THE EFFECT OF THE DIMENSIONS OF ADMINISTRATIVE CONTROL AND TRANSPARENCY AGAINST ADMINISTRATIVE CORRUPTION IN EDUCATION OBSERVATIONS IN THE STATE OF LIBYA

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Abstract

Corruption in any sector leads to the problem of losing invested resources rather than getting the expected yield. The Libyan education system has a decentralized administration, through which school districts and public education schools were granted autonomy and authority, including oversight and follow-up on work within the departments of the educational zones. The goal is to allow for effectiveness and efficiency however, these have bred corruption in all forms. This is an attempt to implement transparency to curb administrative corruption and idleness in the work environment. This study examines corruption from the perspective of the employees to understand which dimension has an impact on transparency and the fight against corruption. Rather than focusing on generally predicted factor such as communication, monitoring, and supervision in the case of Libya, the analysis in this study shows that the regulatory dimension of transparency has a significant relationship with administrative transparency while the organization dimension and individual dimension has a significant relationship with fighting administrative corruption. This means that regulation ensures that there is transparency within an organization and organizational values, as well as personal values, will bring contribute significantly to the fight against corruption. Therefore, more regulations, organizational anti-corruption values, and personal values such as religion and philosophy should be used for the anti-corruption campaign in Libya.

Keyword: Corruption, Libyan Ministry of Education, Transparency, Regulations, Administration

INTRODUCTION

The problem of corruption in all its forms occupied the studies of scholars, and this phenomenon has taken different forms in modern times. Professionals, scholars, and researchers, as a result of the spread of corruption in many aspects of life reveals that corruption is being considered as a form of ethical behaviour when individuals within organization organizes, support and justifies corruption within any system. There have been consensus that all societies, Eastern and Western, experiences cooperation to a certain degree. Some writers have justified the idea of the necessity of a measure of corruption in societies in order to contribute to overcoming some administrative difficulties and obstacles. Until some decisions and projects are brought to light and are implemented without delay, they argue that corruption serve as a means getting things done. Other have argue that It harms production and investment (Zewail, Jaber, & Abdel Rahman, 2006), and therefore it is important that supervisor alongside other forms of control, and transparency should be implemented. The administrative department is concerned with uncovering corruption and proffering means to hinder it in all dimensions in a timely manner before it expands to uncontrollable extent. The work environment which utilizes the material and financial resources is human controlled, and thus it is difficult to achieve the goals of absolute corruption free environment (Noor & Iqbal, 2013; Svensson, 2007).

The educational districts in the State of Libya are not excluded in the experience of corruption. Similarly to the norms that propagate corrupt practices, the educational districts agrees with the role it play by connecting the top management represented by the government ministries and parastatals alongside the educational institutions.

This study correspond to the reviews of the reports of the Audit Bureau, the Transparency Society, and media, such as the daily newspaper, the teacher magazine, and some social media programs that presents speculates the aspects of administrative corruption in many business sectors as well as in the Ministry of Education in all school districts. Furthermore, surveying the opinion of a number of workers in the regions about the existences of deficiencies in administrative control and lack of transparency, a number of cases of administrative corruption were identified to be have been charged to the courts in the region.

Examining the complexity in the corruption in the educational system has been challenging in previous studies on the basis of the claim that they have to follow the "norm "and accessing information to disclosing the network of corruption is against the complex organizational without the legal justification.

This study argues that disclosing problems is an opportunity for investment and development from the researcher's point of view. Consequently, this research examines the

corruption the network of corrupt practices in Libya to provide recommendation of fighting corruption. The study has been carried out using methodology that ensures objectivity, validity and reliability of the result.

The perspective that the absence of a system that monitors and controls the duties and responsibility of staff leads to corruption has been presented in many studies. Control and transparency are argued to be the basis for combating administrative corruption. The employees are compelled to resist from corrupt activities when they are aware of monitoring and systems of governing the performance of their work. Hence, it ensures the performance of their duties and responsibility out of fear and deterrence. Reliance on tradition method of follow without regular monitoring system show a weaken control system that breeds corruption since all loopholes will continue to exist. The employees are then able to achieve their personal interest rather than the organizational interest in the workplace (Al-Hujaili, 2011, 39).

This study considers all corruption activities and how it has been addressed in the past, reviewing some of the State Audit Bureau's reports Libya on the manifestations of corruption in the business sectors of the Ministry of Education and the proposed methods of combating, pre and post administrative work and budgets (Audit Bureau, 2012), and reports issued by the Libya Transparency Society have been used for evaluating the performance of the Ministry of Education in all its components. These components include school districts and public education schools, which indicated the need to create means of oversight and accountability to ensure quality of work within educational institutions in the State of Libya (Transparency Society, 2013).

As a result of all these problem analyses, this study conducted a preliminary exploratory study on the role of oversight and transparency. The pilot study showed measures in combating administrative corruption in school districts from the point of view of some employees which guided the selection of the primary and secondary items to define the study problem in a precise and clear manner. Hence the problem of the current study focuses on the impact of control and administrative transparency on the fight against corruption

LITERATURE REVIEW

The article examined studies that dealt with the relationship between its variables (administrative transparency, oversight and anti-corruption) through a review of local and Arab databases. It was noticeable that there were few studies that dealt with the corruption in the context of Libya, which posed a challenge to the article however grants its relevance which has been divided into two parts: Arab studies and non- Arab studies

Benefit (2013) aimed to identify the availability of accountability in organizations civil society from the point of view of the study sample, and the disclosure of a relationship between the style of communication and the reality and transparency in civil society organizations, revealing a relationship between the level of accountability culture and the reality of transparency in civil society organizations. The study sample included (65) items for the descriptive and analytical method from which he studied, and the questionnaire was used as a data collection tool for the study. In the result, the most important of which are: the approval of the study sample on the availability of accountability for civil society organizations and the existence of a statistically significant relationship between the style of communication and the reality of transparency in civil society organizations. Al-Jarwani (2012) conducted a study aimed at identifying the level of availability of information as one. The variables for applying transparency to the study sample and identifying the level of communication availability as one of the application variables. Transparency in the study sample, and identifying the level of implementation of the commitment to accountability as one of the application variables of transparency in the study sample, and the study sample included (70) individual directors of central departments.

In the office and ministry of education, directors and directors of departments in the Directorate of Education in Libya Governorate, and the department officials in the administration of the educational facility, and the researcher used the social survey method through the use of questionnaire formed as a tool for the study, and the researcher reached many results, the most important of which are: The high level of availability of information as one of the variables for the application of transparency in the study sample, and the high level of availability of information; the level of availability of communication as one of the variables for the application of transparency in the study sample, and the high level of application to commitment to accountability as one of the variables applied to transparency in the study sample.

Jadallah (2012) conducted a study aimed at identifying the extent of NGO commitment to implement transparency, identifying the level of common administrative corruption patterns in non-governmental organizations, and determining the extent of the obstacles that prevent the application of transparency in non-governmental organizations, and the sample of the study included 112 of the employees of the civil associations - as they are non-governmental organizations - affiliated with the directorate of social solidarity in the eastern province, and the researcher used the descriptive analytical method as it is a method for the study, and used to measure the transparency of the contribution of transparency in reducing administrative corruption in non-governmental organizations

As a tool for the study, the Jadallah (2012) has reached many results, the most important of which are: Commitment to non-governmental organizations for the application of transparency came to a very strong degree of significance for counter the patterns of administrative corruption that are common in non-governmental organizations.

As for the study Al-Tarouna and Al-Adaileh (2010), it aimed to identify the perceptions of the degree of application of transparency, revealing that there are statistically significant differences between the mean scores of the study sample in the perceptions of the degree of application of transparency due to the variables of the study, the sample of the study included (661) employees.

The application of transparency in the study sample came with a positive average score, and the presence of statistically significant differences. The average scores of the study sample in the perceptions of the degree of application of transparency attributable to the gender variable in favour. For males, and there are statistically significant differences between the mean scores of the study sample in the perceptions of the degree of implementation Transparency is due to the variable of the administrative level between the higher administrative levels and the lower administrative levels in favour of senior administrative levels.

As for the Al-Subaie study (2010), it investigated the level of commitment of government sectors in the Kingdom of Saudi Arabia to implement transparency in general, and to identify the level of compliance of regulatory agencies with accountability of the sectors of government officials report of their corruption, if any, and identify the level of prevalence of administrative corruption patterns in the sectors. The study sample included (503) vocabulary from employees of the Supervision and Investigation Authority, and the Bureau of General Oversight, the Board of Grievances, and the Anti-Money Laundering Division of the General Administration for Drug Control,

And the Anti-fraud Department of the General Directorate of Passports, and the Investigation Department of the Riyadh Region Police, were used the researcher used the descriptive and analytical method as he approached the study, and he used the questionnaire as a study tool. The study reached many results, the most important of which are: The low level of commitment to governmental sectors in the Kingdom of Saudi Arabia, the implementation of transparency in general, and the low level of compliance of regulatory agencies with accountability governmental sectors report their corruption, if any, and the prevalence of administrative corruption patterns in government sectors to a degree.

Administrative Corruption

Administrative Corruption is defined by Al-Ghalbi and Al-Amiri (2010) as: all the attempts made workers to advance their interests over the public interest for work, bypassing all the values and regulations that exist they pledged to protect her, serve her, and work for her implementation. Administrative corruption is considered a factor that negatively affects the achievement of business and the achievement of the goals and objective that are set to be achieved. For organization to ensure effective and efficient utilization of resources it with minimal effort, time and cost, studies emphasized that there is a need to study the staff motivation towards corruption through the use of scientific methodology that shows objective, reliable and valid result.

The study defines, administrative corruption as a form of non-compliance with workers in school districts by the organizational dimension of the work and the values of the job objective that they perform and depending on some type of corruption its can be illegal or unofficial.

Regulatory dimension of transparency

It is the process of evaluating and correcting internal and external operations carried out by institutions in various ways its functions, to eliminate obstacles and hinderance to achieving the goals of these institutions (Armesh, Salarzehi, & Kord, 2010). This study defines it procedures as a set of procedures and tasks taken by school districts in Libya to combat administrative corruption in it.

Censorship of Educational Surveillance

Education as a decentralized administration project, through which school districts and public education schools were granted autonomy and authority, including oversight and follow-up on work within the departments of the educational zones. This is an attempt to implementing transparency to curb administrative corruption and idleness in the work environment. Additionally, publishing of the information and data of corruption and the corrupt officials involve on an ongoing basis has been a common strategy (Ministry of Education, 2013). Despite all of the above, manifestations of corruption remain within Libya educational system. No study has examined the depth of the corruption in the educational system of Libya to identify loopholes and suggest solutions to reduce corruption.

Administrative dimension

Al-Tashha and Al-Hawamdeh (2009, 48) emphasized the necessity of adopting management by roaming, by ensure that the ledership, employees as well as citizens meet up

with the standard requirement in all government parastatals. This monitoring system provides an opportunity to see the performance of workers and the degree of their commitment to the duties and responsibilities of the job, and thus each person assumes the position he deserves as well as remuneration and reward for the diligent employees and the appropriate sanctions on the negligent employee according to the degree of their misconduct (Al-Zaabi, 2004). Awwad study (2012) also indicated that monitoring works to combat corruption and that by discovering fraud and errors, and working to evaluate the performance of employees, with an increase the degree of control, staff will adhere by rules and regulations as it shows the implication of misconduct. The researcher believes that administrative control and transparency have a prominent role in combating administratively corrupt operations by introducing a system based on continuous supervision of all activities that take place within the regulatory environment which works to develop a sense of accountability and self-control in a way that helps the individual to be committed.

With the full duties imposed on staff by such regulated work environment, any deviation from the performance standards objective and non-compliance resulting to corruption can be actively intercepted and addressed immediately

Communicative dimension

Communicative dimension of Administrative Transparency is defined by Mahmoud (2008) as the clarity of information, laws and legislation approved by the organization in its work in addition to the balance in the disclosure of information related to the organization between the level acceptable to the organization and the level desired by multiple other parties' relationship to the organization.

This study defines procedural administrative transparency as one of the strategies that are followed in school districts in order to ensure clarity and transparency in all processes that take place within them, and to ensure full disclosure of information and data that are circulated with the aim of achieving complete objectivity and activating systems accountability in order to combat corruption in all its forms.

The first hypothesis (H1) is that Organizational factors which is regarded as the regulatory dimension of transparency (RDT) has a significant positive relationship with administrative transparency (AT).

The second hypothesis (H2) is that communication which is regarded as communication dimension of transparency (CDT) has a signification positive relationship with administrative transparency (AT).

The third hypothesis (H3) is that administrative dimension (AT) has a signification positive relationship with fighting administrative corruption (FAC).

For the fourth Hypothesis, Supervision or monitoring which is also Censorship of Educational surveillance (CES) have a non-significant positive relation with Fighting administrative corruption (FAC).

The fifth Hypothesis states that Organizational dimension also regarded as regulatory method (RM) has a significant positive relationship with fighting administrative corruption (FAC). The sixth Hypothesis presents that Value dimension which is also Value method or (VM) has a significant positive relationship with fighting administrative corruption (FAC).

RESEARCH METHODOLOGY

This study adopts the Correlational Research, which is studied. The relationship between the variables of the study without trying to influence or control them, and its purpose is to reveal and predict (Hady, 2014), and this approach is consistent with the aim of the current study, which seeks to identify the extent of the impact administrative corruption in the reality of oversight in the Ministry of Education and Administrative Transparency; where the study tool was applied.

This study collected primary data by questionnaire after exploring the variable through a pilot study. The questionnaire was adapted from Jadara and Al-Wadi's (2021) study on the understanding the role of administrative transparency and accountability. The questionnaire was divided into five sections to be able to capture the dimension of administrative transparency which is divided into regulatory dimension and communication dimension, censorship of education surveillance, regulatory method and value method.

The sample size in the study is calculated with automated formulae (Rao soft calculators) using a total sample size of 207. The school community consists of workers in the six school districts: (Jado, Cabo, Al-Qala, Yafran, Al-Reheybat, Garyan) in the State of Libya, and in the work departments in the educational areas, namely Sections: (Scientific Affairs Department, Administrative and Technical Affairs Department, Activities Department, Engineering Affairs Department), And their number (480), according to the latest statistics issued by the Planning Department in the Ministry of Education in the country Libya) and the Ministry of Education, 2014. Using Zscore formula for sample size calculation, the sample found to be 214 staff.

The study sample was chosen in a stratified manner, (10) questionnaires for each of the departments those mentioned in the study community for the 6 universities. Accordingly the

study sample was (240) employees. The valid number of them was (207) only, as shown in Table (1). Response rate found to be 86% (207/240).

Table 1 The study sample according to the demographic variables

Variables	Type	frequency	percentage
Sex	Male	146	70.5%
	Female	61	29.5%
Qualification	Diplomas	43	20.8
	Bachelor	83	40.1
	Masters	45	21.7
	PhD	36	17.4
Years of Experience	Less than 5 years	35	16.9%
	5 years to 10 years	71	34.3%
	11 years to 15 years	29	17.0%
	16 years and above	72	34.8%
Administration sections	Scientific Affairs Department	56	27.1
	Administration of Administrative and Technical Affairs	104	50.2
	Project management	40	19.3
	Engineering Affairs Department	7	3.4
Districts	Jado	14	6.8
	Cabo	62	30.0
	Al-Qala	44	21.3
	Yafran	21	10.1
	AL- Reheybat	33	15.9
	Garyan	33	15.9
Total		207	100%

Most of the participants in this study are male because of the gender gap in the government employment system in Libya. There are more males than females which is also reflected in this study. Most participants have at least a bachelor's degree which stipulates that they are well educated to be informed about the administrative measures on corruption in educational system. The experience level shows that more participants have worked in their departments for more than half a decade which is sufficient to observed and learn the administrative structure. Administration and technical affairs section participated most in this study because the study is more directed to the happenings in their section. The demography therefore shows the inclination to obtain data from qualified participants.

ANALYSIS AND RESULT

Table 2 Values of the Cronbach alpha stability factor of the
study instrument dimensions and fields

Tool's dimension	Tool's areas	frequency	Alpha value
The first axis: the dimensions of censorship in educational surveillance	CES	12	.954
The second axis: the dimensions of administrative transparency	RDT	12	.813
The second axis: the dimensions of administrative transparency	CDT	11	.755
The third axis: factors against administrative corruption:	VM	7	.781
The third axis: factors against administrative corruption:	RM	9	.784

This results of reliability as presented in table 2, show that the questions in each dimension collectively test the necessary areas. There is consistency in the answers provided for group of questions in a dimension therefore, the questionnaire is valid and shows quality in construction as well as usable in producing reliable results. This is evident in the Cronbach alpha value for each group of question to measure certain parameters. For a questionnaire to be valid, the alpha value must be a minimum of 0.70.

The first dimension which is on censorship in education surveillance (CES) is composed of 12 questions with the Cronbach Alpha of .954 which signal a very high reliability. The second dimension is divided into two group tested separately to test for administrative transparency; the Regulatory Dimension of Transparency and the Communication Dimension of Transparency

shows an alpha value of .813 and .755 respectively with the former superseding the later dimension. The third dimension is the factors against administrative corruption which also has two sub-dimensions. The Value and Regulatory method with Cronbach alpha of .781 and .784, respectively. The total overall shows the questionnaire taken together has an alpha value of .723, hence valid for the survey.

Table 3 Comparison of means of dimension across district

District		CES_new	RDT_new	CDT_new	VM_new	RM_new
Al-Qala	Mean	3.0126	2.5019	3.2686	2.4578	3.5909
	N	44	44	44	44	44
	Std. Deviation	1.13646	.66944	.67376	.85358	.60182
Al-Reheybat	Mean	2.9865	2.4242	3.3388	2.7446	3.5720
	N	33	33	33	33	33
	Std. Deviation	1.21677	.64360	.63688	.83434	.69809
Cabo	Mean	2.9211	2.5269	3.2111	2.4562	3.3730
	N	62	62	62	62	62
	Std. Deviation	1.26212	.69685	.70337	.89564	.64118
Garyan	Mean	2.8148	2.4318	3.3857	2.7576	3.3826
	N	33	33	33	33	33
	Std. Deviation	1.14250	.61677	.69422	.85899	.67816
Jado	Mean	3.1587	2.2321	3.5455	2.9490	3.0714
	N	14	14	14	14	14
	Std. Deviation	1.23860	.58669	.57274	.77360	.73986
Yafran	Mean	2.8624	2.4841	3.2727	2.8027	3.7202
	N	21	21	21	21	21
	Std. Deviation	1.09370	.77398	.70535	.83602	.61986
Total	Mean	2.9442	2.4658	3.3004	2.6190	3.4674
	N	207	207	207	207	207
	Std. Deviation	1.18107	.66803	.67550	.86485	.66509

Table 4 Comparison of means of dimension across gender

Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
CES_new	Male	146	2.9368	1.21183	.10029
	Female	61	2.9617	1.11349	.14257
RDT_new	Male	146	2.4692	.65748	.05441
	Female	61	2.4577	.69815	.08939
CDT_new	Male	146	3.2802	.67412	.05579
	Female	61	3.3487	.68196	.08732
VM_new	Male	146	2.6155	.83948	.06948
	Female	61	2.6276	.92995	.11907
RM_new	Male	146	3.4221	.66730	.05523
	Female	61	3.5758	.65243	.08354

The mean result (table 3) shows that the means of computed variables varies a little across dimension and district. The range of the means in the table is between 2.2321 which is the mean of regulatory dimension in Jado and 3.5909 which is the mean of Regulatory method in Al-Qala. This shows that the responses based on mean varies fairly. Consideration the examination of dispersion across group by interpreting the standard deviation, it ranges from 0.6 to 1.3646 also validates that the responses are similar across district and across dimension with limited differences.

Since the district and dimension mean comparison produced slight difference across groups, the gender mean comparison across dimension was carried out. The mean between males and females also shows little variations as it ranges between 2.4577 as identified in female under the regulatory dimensions tool   and 3.5758 as identified under female in the regulatory method dimension. Hence, it is complemented by the standard deviation of ranging from 1.21183 to 0.65243. Therefore, there is only a slight variation in response across gender in dimensions.

Table 5 Comparison of means of dimension across gender using independent sample test

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | 95% Confidence Interval of the Difference | |
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
CES_new	Equal variances assumed	3.512	.062	-.138	205	.890	-.02491	.18049	-.38077	.33094
	Equal variances not assumed			-.143	121.74	.887	-.02491	.17431	-.36999	.32016
RDT_new	Equal variances assumed	.485	.487	.113	205	.910	.01153	.10209	-.18975	.21281
	Equal variances not assumed			.110	106.645	.912	.01153	.10465	-.19593	.21899
CDT_new	Equal variances assumed	.075	.785	-.665	205	.507	-.06853	.10312	-.27185	.13479
	Equal variances not assumed			-.661	111.314	.510	-.06853	.10362	-.27385	.13678
VM_new	Equal variances assumed	1.535	.217	-.092	205	.927	-.01217	.13217	-.27276	.24841
	Equal variances not assumed			-.088	102.877	.930	-.01217	.13786	-.28558	.26123
RM_new	Equal variances assumed	.803	.371	-1.521	205	.130	-.15373	.10108	-.35301	.04555
	Equal variances not assumed			-.071	112.877	.830	-.0117	.11786	-.03558	.0223

In independent t test, the null hypothesis is that there is zero variance which is no difference in response or score among two groups in different dimension. This is an assumption of an approximately equal in variance. The alternative hypothesis is that there is variance, and it shifts from zero and that such variance are significant at 0.05 significance level, while confidence interval shows that actual means is between lower bound and upper bound.

The closest to 0.05 in these means is the CES at 0.62 sig., Nevertheless, it shows that the difference is not significant by looking at the Sig 2-tailed which reflects a much higher score which is .890. This means that under the Censorship in education surveillance or monitoring there are no differences in the response score of male and female. The also upper and lower boundary vividly reveals these as they are -.38077 and .33094 at 95 percent confidence level.

In the second dimension, both Regulatory and Communication dimension show .487 and .785, respectively. In the third-dimension response is also validates as not varying from the other as Valued method and Regulatory method show .217 and .371 level of significance. All these are greater than 0.05 which is our significance level. Therefore, in all the dimensions measured case, the null hypothesis is accepted since both significance level (Sig. and Sig. – 2 tailed) are above 0.05 which simply means that the variances are approximately equal. Simply no difference in gender

One Way ANOVA

ANOVA is an analysis of variance among the response. It examines more than two samples or groups unlike the independent t test that focuses on two groups. Hence, qualification, age, districts, administrative section, years of experience are examined because they have more than two samples or groups therein.

The null hypothesis is that there is no significant difference in across different samples, while the alternate hypothesis is that there is significant difference. The F score sand the Significance value affect each other as the higher the F score the lower the significance value.

Table 6 ANOVA of dimension by district

		Sum of Squares	df	Mean Square	F	Sig.
CES_new	Between Groups	1.635	5	.327	.230	.949
	Within Groups	285.720	201	1.421		
	Total	287.355	206			
RDT_new	Between Groups	1.155	5	.231	.512	.767
	Within Groups	90.776	201	.452		
	Total	91.931	206			

		Sum of Squares	df	Mean Square	F	Sig.
CDT_new	Between Groups	1.684	5	.337	.733	.599
	Within Groups	92.315	201	.459		
	Total	93.999	206			
VM_new	Between Groups	6.174	5	1.235	1.678	.141
	Within Groups	147.908	201	.736		
	Total	154.082	206			
RM_new	Between Groups	5.360	5	1.072	2.512	.031
	Within Groups	85.764	201	.427		
	Total	91.124	206			

Table 6…

Is there significant difference in the dimensions measured across district? Since all sig. number are above .05 the null hypothesis is accepted stating the there are no significant difference because of district whether within the group or between the groups except for Regulatory method which shows a significant difference across district. At a F value of 2.512, the sig level is 0.31 which reflects difference is means in the regulatory method. The different district has different regulations from the analysis of the respondents. There for in the case of Regulatory method, the null hypothesis is rejected, and the alternate hypothesis is accepted to acknowledge the difference within and between districts.

Table 7 ANOVA of dimension by Administrative sections

		Sum of Squares	df	Mean Square	F	Sig.
CES_new	Between Groups	3.738	3	1.246	.892	.446
	Within Groups	283.617	203	1.397		
	Total	287.355	206			
RDT_new	Between Groups	.797	3	.266	.592	.621
	Within Groups	91.134	203	.449		
	Total	91.931	206			
CDT_new	Between Groups	1.405	3	.468	1.027	.382
	Within Groups	92.593	203	.456		
	Total	93.999	206			
VM_new	Between Groups	1.508	3	.503	.669	.572
	Within Groups	152.574	203	.752		
	Total	154.082	206			
RM_new	Between Groups	.059	3	.020	.044	.988
	Within Groups	91.065	203	.449		
	Total	91.124	206			

Is there significant difference in the dimensions measured across administrative sections? There is no significance difference as the F values are lower making the significance value higher than 0.05. Hence, null hypothesis is accepted that the means are approximately equal across district in all dimensions taken together.

Table 8 ANOVA of dimension by Academic qualification

		Sum of Squares	df	Mean Square	F	Sig.
CES_new	Between Groups	2.562	3	.854	.609	.610
	Within Groups	284.793	203	1.403		
	Total	287.355	206			
RDT_new	Between Groups	1.032	3	.344	.768	.513
	Within Groups	90.899	203	.448		
	Total	91.931	206			
CDT_new	Between Groups	.597	3	.199	.433	.730
	Within Groups	93.401	203	.460		
	Total	93.999	206			
VM_new	Between Groups	2.764	3	.921	1.236	.298
	Within Groups	151.317	203	.745		
	Total	154.082	206			
RM_new	Between Groups	2.268	3	.756	1.727	.163
	Within Groups	88.856	203	.438		
	Total	91.124	206			

Is there significant difference in the dimensions measured across academic qualification? Academic qualification does not bring about any significance difference as the F values are lower making the significance value higher than 0.05. Hence, null hypothesis is accepted that the means are approximately equal across all academic qualification groups in all dimensions taken together.

Table 9 ANOVA of dimension by Years of experience

		Sum of Squares	df	Mean Square	F	Sig.
CES_new	Between Groups	4.554	3	1.518	1.090	.355
	Within Groups	282.801	203	1.393		
	Total	287.355	206			
RDT_new	Between Groups	.725	3	.242	.538	.657
	Within Groups	91.206	203	.449		
	Total	91.931	206			
CDT_new	Between Groups	.319	3	.106	.231	.875
	Within Groups	93.679	203	.461		
	Total	93.999	206			
VM_new	Between Groups	2.265	3	.755	1.009	.390
	Within Groups	151.817	203	.748		
	Total	154.082	206			
RM_new	Between Groups	.915	3	.305	.686	.561
	Within Groups	90.209	203	.444		
	Total	91.124	206			

Is there significant difference in the dimensions measured across years of experience? Years of experience does not bring about any significance difference as the F values are lower making the significance value higher than 0.05. Hence, null hypothesis is accepted that the means are approximately equal across all different years of experience of respondents in all dimensions taken together.

Correlation's analysis

Table 10 Correlation's analysis of variables as reflected in the model

Correlations

		CES_ new	CDT_ new	RDT_ new	VM_ new	RM_ new	Administrat Transparency	AntiAdmin_ Corruption factors
CES_new	Pearson Correlation	1	.058	-.043	.062	.028	.023	.064
	Sig. (2-tailed)		.410	.543	.377	.691	.740	.360
	N	207	207	207	207	207	207	207
CDT_new	Pearson Correlation	.058	1	-.885**	.341**	-.004	.089	.246**
	Sig. (2-tailed)	.410		.000	.000	.952	.202	.000
	N	207	207	207	207	207	207	207
RDT_new	Pearson Correlation	-.043	-.885**	1	-.573**	.005	.384**	-.416**
	Sig. (2-tailed)	.543	.000		.000	.948	.000	.000
	N	207	207	207	207	207	207	207
VM_new	Pearson Correlation	.062	.341**	-.573**	1	-.007	-.551**	.725**
	Sig. (2-tailed)	.377	.000	.000		.916	.000	.000
	N	207	207	207	207	207	207	207
RM_new	Pearson Correlation	.028	-.004	.005	-.007	1	.001	.675**
	Sig. (2-tailed)	.691	.952	.948	.916		.985	.000
	N	207	207	207	207	207	207	207
Administrat Transparency	Pearson Correlation	.023	.089	.384**	-.551**	.001	1	-.402**
	Sig. (2-tailed)	.740	.202	.000	.000	.985		.000
	N	207	207	207	207	207	207	207
AntiAdmin_ Corruption factors	Pearson Correlation	.064	.246**	-.416**	.725**	.675**	-.402**	1
	Sig. (2-tailed)	.360	.000	.000	.000	.000	.000	
	N	207	207	207	207	207	207	207

**. Correlation is significant at the 0.01 level (2-tailed).

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Hypothesis testing

The first hypothesis (H1) is that Organizational factors which is regarded as the regulatory dimension of transparency (RDT) has a significant positive relationship with administrative transparency (AT).

The second hypothesis (H2) is that communication which is regarded as communication dimension of transparency (CDT) has a signification positive relationship with administrative transparency (AT).

The third hypothesis (H3) is that administrative dimension (AT) has a signification positive relationship with Fighting administrative corruption (FAC).

For the fourth Hypothesis, Supervision or monitoring which is also Censorship of Educational surveillance (CES) have a non-significant positive relation with Fighting administrative corruption (FAC).

The fifth Hypothesis states that Organizational dimension also regarded as regulatory method (RM) has a significant positive relationship with fighting administrative corruption (FAC).

The sixth Hypothesis presents that Value dimension which is also Value method or (VM) has a significant positive relationship with fighting administrative corruption (FAC).

Table 11 SEM testing of hypothesized model

Hypothesis	Correlation coefficient	Significance - p	Decision
H1: RDT-AT	.384	.000	Accept
H2: CDT - AT	.089	.202	Reject
H3: AT - FAC	-.402	.000	Reject
H4: CES- FAC	.064	.360	Reject
H5: RM- FAC	.675	.000	Accept
H6: VM - FAC	.725	.000	Accept

In the model above, every relationship was hypothesized except the CDT-FAC which is an additional to the result of the analysis. The Communication as a dimension of transparency stands out from the whole administrative transparency structure and expresses a direct positive and significant relationship towards Fighting Administrative Corruption (FAC).
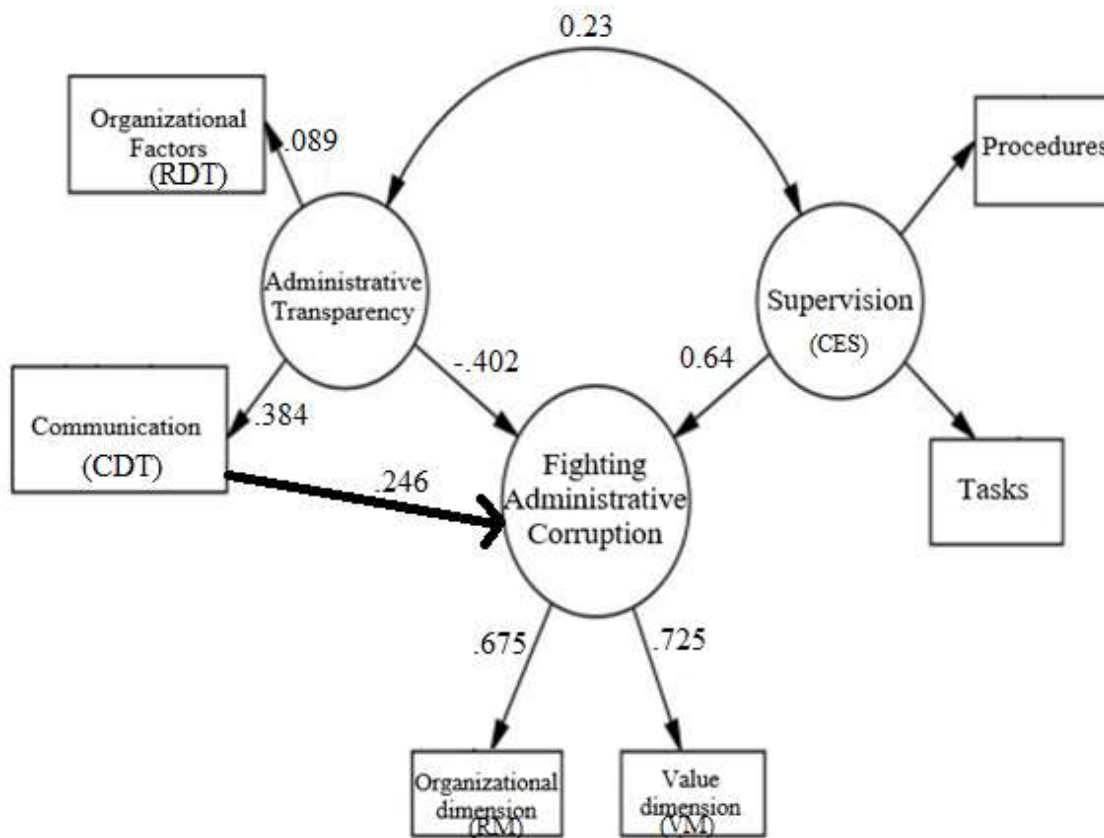
Figure 2 Results of correlation coefficients on model

CONCLUSION AND RECOMMENDATIONS

Corruption takes place in different forms across time and organizations through bribery, nepotism, embezzlement of funds, mismanagement, and misallocation of funds. The Libyan education system has a decentralized administration, through which school districts and public education schools were granted autonomy and authority, including oversight and follow-up on work within the departments of the educational zones. The goal is to allow for effectiveness and efficiency however, these have bred corruption in all forms. This study examines corruption from the perspective of the employees to understand which dimension has an impact on transparency and the fight against corruption. There are several factors that are identified in this study to address the problem of corruption in Libya from several dimensions. The effect of the dimensions of supervision in educational zones in the State of Libya from staff perspective, dimensions of administrative transparency in educational districts in the State of Libya from perspective of the staff, factors for combating administrative corruption in educational districts in the State of Libya from the perspective of the staff, dimensions of control and administrative transparency factors against administrative corruption. Lastly the impact of the dimensions of control and the dimensions of administrative transparency on the factors of combating

administrative corruption have been examined. Correlation analysis and one way ANOVA has been used to examine the relationship between the dimensions. A number of hypothesis has been presented ; Organizational factors which is regarded as the regulatory dimension of transparency has a significant positive relationship with administrative transparency, the assumption that communication which is regarded as communication dimension of transparency has a signification positive relationship with administrative transparency, the hypothesis that administrative dimension has a signification positive relationship with Fighting administrative corruption, Supervision or monitoring which is also Censorship of Educational surveillance have a non-significant positive relation with Fighting administrative corruption. Organizational dimension also regarded as regulatory method has a significant positive relationship with fighting administrative corruption and lastly that Value dimension which is also Value method or has a significant positive relationship with fighting administrative corruption. Instead of factors such as communication, monitoring, and supervision as seen in previous literature, in the case of Libya, the analysis in this study shows that the regulatory dimension of transparency has a significant relationship with administrative transparency while the organization dimension and individual dimension has a significant relationship with fighting administrative corruption. This means that regulation ensures that there is transparency within an organization and organizational values, as well as personal values, will bring contribute significantly to the fight against corruption. Therefore, more policies and regulatory mechanism alongside an organizational anti-corruption value on the foundation of personal values such as religion and philosophy will reduce corruption in Libya. Policies and campaigns towards implementing these values must be promoted by both government parastatals and individual in the community. Since the model in this study discovered a direct correlation between Communication Dimension of Transparency and Fighting Administrative Corruption (FAC), further studies should examine the direct relationship between carrying out recurrent task and FAC as that remains a gap to be filled in the model presented.

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