitimacy (BL)	6	>0.7
Level of Corruption on ACE	6	>0.7
ACE strategies on future leaders' performance	6	>0.7
<b>Overall Cronbach's Alpha</b>	<b>30</b>	<b>&gt;0.7</b>

The instrument used by the researcher was reliable within an acceptable overall Cronbach' Alpha range of 0.7 (Mohsen and Reg, 2011).

### **3.9 Ethical Considerations**

In line with our axiological belief that ethics are of paramount importance and should be taken seriously, the researcher implemented the following ethical strategies. The researcher started by requesting for consent from University of Zimbabwe Graduate School of Management department. Secondly the research sought consent from the University of Zimbabwe, Harare Institute of Technology, Harare Polytechnic and the students from which data was collected. The researcher informed the participants the pertinent issue covering the research and allowed the respondents to make informed decision on whether to participate in the study.

The researcher appreciated the information to be obtained from the respondents is confidential as most of it centered on the tertiary institutions' curriculum, strategies and competitive advantage. The researcher pledged to keep the information confidential.

### **3.10 Chapter Summary**

The researcher employed a quantitative research methodology by obtaining research evidence from a large sample of 301 future business leaders on the specifically defined variable, anti-corruption education on ethical culture, level of education on effective leadership, anti-corruption education on business legitimacy and level of corruption awareness factors. The researcher used quantitative research methodology because he seeks to quantify and test the strength of the relationship between ethical culture, effective leadership, and business legitimacy on business performance. The variables are subjected to statistical manipulation through descriptive statistics, regression analysis, analysis of variance (ANOVA) and inferential analysis through hypothesis testing.

## **CHAPTER FOUR: ANALYSIS AND DISCUSSION OF FINDINGS**

### **4.0 Introduction**

This chapter focuses on data analysis and discussion of findings. Data is presented in tabular as well as graphically. Findings are analysed per objective. The chapter contains a summary of the response rate, reliability and validity test of the data collection instrument, Normality test, summary of demographics as well as findings and discussion of findings.

### **4.1 Response rate**

**Table 0.1: Response rate**

<b>Questionnaires sent</b>	<b>Returned</b>	<b>Not returned or distorted</b>	<b>Response rate %</b>
346	287	59	83%

The table 4.1 shows a high response rate of 83%. According to (Muthoni, 2016) any response rate that is 50% and above would warranty validity of the study findings. The respond rate was high probably because the participants were motivated by the topic.

### **4.2 Reliability and Validity Test**

The researcher tested the data collection tool for reliability. Reliability test is a consistency check used to test the data collection tool whether the questions asked were coherent. This is a very crucial tool when conducting quantitative analysis using SPSS.

**Table 0.2: Reliability Test**

<b>Cronbach's alpha</b>	<b>Internal consistency</b>
$\alpha \geq 0.9$	Excellent
$0.9 > \alpha \geq 0.8$	Good
$0.8 > \alpha \geq 0.7$	Acceptable
$0.7 > \alpha \geq 0.6$	Questionable
$0.6 > \alpha \geq 0.5$	Poor
$0.5 > \alpha$	Unacceptable

In general, a score of more than 0.7 is acceptable. However, some authors suggest higher values of 0.90 to 0.95 is excellent (Mohsen and Reg, 2011).

**Table 0.2 Reliability Test**

<b>Variables</b>	<b>Number of Items</b>	<b>Cronbach Alpha</b>
Anti-Corruption Education on Ethical Culture (EC)	6	0.865
Level of Education on Effective Leadership (LEEL)	6	0.759
Anti-Corruption Education on Business Legitimacy (BL)	6	0.873
Level of Corruption Awareness (LCA)	6	0.784
ACE strategies on future leaders' performance	6	0.793
<b>Overall Cronbach's Alpha</b>	<b>30</b>	<b>0.815</b>

The Reliability was tested using Cronbach's Alpha. The instrument was reliable with Cronbach alpha of 0.815. According to Dawson, (2010), if the Cronbach alpha is greater than 0.7 the tool is considered reliable. If the Cronbach alpha is below 0.7 there will be needed to restructure the questionnaire.

### 4.3 Test of Normality

In an endeavour to address the research questions, there was a need to carry out inferential statistical tests on the dataset. There are two groups of tests that can be applied: Parametric tests for data that is normally distributed and non-parametric tests for data that is unevenly distributed (Kassu, 2019). To this end, the first port of call before doing the inferential statistical tests was to test the data for normality. The table below gives the results of the normality tests.

**Table 0.3: Tests of Normality**

Tests of Normality						
	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Anti-Corruption Education on Ethical Culture (EC)	.376	287	.000	.630	287	.000
Level of Education on Effective Leadership (LEEL)	.376	287	.000	.662	287	.000
Anti-Corruption Education on Business Legitimacy (BL)	.353	287	.000	.696	287	.000
Level of Corruption Awareness (LCA)	.376	287	.000	.648	287	.000
ACE strategies on future leaders' performance	.415	287	.000	.633	287	.000
a. Lilliefors Significance Correction						

The tests were divided into two basing on the table above namely Kolmogorov-Simonov and Shapiro. Wilk. Kolmogorov-Sminov test is used for bigger samples over 2000. For smaller samples that is those beneath 2000, Shapiro Wilk test will be utilized. The criteria are that if the significance value (P-value) is greater than 0.05, then the dataset is normally distributed, less, the data is unevenly distributed. The table above shows P-Values of .000 which suggests that the data does not give a bell-shaped curve, thus it is unevenly distributed. Since there was uneven distribution of data, non-parametric tests were done.

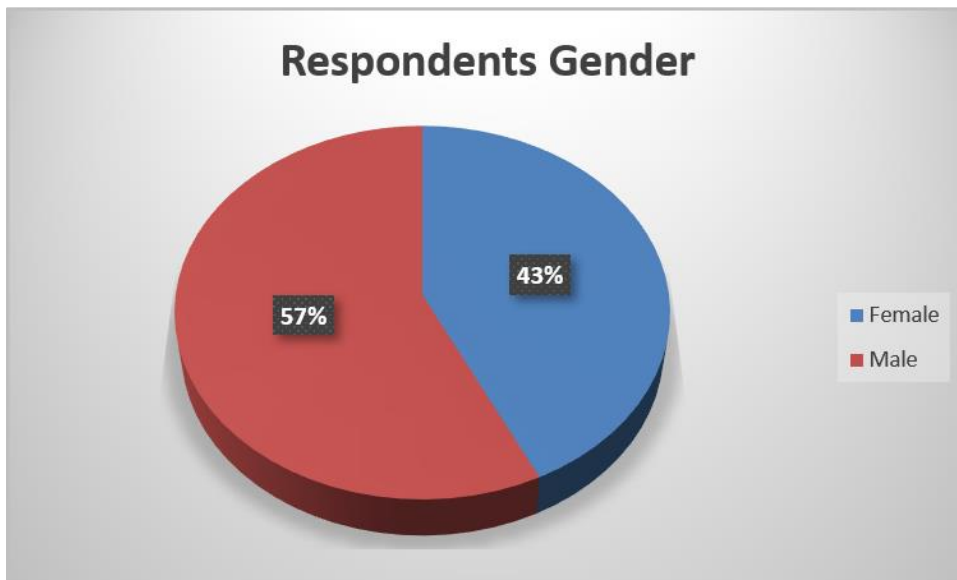
### 4.4 Descriptive Analysis

A descriptive analysis quantitatively describes the main features of a collection of information. The most common methods used include measures of central tendency and measures of dispersion. Hence, it was necessary to use this analysis to come up with mean, standard deviation, frequency distribution tables and percentages.

#### 4.4.1 Demographics

Below were the demographics of the research.

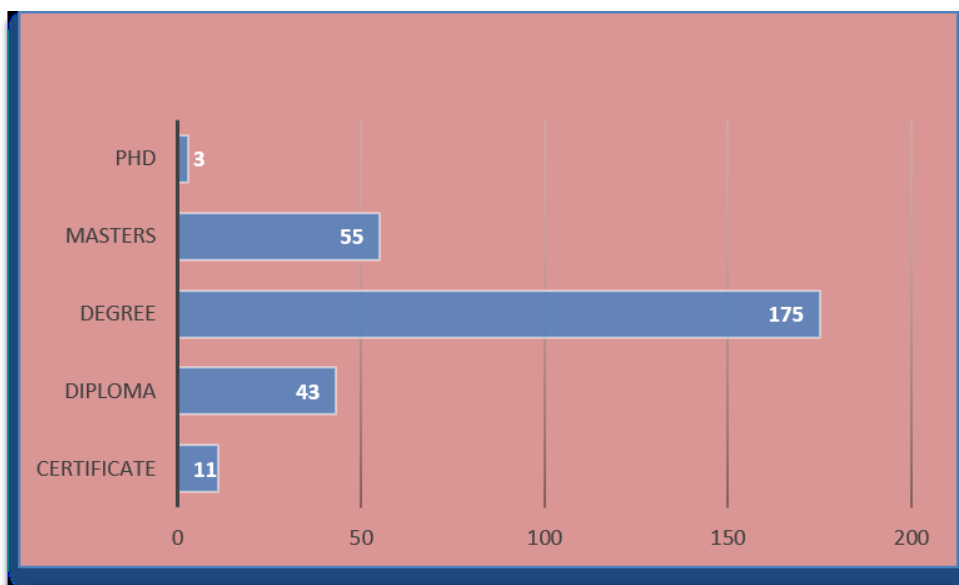
#### 4.4.1.1 Gender



**Figure 0.1 Gender of respondents**

Out of 287 respondents, 57% were males and 43% were females. It shows more respondents were males. This implies that most business faculties are male dominated.

#### 4.4.1.2 Level of Education of Respondents

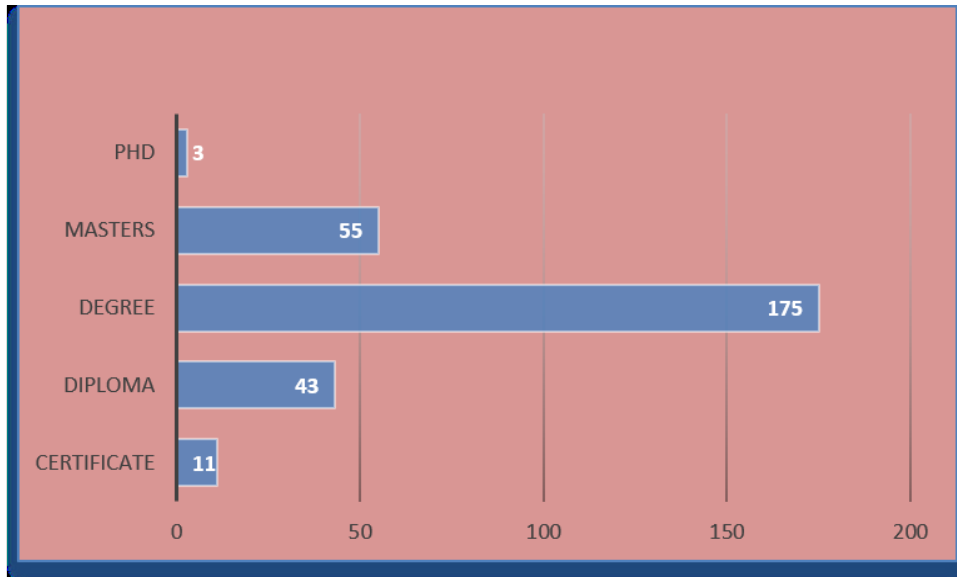


**Figure 0.2: Respondents' Education**

Figure 4.2 shows that most respondents were (175) pursuing degree programs followed by Master Studies (55), those pursuing diploma studies were (43). Only 3 respondents are studying towards attaining a doctorate.

#### 4.4.2 Anti-Corruption Education

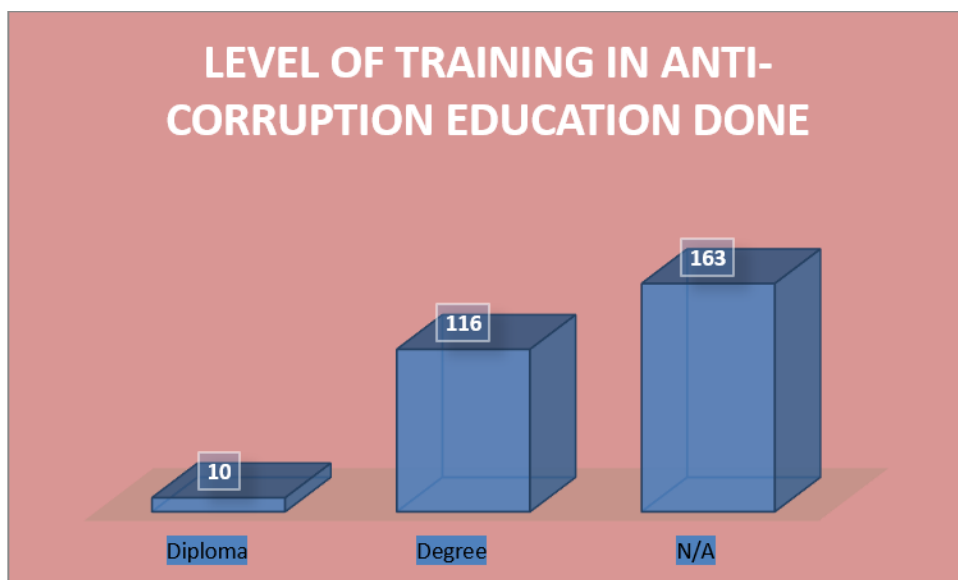
The question asked here was a screening question which was to determine whether university or college offered an anti-corruption education course or module in business studies.



**Figure 0.3 Anti-Corruption Course offered**

According to the coded questionnaires, of the three tertiary institutions, the respondents from Harare Institute of Technology (43%) agreed that at undergraduate level their institution provides an anti-corruption program. However, University of Zimbabwe and Harare Polytechnic did not have the program in business studies. This entails that a third of the tertiary institutions selected do not have the anti-corruption education course program.

#### 4.5 Level of Training in Anti-Corruption Education



**Figure 0.4: Level of training in corruption**

Most of the respondents were not receiving anti-corruption education except for undergraduate students from Harare Institute of Technology (43%). University of Zimbabwe and Harare Polytechnic do not provide an anti-corruption education program from certificate to postgraduate level.

#### **4.6 Drivers of Anti-Corruption Education**

From the literature and empirical studies, the researcher obtained the following drivers for anti-corruption education in tertiary sector. The table below shows mean statistical analysis on what respondents had to say on each driver.

A Likert scale of 1-5 was used to select the appropriate responses from the choices; 5- Strongly Agree, 4-Agree, 3-Neutral, 2 Disagree, 1- Strongly Disagree. From the results an average score was calculated; **1- 3 – Small Extent, 3 – 3.5 - Average, 3.5 – 5 – Large Extent**

**Table 0.4 Drivers of Anti-Corruption Education**

<b>Drivers of Anti-Corruption Education</b>			
	M	SD	N
The purpose of Anti-Corruption Education is to promote ethical culture for good organizational performance.	3.64	.509	287
Anti-Corruption Education promotes business integrity and improves quality, service and efficiency.	3.64	.502	287
The purpose of Anti-Corruption Education is to gain access to World class capabilities and competitiveness.	3.57	.542	287
The purpose of Anti-Corruption Education is to increase access to skills and good corporate governance.	3.57	.549	287
The purpose of Anti-Corruption Education is to improve company focus, focus attention on core activities.	3.39	.556	287
The purpose of Anti-Corruption Education is to reduce the risks in business investment.	3.34	.550	287

From the findings, respondents had varying responses on the drivers of anti-corruption education. The mean score range was 3 – 4. This shows that to a large extent respondent agreed with the drivers of anti-corruption education. The drivers were ranked in their order of effectiveness according to respondents. With the highest mean score being to promote ethical culture for good organizational performance ( $M = 3.64$ ). Respondent agreed that anti-corruption education promotes business integrity and improves quality service and efficiency ( $M = 3.64$ ).

#### **4.7 Anti-Corruption Education on Future business leaders**

Table below is a summary of responses for anti-corruption education on future business leaders.

**Table 0.5 Anti-Corruption Education on Future Business Leaders**

<b>Anti-Corruption Education on Future Business Leaders</b>			
	Mean	SD	N
Anti-Corruption Education helps in the general improvement of business services.	3.67	.473	287
Anti-Corruption Education leads to increased employee awareness of risks and evils of corruption.	3.66	.490	287
Anti-Corruption Education allows better strategic business partner perception.	3.62	.535	287
Anti-Corruption Education helps increase business efficiency.	3.49	.535	287
Anti-Corruption Education leads to increase in-house talent/expertise.	3.49	.602	287
Anti-Corruption Education promotes transparency and accountability in business.	3.44	.551	287

Respondents had varying response with regards to anti-corruption education on future business leaders. The mean score range was 3-4. This entails that respondents were agreeing with the assertion. The variables were arranged according to their level of impact starting with the one with the highest score. Respondent agreed that anti-corruption education helps in the general improvement of business services ( $M = 3.67$ ) and that it leads to increased employee awareness of risks and evils of corruption ( $M = 3.66$ ). Respondents agreed that anti-corruption allows better strategic business partner perception.

#### **4.8 Level of Education on Effective Leadership (LEEL) on Future business leaders**

Table below is a mean statistic table for Level of Education on Effective Leadership (LEEL) on future business leaders.

A Likert scale of 1-5 was used to select the appropriate responses from the choices; 5- Strongly Agree, 4-Agree, 3-Neutral, 2 Disagree, 1- Strongly Disagree. From the results an average score was calculated; **1- 3 – Small Extent, 3 – 3.5 - Average, 3.5 – 5 – Large Extent**

**Table 0.6 Level of Education on Effective Leadership on Future business leaders**

<b>Level of Education on Effective Leadership (LEEL) on Future business leaders</b>			
	Mean	SD	N
LEEL nurtures public trust and support on which business depends on.	3.73	.474	287
LEEL promotes transparency and accountability for business transformation.	3.70	.523	287
LEEL minimizes risks incurred in operation and contribute to real value.	3.62	.500	287
LEEL promotes successful and sustainable business performance.	3.57	.561	287
Level of Education on Effective Leadership (LEEL) helps to achieve business integrity.	3.44	.569	287
LEEL increases access to skilled manpower.	3.39	.489	287

From the findings, respondents had varying responses on the effects of level of education on nurturing great or effective leaders. Using a mean score analysis, respondents agreed that LEEL nurtures public trust and support on which business depends on ( $M = 3.73$ ) and that LEEL promotes transparency and accountability for business transformation ( $M = 3.70$ ). To some extent respondents also agreed that LEEL minimizes risks incurred in operation and contribute to real value ( $M = 3.62$ ). To a moderate extent, respondents agreed that Level of Education on Effective Leadership (LEEL) helps to achieve business integrity ( $M = 3.44$ ) and that LEEL increases access to skilled manpower ( $M = 3.39$ ).

#### **4.9 Anti-Corruption Education (ACE) on future business leaders (Business Legitimacy)**

The table below is a mean statistic table for anti-corruption education (ACE) on future business leaders (Business Legitimacy).

A Likert scale of 1-5 was used to select the appropriate responses from the choices; 5- Strongly Agree, 4-Agree, 3-Neutral, 2 Disagree, 1- Strongly Disagree. From the results an average score was calculated; **1- 3 – Small Extent, 3 – 3.5 - Average, 3.5 – 5 – Large Extent**

**Table 0.7 Anti-Corruption Education on Future Business Leaders (Business Leaders)**

<b>Anti-Corruption Education (ACE) on Future business leaders (Business Legitimacy)</b>			
	Mean	SD	N
ACE leads to well-developed business processes adhering to the code of conduct and policies.	3.70	.515	287
ACE helps to have good business partners.	3.66	.544	287
ACE creates additional capacity and committed employees.	3.62	.514	287
ACE boosts capital investment.	3.61	.603	287
ACE prevents conflicts of ethical, economical and societal responsibility.	3.51	.528	287
Anti-Corruption Education promotes corporate social responsibility citizenship.	3.48	.590	287

Findings showed that respondents to a greater extent agreed that anti-corruption education (ACE) has an impact on future business leaders (Business Legitimacy). The variables have been ranked according to their mean scores in descending order or in their level of impact. According to findings respondents agreed that ACE leads to well-developed business processes adhering to the code of conduct and policies (M = 3.70). It was also agreed to a greater extent that ACE helps to have good business partners (M = 3.66), ACE creates additional capacity and committed employees (M = 3.62) and that ACE boosts capital investment (3.61). To a moderate extent respondent agreed that ACE prevents conflicts of ethical, economical and societal responsibility (M = 3.51) also that anti-corruption education promotes corporate social responsibility citizenship (M = 3.48).

#### **4.10 Level of Corruption**

The table below is a mean statistic table for corruption variables, how it relates to pricing and profitability, research and development, critical and strategic thinking.

A Likert scale of 1-5 was used to select the appropriate responses from the choices; 5- Strongly Agree, 4-Agree, 3-Neutral, 2 Disagree, 1- Strongly Disagree. From the results an average score was calculated; **1- 3 – Small Extent, 3 – 3.5 - Average, 3.5 – 5 – Large Extent**

**Table 0.8 Corrupt Environment**

<b>Corrupt Environment</b>			
	Mean	SD	N
Corrupt environment affects domestic and foreign business investment.	3.74	.456	287
Corrupt environment disturbs Anti-Corruption Education benefits.	3.69	.484	287
Corruption discourages critical and strategic thinking.	3.67	.542	287
Abuse of office affects research and development.	3.55	.595	287
Corruption affects business pricing and profitability.	3.53	.559	287

Findings showed that corrupt environment affects domestic and foreign business investment ( $M = 3.74$ ) and that corrupt environment disturbs anti-corruption education benefits ( $M = 3.69$ ). Respondent agreed that corruption discourages critical and strategic thinking ( $M = 3.67$ ), corrupt environment kills research and development culture ( $M = 3.55$ ) as well as affecting pricing and profitability ( $M = 3.53$ )

#### **4.11 Inter Correlation of Items**

The researcher tested for associativity of variables using Correlation of items. Spearman rho correlation test was used since it is used for abnormal data together with other non-parametric tests as alluded to earlier. Inter-correlation of items shows a relationship of each independent variable against the dependent variable, basically looking at direction, magnitude and significance.

**Table 0.9 Correlations**

<b>Correlations</b>						
		Level of corruption awareness	Anti-corruption education on business legitimacy (BL)	Level of Education on Effective Leadership (LEEL)	Future business leaders	Anti-corruption education strategies
Level of corruption awareness	Correlation Coefficient	1.000				
	Sig. (2-tailed)	.				
	N	287				
Anti-corruption education on business legitimacy (BL)	Correlation Coefficient	.496**	1.000			
	Sig. (2-tailed)	.000	.			
	N	287	287			
Level of Education on Effective Leadership (LEEL)	Correlation Coefficient	.374**	.476**	1.000		
	Sig. (2-tailed)	.000	.000	.		
	N	287	287	287		
Great future business leaders	Correlation Coefficient	.549**	.518**	.446**	1.000	
	Sig. (2-tailed)	.000	.000	.000	.	
	N	287	287	287	287	
Anti-corruption education strategies	Correlation Coefficient	.457**	.450**	.325**	.506**	1.000
	Sig. (2-tailed)	.000	.000	.000	.000	.
	N	287	287	287	287	287
**. Correlation is significant at the 0.01 level (2-tailed).						

**4.11.1 Direction**

All the independent variables which are anti-corruption education on business legitimacy (BL), level of education on effective Leadership (LEEL) and anti-corruption education on ethical culture (EC) had a positive relationship with future business leaders. The highest positive correlation exists between level of corruption awareness and future business leaders whereas the least positive correlation exists between level of corruption awareness and level of education on effective leadership (LEEL).

#### 4.11.2 Statistical Significance

Two stars (\*\*) entails that the Correlation is significant at the 0.01 level (2-tailed) whereas one star (\*) means that the correlation is significant at the 0.05 level (2-tailed). All the independent variables were statistically significant as they relate to the dependent variable (Level of corruption awareness) as shown in the table above. All the highlighted relationships were statistically significant according to correlation.

#### 4.11.3 Magnitude

Saunders et al. (2012) posit that, correlation coefficient between 0 - 2.99 is considered as weak, yet, 0.3 - 0.499 range is moderate and anything above 0.5 is strong. Following these ranges, the relationship between Level of corruption awareness and future business leaders had the biggest magnitude of .549\*\*. This was followed by anti-corruption education on business legitimacy (BL) and Great future business with .518 as well as anti-corruption education on ethical culture (EC) and Great future business leaders with .506. Moderate relationships existed between level of corruption awareness and anti-corruption education on business legitimacy (BL) with .496, anti-corruption education on business legitimacy (BL) and Level of Education on Effective Leadership (LEEL) with .476. All other variables had moderate relationships.

#### 4.12 Regression Analysis

Before testing for a cause and effect relationship between great future business leaders and level of corruption awareness, anti-corruption education on business legitimacy (BL) strategy, Level of Education on Effective Leadership (LEEL) and anti-corruption education on business legitimacy (BL), the variables under each pillar were transformed first. Below is the Model summary, Anova or F test and Co-efficient tables.

**Table 0.10 Regression Analysis Model Summary**

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.710 <sup>a</sup>	.504	.497	.25752
a. Predictors: (Constant), Level of corruption awareness, Anti-Corruption Education on Business Legitimacy (BL), Level of Education on Effective Leadership (LEEL), and Anti-Corruption Education Strategy.				

A regression analysis was done between the dependent variable (future business leaders) and Independent variables (level of corruption awareness, anti-corruption education on business legitimacy (BL), Level of Education on Effective Leadership (LEEL), anti-corruption

education strategy) as shown in table 4.11 above. The findings in the table above of the model summary give R Square value of .504 and Adjusted R Square is .497. The researcher used the Adjusted R. Square since it is regarded as more accurate by many scholars in sharing the predictive power on the dependent variable. As a percentage, 49.7% of great future business leaders is explained by Level of corruption awareness, anti-corruption education strategy, anti-corruption education on business legitimacy (BL) and Level of Education on Effective Leadership (LEEL). However, the remaining 51.3% is explained by other variables which are probably outside the scope of this study. Basically, the model summary table gives in terms of percentage the level at which the dependent variable is influenced by the independent variables. In this case the predictive power of the independent variables towards the dependent was 49.7%.

**Table 0.11 ANOVA**

<b>ANOVA<sup>a</sup></b>						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	19.007	4	4.752	71.656	.000 <sup>b</sup>
	Residual	18.701	282	.066		
	Total	37.708	286			
a. Dependent Variable: FUTURE BUSINESS LEADERS						
b. Predictors: (Constant), Level of corruption awareness, anti-corruption education on business legitimacy (BL), Level of Education on Effective Leadership (LEEL), anti-corruption education strategies						

An ANOVA analysis was done between great future business leaders and the independent variables (level of corruption awareness, anti-corruption education on business legitimacy (BL), Level of Education on Effective Leadership (LEEL), anti-corruption education strategies) at 95% confidence level, the F value = 71.656, P<0.000). Therefore, it was established that there was a linear relationship between great future business leaders and its predictors.

**Table 0.12 Coefficients**

<b>Coefficients<sup>a</sup></b>						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	.394	.190		2.074	.039

	Anti-corruption education on business legitimacy (BL)	.231	.064	.216	3.620	.000
	Level of Education on Effective Leadership (LEEL)	.323	.059	.298	5.484	.000
	Anti-corruption education on ethical culture (EC)	.051	.025	.092	2.033	.043
	Level of corruption awareness	.285	.054	.284	5.297	.000
a. Dependent Variable: FUTURE_BUSINESS_LEADERS						

According to regression test, great future business leaders were determined by Level of corruption awareness, anti-corruption education on business legitimacy (BL), Level of Education on Effective Leadership (LEEL), anti-corruption education strategies. Therefore, the cause and effect relationship of the dependent variable and predictors was significant since all the p values of the predictors were less than a p-value of 0,05. According to regression, a p-value below 0.05 signifies a relationship between the dependent and independent variables.

#### **4.12.1 Level of Education on Effective Leadership (LEEL)**

Using Beta co-efficient the factor with higher impact is Level of Education on Effective Leadership (LEEL) with a Beta co-efficient of 0.298 which entails that a shift in the positive direction by one unit in Level of Education on Effective Leadership will result to a shift to the positive direction by 0.298 of obtaining great future business leaders. This entails that investing more in effective leadership education will result to great future business leaders.

#### **4.12.2 Level of Corruption Awareness.**

Level of corruption awareness according to regression is placed on the second with a Beta co-efficient of 0.284. This entails that an increment in the level of corruption awareness by 1 unit will result in a proportionate shift to the positive direction on future business leaders by 0.284. According to (Agasisti and Piana, 2016), level of corruption awareness is regarded as one of the best ingredients to get great future business leaders.

#### **4.12.3 Anti-Corruption Education on Business Legitimacy (BL)**

Anti-corruption education on business legitimacy (BL) had a beta co-efficient value of 0.216. This entails that by improving anti-corruption education on business legitimacy (BL) by one unit will proportionately result to an improvement on future business leaders by 0.216. According to Becket and Brookes, (2015), anti-corruption education on business legitimacy (BL) plays a major role in moulding great future business leaders. In this study, regression test also supports his assertion as discussed herein.

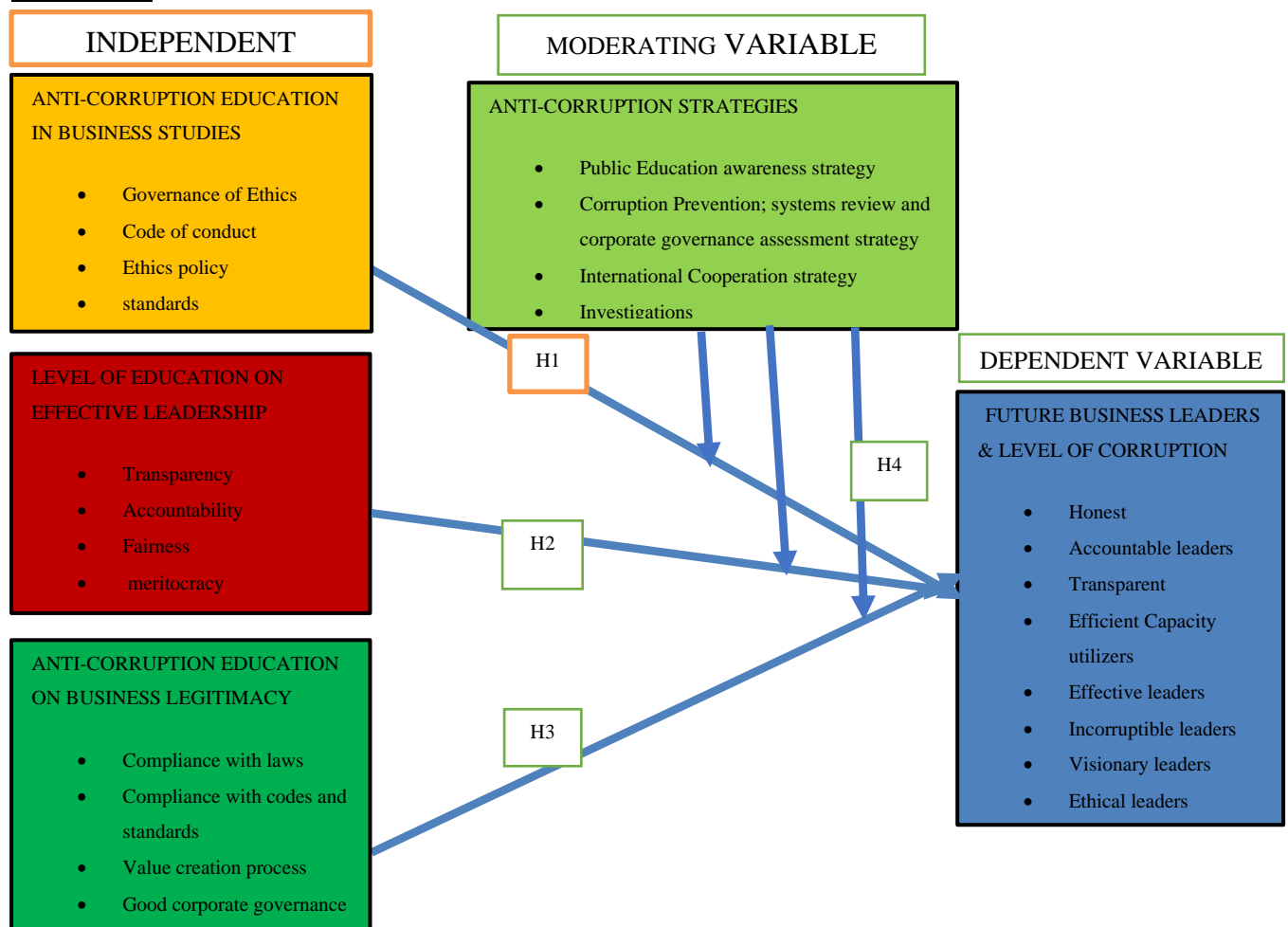
#### 4.12.4 Anti-Corruption Education on Ethical Culture (EC)

Anti-corruption education on ethical culture (EC) was also tested for the cause and effect relationship against the dependent variable. The beta co-efficient obtained had the least value of 0.092. This entails investing in anti-corruption education on ethical culture have a positive impact towards obtaining great future business leaders. An improvement to the positive direction on ethical culture education by one unit will result to a proportionate improvement on great future business leaders.

#### 4.13 Testing of Hypothesis

The hypotheses are displayed in the Figure 4.1 below.

##### The Model



**Table 0.13 Correlations Level**

Correlations						
		Level of corruption awareness	Anti-corruption education on business legitimacy (BL)	Level of Education on Effective Leadership (LEEL)	Great future business leaders	Anti-corruption education strategies
Level of corruption awareness	Correlation Coefficient	1.000				
	Sig. (2-tailed)	.				
	N	287				
Anti-corruption education on business legitimacy (BL)	Correlation Coefficient	.496**	1.000			
	Sig. (2-tailed)	.000	.			
	N	287	287			
Level of Education on Effective Leadership (LEEL)	Correlation Coefficient	.374**	.476**	1.000		
	Sig. (2-tailed)	.000	.000	.		
	N	287	287	287		
Great future business leaders	Correlation Coefficient	.549**	.518**	.446**	1.000	
	Sig. (2-tailed)	.000	.000	.000	.	
	N	287	287	287	287	
Anti-corruption education strategies	Correlation Coefficient	.457**	.450**	.325**	.506**	1.000
	Sig. (2-tailed)	.000	.000	.000	.000	.
	N	287	287	287	287	287
**. Correlation is significant at the 0.01 level (2-tailed).						

**Source: Researcher's own Construction**

Hypothesis statements for anti-corruption education on future business leaders in Zimbabwe are explained in the correlations table below:

**H1:** There is a positive relationship between anti-corruption education in tertiary business studies programs, and future business leaders.

**H2:** There is a positive relationship between level of education on effective leadership, and future business leaders.

**H3:** There is a positive relationship between anti-corruption education on business legitimacy and future business leaders.

**H4:** Tertiary anti-corruption education strategies mediate the relationship between level of corruption and future business leaders.

#### **Table 4.13 Correlations Level**

\* \*Statistically significant:  $p \leq 0,05$

+ Practically significant correlation (medium effect):  $r \leq 0,30$

++ Practically significant correlation (large effect):  $r \leq 0,50$

- There is a positive significant relationship between anti-corruption education in tertiary business studies programs, and future business leaders (Large effect), hence the H1 is accepted.
- There is a positive significant relationship between level of education on effective leadership, and future business leaders (medium effect), hence H2 is accepted.
- There is a positive significant relationship between anti-corruption education on business legitimacy and future business leaders (medium effect), hence H3 is accepted.
- Tertiary anti-corruption education strategies mediate the relationship between level of corruption and future business leaders (Low effect), hence H4 is accepted.

The results above show a significant positive relationship between independent variables and the dependent, thereby supporting hypothesis 1 to 4.

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#### **4.14 Chapter Summary**

The chapter analyzed data collected by the researcher. The researcher used a questionnaire to collect data. The questionnaire had four sections including demographics. SPSS version 23 was used to analyze data. Detailed tests have been explained and their relevance to the research. Findings have been discussed where the findings have been fused with the literature of the study. The next chapter is going to look at conclusions, recommendations.

# **CHAPTER FIVE: CONCLUSIONS AND RECOMMENDATIONS**

## **5.0 Introduction**

This chapter discusses the achievement of objectives, research questions, conclusions, limitations, summary, recommendations, and suggestions for further studies.

## **5.1 Recapitulation of Research Objectives and Questions**

The research seeks to investigate the extent of anti-corruption education on future business leaders. To address the main research aim, the study also sought to fulfill the following specific sub-objectives:

- i) To establish anti-corruption education curriculum in tertiary institutions in Zimbabwe business studies related programs.
- ii) To investigate students' level of education on effective leadership control systems.
- iii) To explore how anti-corruption education on business legitimacy affects level of corruption and business performance.
- iv) To recommend possible anti-corruption education strategies on future business leaders.

The research was carried out to investigate the extent of anti-corruption education in tertiary institutions on future business leaders in a Zimbabwean corrupt environment.

### **5.1.1 Research Questions**

The research questions that the researcher seek to answer were

- i) What is the level of anti-corruption education on future business leaders?
- ii) What are the main aspects covered in the anti-corruption education curriculum in tertiary institutions business studies related programs?
- iii) What is the level of education on effective leadership control systems as they relate to anti-corruption practices?
- iv) How anti-corruption education on future business leaders has potential to affect level of corruption awareness and business performance?

- v) What are the possible anti-corruption education strategies for future business leaders in Zimbabwe?

## **5.2 Summary of findings**

In this research, the findings indicated that anti-corruption education is not being fully taught in most tertiary business training institutions given that only Harare Institute of Technology provides the program at undergraduate level. University of Zimbabwe and Harare Polytechnic have not yet introduced the anti-corruption education program or course. At Harare Institute of Technology, those pursuing diplomas and postgraduates are not inclusive, thereby leaving an educational gap. Most future business leaders face challenges in resisting corruption especially in the Zimbabwean corrupt environment because they would not have been fully empowered to resist corruption during training, thereby threatening the national development and capacity building programs in Zimbabwe. Anti-corruption education awareness in ethical culture, effective leadership and business legitimacy empowers future business leaders to dealing with all forms of financial crimes and corruption.

## **5.3 Achievement of Research Aim and Objectives**

The main aim of the research was to investigate the extent of anti-corruption education in tertiary institutions on future business leaders in a Zimbabwean corrupt environment. For this purpose, the study identified four main objectives that impact on anti-corruption education for future business leaders.

**Findings about hypothesis one which is in line with objective one.** This hypothesis states there is a positive relationship between anti-corruption education in tertiary business studies programs, level of corruption awareness and future business leaders' performance. Based on the correlation result, it has shown that there was a significant positive relationship between anti-corruption education in tertiary and level of corruption awareness ( $r = 0.457$ ,  $p=0.000$ ). The null hypothesis was accepted, and research objective was met. Increasing anti-corruption education is relevant and has an impact on level of corruption awareness as well as on future business leaders.

**Findings about hypothesis two which is in line with objective two.** The hypothesis states that, there is a positive relationship between level of education on effective leadership, level of corruption awareness and future business leaders' performance. Based on the correlation result, there was a significant moderate positive level of education on effective leadership, level of corruption awareness and future business leaders' performance ( $r = 0.446$ ,  $p=0.000$ ). The null

hypothesis was accepted, and research objective have been met. The more we improve level of education on effective leadership the more we produce great future business leaders.

**Findings about hypothesis three which is in line with objective three.** The hypothesis states that, there is a positive relationship between anti-corruption education on business legitimacy, and future business leaders' performance. Based on the correlation test result, the results show that there is a significant positive strong relationship between anti-corruption education on business legitimacy, and future business leaders' performance ( $r=0.518$ ,  $p=0.00$ ). The null hypothesis is accepted, and research objective have been met. This is interpreted to mean that increased anti-corruption education on business legitimacy results to great future business leaders.

**Findings about hypothesis four which is in line with objective four.** The hypothesis states that, tertiary anti-corruption education strategies mediate the relationship between level of corruption awareness and future business leaders' performance. Based on inter-correlation of items, anti-corruption education strategies and level of corruption awareness had a moderate significant positive relationship ( $r = .457$ ,  $p = 0.000$ ). Also, anti-corruption education strategies and future business leaders had a significant strong positive relationship ( $r = .506$ ,  $p = 0.000$ ). This implies that there is a transitive relationship between the variables which implies that implementation of the anti-corruption education strategies will improve level of corruption awareness hence leading to great future business leaders. Therefore, null hypothesis accepted.

## **5.4 Answer to Research Questions**

### **5.4.1 Level of Anti-Corruption Education on Future Business Leaders.**

Results revealed that there was a strong positive significant relationship between anti-corruption education awareness and future business leaders' performance. Leaders with high level of anti-corruption education are more likely to resist when tempted with corruption. However, the program is being done at undergraduate only with very few tertiary institutions. In this case, the research results show that a lot needs to be done to the business curriculum to include anti-corruption education for the future business leaders since the results indicated that there was a positive relationship between level of corruption awareness and better future business leaders' performance, however some tertiary institutions are not providing the program or course. It should be made mandatory to have this program in Zimbabwean tertiary business institutions to enhance a future corrupt free generation.

#### **5.4.2 Main Anti-Corruption Education Aspects in Tertiary Business-Related Studies**

Results revealed a positive relationship between anti-corruption education and organizational performance. The main aspects covered in the anti-corruption education include corruption prevention strategies, effective leadership to prevent corruption, good ethical culture, and compliance to policies and procedures, integrity driven business, business legitimacy, accountability, transparency, good corporate governance and corruption awareness. These aspects need to be well developed in future business leaders during training to strengthen the positive relationship and enhance better business performance.

#### **5.4.3 Level of education on effective leadership control systems as they relate to anti-corruption practices.**

Effective leadership control system plays a critical role as it forms part of the anti-corruption practices. Results showed that the more the future leaders are exposed to knowledge of effective leadership the more they are likely to resist and perceive corruption not being an option in business as they do not compromise or cut corners in their dealings. Refusing corruption in itself is an indicator of effective leadership and good corporate governance.

#### **5.4.4 Anti-corruption education on future business leaders has potential to affect level of corruption and national business performance.**

Results revealed that there is a positive relationship between anti-corruption education awareness and future business leaders' level of corruption and business performance. The future business leaders' awareness of corruption greatly empowers the leaders to resist the temptations of all forms of corruption in business. Knowing the benefits of not being corrupt versus the ripple effects help reduction of financial crimes and this promote national business growth.

#### **5.4.5 The possible anti-corruption education strategies for future business leaders in Zimbabwe.**

International cooperation with Transparent International, UN, UNCAC, Global Fund, UNDP and other tertiary institutions in anti-corruption education is a paramount strategy in fighting corruption. In addition to that institutional, national, regional, international anti-corruption education debates, awards, roadshows and marches, policy dialogues, student's media presentations awards are very useful anti-corruption strategies for future business leaders.

## **5.5 Contribution**

This section focuses on the contributions of this dissertation. The section is divided into three subsections addressing contribution to theory, methodology and empirical.

### **5.5.1 Theoretical contribution**

The study contributes to anti-corruption education literature in the Zimbabwean context and management in several ways. This is an important study regarding mediating role of anti-corruption education awareness on level of corruption awareness on future business leaders' performance in a corrupt environment in Zimbabwe.

The research has added value to the prior research regarding impact of anti-corruption education on future business leaders' performance. The value addition of this research lies in the finding that corrupt environment has provided an opportunity for tertiary institutions to adopt and implement anti-corruption education as a strategy to improve future business leaders' organizational performance.

It also challenges earlier research, which identified corruption as a way of greasing the wheels of commerce to get things done quickly. In this research, anti-corruption education on ethical culture, effective leadership, business legitimacy and anti-corruption education strategies on future business leaders has emerged as top reasons for fighting corruption for best business performance.

Lastly, a systemic approach to fighting corruption and complementary theory seem to be best theoretical approaches to deal with the Zimbabwean corrupt environment for a better sustainable and economic national development to achieve the national vision.

### **5.5.2 Methodological contribution**

The first contribution has been the combination and application of ethical culture, effective leadership, and business legitimacy anti-corruption education to study their impact on future business leaders' level of corruption awareness and business organizational performance in a corrupt environment in Zimbabwe.

The second contribution lies in the experience gained through application of case study strategy and an interpretive approach and techniques applied for data collection. This experience may be useful for other studies on anti-corruption education in tertiary business institutions in the context of developing countries.

The final contribution relates to the application of theories and concepts developed in other contexts. This applicability has been questioned before due to the complexities and differences that exist in socio economic environment. The successful use of these theories in this study contributes towards providing examples of the interpretation of case studies from developing countries like Zimbabwe.

### **5.5.3 Practical contribution**

This is the first empirical study to examine three important aspects at the same time relating effect of anti-corruption education on future business leaders in Zimbabwe particularly targeting the tertiary sector i.e. impact of EC, LEEL, BL and level of corruption awareness.

Second, empirical evidence is provided on the mediating impact of anti-corruption education strategies on level of corruption awareness on future business leaders' organizational performance. Where it has emerged that corrupt environment rather than being a predicament have spurred future business leaders to be visionary and agile hence creating more opportunities for the business organization to swim in the blue ocean. Any good anti-corruption strategy must be continually monitored and evaluated to make sure it can be easily adapted as situations on the ground change. In addition, the use the power of technology to build dynamic and continuous exchanges between key anti-corruption stakeholders, government, citizens, business, civil society groups, media, academia and many more, should be incorporated.

Finally, the contribution lies in the combination and application of different theories developed in western countries to study anti-corruption education in developing countries. The fieldwork and data techniques applied in this study process can help other researchers in conducting similar studies in other developing country contexts.

## **5.6 Recommendations**

Key anti-corruption stakeholders such as government, citizens, business, civil society groups, media, and academia as well as private institutions should have policies with regards to regulating various tertiary training institutions that have sprouted in the country. Since it has been discovered that Anti-Corruption Education in tertiary institutions can prepare students to be better leaders in other nations, Zimbabwean institutions can borrow such innovative programs and empower business future leaders so that they become incorruptible. The rising level of corruption in Zimbabwe can be reduced through educational awareness and others strategies.

International cooperation is another strategy which can be of paramount benefit to the future leaders in Zimbabwe. Results has shown that international linkages with nations which have very low corruption perception index can assist nations to benchmark themselves and improve their way of doing business. This helps to strengthen anti-corruption education in the whole education system from the primary level to tertiary level. In return this promotes the birth ethical culture and effective leaders in Zimbabwe who can resist all forms of corruption. Compliance with business law is only done with business leaders who have learn the values of good governance, transparency, integrity among other. This is quite important if institutions of higher learning provide innovative anti-corruption curriculum for future business leaders.

### **5.7 Generalisation of Findings**

The study contains useful findings to tertiary business institutions considering anti-corruption education curriculum in business studies programs and the impact on future business leaders' performance. This study concentrated mostly on anti-corruption education in tertiary institutions in Harare, which can be further extended to other tertiary institutions across the country.

Zimbabwe should emulate nations like Islam which is totally against corruption and their values (ethical culture) are incorporated into the education system through regular reforms in the curriculum and appointment of knowledgeable, qualified, and experienced instructors, (Transparent International, 2018). Extracurricular activities such as anti-corruption school clubs and conferences organized from within the community inevitably arouse interest among future leaders, create a common voice, and mobilize action against corruption which promote national economic sustainable development.

Future leaders familiarized with terms such as 'corruption', 'prevention of corruption', 'economic crime' and legal bases of fighting against corruption are better positioned and skilled to deal with all forms of corruption in a corrupt environment. This should be adopted a national norm. They should develop a serious consideration of moral and ethical values, decisions and actions, relating them to economic activity and morality in citizenship and to the fight against corruption as previously proved effective by other previous global researches.

Macedonia fought Corruption through Education according to Transparent International, (2016). Zimbabwe tertiary business training institutions should take a leaf from Macedonia and

play a critical proactive role in fighting corruption through anti-corruption education. Furthermore, this has been widely recommended by Transparency International, (2018) that evaluations of best practice programs for fighting corruption through raising anti-corruption awareness in the younger generation should be adopted in most nations including Zimbabwe to curb increasing scourge of corruption.

Finally, previous research findings have proved that anti-corruption education strategies result in effective battle against corruption in business. Zimbabwe should do something especially in anti-corruption education provision as a long-term solution to combat corruption if it is going to move up the Corruption Perception Index (CPI) ladder.

### **5.7 Research Limitations and Areas of Further Research**

Limitation of this paper is that the extent of anti-corruption education in tertiary institutions on future business leaders' performance relied upon perceived results rather than on direct measures for quantifiable dimensions.

Finally, the study was quantitative which creates a limitation on the results as no qualitative feedback could be used to support the study.

In future research, the country's reported corruption cases especially involving high profile figures or business leaders should be investigated on level of anti-corruption education to establish whether the accused went through anti-corruption education during business training.

Future research could be continued to measure the national investment on the anti-corruption education in the whole education system from as early as childhood education (ECD), primary school, and secondary school up to university level. Various strategies such as international collaborations and exchange programs should also be investigated. The tertiary institution business curriculum reforms are an area for future research.

### **5.8 Conclusion**

The research seeks to investigate the extent of anti-corruption education on future business leaders. It started out with understanding the environment as well as identifying tertiary education institutions which are offering anti-corruption education in their business programs. The study identified that only Harare Institute of Technology is offering such a program.

University of Zimbabwe and Harare Polytechnic are yet to introduce business anti-corruption education program or course.

The researcher went on to identify drivers of anti-corruption education which are summarised below using mean descriptive with the highest mean score being to promote ethical culture for good organizational performance ( $M = 3.64$ ). To a larger extent, respondents agreed that anti-corruption education promotes business integrity and improves quality, service and efficiency ( $M = 3.64$ ).

Through mean statistical analysis, the researcher also evaluated the effect of anti-corruption education on future business leaders. Respondents agreed that anti-corruption education helps in the general improvement of business services ( $M = 3.67$ ) and that it leads to increased employee awareness of risks and evils of corruption ( $M = 3.66$ ). Respondent agreed that anti-corruption allows better strategic business partner perception.

Additionally, the study looked at Level of Education on Effective Leadership (LEEL) on future business leaders. Using a mean score analysis respondents agreed that LEEL nurtures public trust and support on which business depends on ( $M = 3.73$ ) and that LEEL promotes transparency and accountability for business transformation ( $M = 3.70$ ). To some extent respondents also agreed that LEEL minimizes risks incurred in operation and contribute to real value ( $M = 3.62$ ). To a moderate extent, respondents agreed that Level of Education in Effective Leadership (LEEL) helps to achieve business integrity ( $M = 3.44$ ) and that LEEL increases access to skilled manpower ( $M = 3.39$ ).

Also, the study evaluated the effect of anti-corruption education (ACE) on future business leaders (Business Legitimacy). According to the research findings, respondents agreed that to a greater extent ACE leads to well-developed business processes adhering to the code of conduct and policies ( $M = 3.70$ ). It was also agreed to a greater extent that ACE helps to have good business partners ( $M = 3.66$ ) as no organization would like to be associated with a non-reputable company. ACE creates additional capacity and committed employees ( $M = 3.62$ ) and that it boosts capital investment (3.61). To a moderate extent, respondents agreed that ACE prevents conflicts of ethical, economical and societal responsibility ( $M = 3.51$ ) also that anti-corruption education promotes corporate social responsibility citizenship ( $M = 3.48$ ).

In conclusion, the research has shown that anti-corruption education is a soft proactive approach to fight against corruption. This aims to change the mindset and perception about

corruption since the mind is the originator of all actions. A person can choose to be corrupt or desist it considering one's cognitive decision. Therefore, global investment in anti-corruption education would go a long way in alleviating the devastating effects of corruption and money laundering around the world. The cost benefits in this case are more likely out way the investment costs incurred along the journey given how much nations lose through corruption every year.

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# APPENDIX A: Questionnaire

## QUESTIONNAIRE

### Graduate School of Management



Dear Sir/ Madam

REF: Graduate Research Questionnaire

My name is **Magowa Reverend**, an MBA student and I am undertaking a research entitled; **The extent of anti-corruption education on future business leaders in Zimbabwe. A case of selected tertiary education institutions.**

You have been identified as one of the respondents to the questionnaire because of the expertise you present.

In this regard I kindly request you to fill the questionnaire. The response of the questions therein and any information will be purely for academic research, the purpose and the information provided will be treated with the strictest of confidence and anonymity.

Results of the study will be vital for current and future students as well as researchers. Your assistance and support will be highly appreciated.

Yours sincerely,

**Magowa Reverend**

**Instructions**

1. May you please provide your honest answers?
2. Answer all questions
3. Tick in the spaces provided
4. Do not write your name or your identification to ensure confidentiality
5. The questionnaire will be collected once you have completed answering

### Section A: Demographic questions

1. Study Level: ☐ Certificate ☐ Diploma ☐ Degree ☐ Masters ☐ PhD

2. Training Year: ☐ <2 yrs. ☐ 2-4yrs ☐ >4yrs

3. Gender: Male ☐ Female ☐

4. Does your University/College offer an Anti-corruption education course in business studies?

Yes ☐

No ☐

5. Which level of training is anti-corruption education done at your institution? Certificate ☐

Diploma ☐ Degree ☐ Masters ☐ PhD ☐ Other ☐ Nil ☐

### Section B: Drivers of Anti-Corruption Education

Please indicate the extent to which you agree with each statement using the following scale (1- Strongly Disagree, 2- Disagree, 3- Agree, 4- Strongly Agree).

	Question	Strongly disagree	Disagree	Agree	Strongly Agree	
1.	The purpose of Anti-corruption education is to improve company focus, focus attention on core activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.	The purpose of Anti-corruption education is to gain access to World class capabilities and competitiveness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.	The purpose of Anti-corruption education is to promote ethical culture for good organizational performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

	Question	Strongly disagree	Disagree	Agree	Strongly Agree	
4.	Anti-corruption education promotes business integrity and improves quality, service and efficiency.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5.	The purpose of Anti-corruption education is to reduce the risks in business investment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6.	The purpose of Anti-corruption education is to increase access to skills and good corporate governance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

### Section C: Impact of Anti-corruption education strategies on future business leaders

Please indicate the extent to which you agree with each statement using the following scale (1- Strongly Disagree, 2- Disagree, 3- Agree, 4- Strongly Agree).

	Question	Strongly disagree	Disagree	Agree	Strongly Agree		
<b>Anti-corruption education on Future business leaders</b>							
7.	Anti-corruption education promotes transparency and accountability in business	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
8.	Anti-corruption education helps in the general improvement of business services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
9.	Anti-corruption education helps increase business efficiency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
10.	Anti-corruption education allows better strategic business partner perception	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
11.	Anti-corruption education leads to increase in-house talent/expertise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
12.	Anti-corruption education leads to increased employee awareness of risks and evils of corruption.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<b>Level of Education in Effective Leadership (LEEL) on Future business leaders</b>							

	Question	Strongly disagree	Disagree	Agree	Strongly Agree		
13.	Level of Education in Effective Leadership (LEEL) helps to achieve business integrity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
14.	LEEL minimizes risks incurred in operation and contribute to real value	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
15.	LEEL promotes successful and sustainable business performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
16.	LEEL nurtures public trust and support on which business depends on	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
17.	LEEL increases access to skilled manpower	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
18.	LEEL promotes transparency and accountability for business transformation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<b>Anti-corruption education (ACE) on Future business leaders (Business Legitimacy)</b>							
19.	Anti-corruption education promotes corporate social responsibility citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
20.	ACE leads to well-developed business processes adhering to the code of conduct and policies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
21.	ACE prevents conflicts of ethical, economical and societal responsibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
22.	ACE helps to have good business partners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
23.	ACE creates additional capacity and committed employees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
24.	ACE boosts capital investment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

**SECTION D: Impact of Corrupt Environment and Anti-corruption education on Performance**

	Question	Strongly disagree	Disagree	Agree	Strongly Agree		
	<b>CORRUPT ENVIRONMENT</b>						
25.	Corruption affects business pricing and profitability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
26.	Corrupt environment disturbs Anti-corruption education benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
27.	Abuse of office affects research and development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
28.	Corruption discourages critical and strategic thinking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
29.	Corrupt environment affects domestic and foreign business investment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

#### **SECTION E: Anti-corruption education and Future Business Leaders**

	Question	Strongly disagree	Disagree	Agree	Strongly Agree		
	<b>Anti-corruption education Strategies (ACES) and Future business leaders</b>						
30.	Anti-corruption education Strategies help keep a nation safe from threats of organized crime, terrorism and illegal migration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
31.	ACES reduce exploitation of position or access to assets of organizations for personal gains	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
32.	ACES increase profitability and innovation capacity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
33.	ACES promote and strengthen efficient service delivery and increase market share	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
34.	ACES maintain competitive spirits and positive attitudes of future business leaders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
35.	ACES promote good business corporate governance cooperation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

## APPENDIX B: sample size table

Required Sample Size†								
Population Size	Confidence = 95%				Confidence = 99%			
	Margin of Error				Margin of Error			
	5.0%	3.5%	2.5%	1.0%	5.0%	3.5%	2.5%	1.0%
10	10	10	10	10	10	10	10	10
20	19	20	20	20	19	20	20	20
30	28	29	29	30	29	29	30	30
50	44	47	48	50	47	48	49	50
75	63	69	72	74	67	71	73	75
100	80	89	94	99	87	93	96	99
150	108	126	137	148	122	135	142	149
200	132	160	177	196	154	174	186	198
250	152	190	215	244	182	211	229	246
300	169	217	251	291	207	246	270	295
400	196	265	318	384	250	309	348	391
500	217	306	377	475	285	365	421	485
600	234	340	432	565	315	416	490	579
700	248	370	481	653	341	462	554	672
800	260	396	526	739	363	503	615	763
1,000	278	440	606	906	399	575	727	943
1,200	291	474	674	1067	427	636	827	1119
1,500	306	515	759	1297	460	712	959	1376
2,000	322	563	869	1655	498	808	1141	1785
2,500	333	597	952	1984	524	879	1288	2173
3,500	346	641	1068	2565	558	977	1510	2890
5,000	357	678	1176	3288	586	1066	1734	3842
7,500	365	710	1275	4211	610	1147	1980	5165
10,000	370	727	1332	4899	622	1193	2098	6239
25,000	378	760	1448	6939	646	1285	2399	9972
50,000	381	772	1491	8056	655	1318	2520	12455
75,000	382	776	1506	8514	658	1330	2583	13583
100,000	383	778	1513	8762	659	1336	2585	14227
250,000	384	782	1527	9248	662	1347	2626	15555
500,000	384	783	1532	9423	663	1350	2640	16055
1,000,000	384	783	1534	9512	663	1352	2647	16317
2,500,000	384	784	1536	9567	663	1353	2651	16478
10,000,000	384	784	1536	9594	663	1354	2653	16560
100,000,000	384	784	1537	9603	663	1354	2654	16584
300,000,000	384	784	1537	9603	663	1354	2654	16586

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# APPENDIX C. Confirmation Letter from Graduate School of Management.



## GRADUATE SCHOOL OF MANAGEMENT

UNIVERSITY OF ZIMBABWE

Ground Floor TREP Building  
UZ Main Campus

Mt Pleasant  
Harare, Zimbabwe  
Email: [info.uzgsm@gmail.com](mailto:info.uzgsm@gmail.com)

Tel: 0240-333522

21 November 2019

TO WHOM IT MAY CONCERN

RE: ACADEMIC RESEARCH LETTER FOR MR REVEREND MAGOWA (R1712735)

This letter serves to confirm that Mr Magowa is a bona fide Master of Business Administration (MBA) student at the Graduate School of Management, University of Zimbabwe. He is carrying out a research in partial fulfillment of the requirements of the MBA degree programme.

We kindly request you to provide him with the information he needs, and only aggregated data will be used in the final analysis. Please note that the Graduate School of Management upholds high levels of confidentiality and ethical standards in conducting research, therefore, the information you provide will be used for academic purposes only and will not be disclosed to third parties.

Thank you.

  
GRADUATE SCHOOL  
OF MANAGEMENT  
UNIVERSITY OF ZIMBABWE

pp DR W. MKUMBUZI  
DIRECTOR, GRADUATE SCHOOL OF MANAGEMENT  
/fg

# APENDEX D: Permission to Conduct a Research at Harare Institute of Technology.



*Registrar's Office*

Harare Institute of Technology  
P.O. Box 277  
Ganges Road, Bebedere  
Harare, Zimbabwe  
Tel : 263-4-741422/37  
Fax : 263-4-741486  
Email : hr@hit.ac.zw

02 December 2019

Mr. Magowa  
8645 Hwamanda  
New St Mary's  
**CHITUNGWIZA**

Dear Mr Magowa

**RE: PERMISSION TO CARRY OUT RESEARCH**

Your letter dated 22 November 2019 in connection with the above matter refers.

Please be advised that you have been granted the permission to carry out your research at the Institute. Kindly submit a copy of your research document to this office upon completing your research.

Thank you.

Yours faithfully

  
N. Dewah (Mrs)  
**A/DEPUTY REGISTRAR-HUMAN RESOURCES & ADMINISTRATION**

cc: File copy

## APPENDIX E: Permission to conduct an Academic research at University of Zimbabwe.

P O Box MP 167  
Mount Pleasant  
Harare, Zimbabwe  
General Line: +263-4-303211 Ext 11105  
Direct Line: +263-4-303284  
Fax: +263-4- 308941  
e-mail: registrar@admin.uz.ac.zw  
website: www.uz.ac.zw

From the Registrar  
DR N A MUTONGORENI



UNIVERSITY OF ZIMBABWE

3 December 2019

Mr Reverend Magowa  
8645 Hwamanda Street  
New St Marys  
**CHITUNGWIZA**

Dear Mr Magowa

**RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN THE BUSINESS STUDIES PROGRAMMES AT THE UNIVERSITY OF ZIMBABWE**

Reference is made to your letter received on 24 November 2019 regarding the above matter.

Please be advised that your request for permission to conduct research at the University of Zimbabwe on "**The extent of anti-corruption education on future business leaders in Zimbabwe: A case of selected tertiary education institutions**", was approved.

Please be advised accordingly.

Yours sincerely

**DR N A MUTONGORENI**  
Registrar

SN/vz

*revmagowa@gmail.com*

## APPENDIX F. Permission to conduct an Academic research at Harare Polytechnic

  
ZIMBABWE

MINISTRY OF HIGHER AND TERTIARY EDUCATION,  
SCIENCE AND TECHNOLOGY DEVELOPMENT

**HARARE POLYTECHNIC**  
P. O. Box CY 407, Causeway, Harare  
Harare Campus West Avenue, Harare, Zimbabwe  
Telephone: +263 4 291 8681/03677 400 343  
Email: hmpolytech@gmail.com  
Website: www.hrcpoly.ac.zw



*All correspondence to be addressed to the Principal marked for the attention of.....*

Your Ref: .....

Our Ref: .....

14 February 2020

Mr. Magowa  
8645 Hwamanda  
New St Mary's  
**CHITUNGWIZA**

Dear Mr Magowa

---

**RE: AUTHORITY TO CARRY OUT AN ACADEMIC RESEARCH IN THE  
BUSINESS STUDIES PROGRAMMES**

---

The above subject refers.

Please be advised that your request for authority to carry out an academic research in the business studies programmes entitled; **The extent of anti-corruption education on future business leaders in Zimbabwe. A case of selected tertiary education institutions**, was approved.

Harare Polytechnic will be grateful if you submit a copy of completed research document.

I hope this information suffices.

  
Dr. (Ph.D) Fellow Pr-Eng. T. Mudondo  
**Principal**



## APPENDIX G: Turnitin / Ephorus report



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