

The Impact of Corruption Consequences on Education in Afghanistan

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Abstract: *Corruption (breaking the principles) is one of the phenomena that exists in each country more or less and in different types. But this phenomenon is more prevalent in Afghanistan and its consequences have affected various aspects of people's lives. The subject of this study is to find out the impact of the consequences of corruption on education in Afghanistan. This research is an applied field in terms of purpose and descriptive nature, which has been collected and analyzed qualitatively by interviewing the opinions of 40 knowledgeable people and education professionals.*

Findings show that civil wars, brain drain, murder, poverty, human trafficking, drug production, kidnapping, theft, addiction, unemployment, economic weakness, corruption, incompetence, public distrust of government agencies and distrust International organizations are all consequences of corruption for the Afghan government. This phenomenon has also reduced the interest of students, lack of transparency in scoring, lowering the quality of teaching and the level of access of boys and girls to education and increasing the dropout rate and insecurity of educational environments. In general, it is inversely related to better education conditions, and as this phenomenon increases, the roots of all cultural values, especially education, become weak and powerless.

Key Words: *Corruption, Types of Corruption, Attitudinal Consequences, Behavioural Consequences, Cultural, Economic, Political and Ideological Values, Decreased Educational Quality.*

1. INTRODUCTION:

Corruption is a phenomenon that exists in more or less all countries of the world. As its results and consequences vary according to the type of political and economic organization and the level of development; its type, shape, amount and extent are different in each country. Corruption takes many forms, totaling five types: corruption in administration, corruption in cultural and literary values, corruption in moral issues, corruption in financial matters, corruption in behaviors, contracts, and social behaviors.

Administration Corruption is a type of corruption that takes the form of bribery, intermediation, lying, misreporting, theft and misuse of tools, equipment, financial resources, authority, etc. of the administration. What is common to all definitions of corruption is a kind of norm-breaking and violation of moral and legal norms in administrative and organizational performance, and therefore corruption and its definition is a function of norms accepted in every society and culture. Today, administration corruption has become a cultural and social problem in all developing and underdeveloped countries, especially Afghanistan. As the biggest obstacle to progress, may have caused irreparable damage to the speed of the wheel of development of human societies.

Problem Statement: I had many questions in my mind that I wrote this article to get answers to them and the most important of them are: Although most of the budget of the Afghan government is spent on security in the education sector, why the quality of education and Breeding is declining day by day? Why do parents who care more about their children's future send them to private schools and try to educate their children privately? What factors affect the quality of public education? Why is there no healthy competition between schools? Why are teachers' salaries not taken into account at market prices? Why are schools burned? Why do discouraged teachers teach? Why are illiterate people hired as teachers and deserving people fail? Why are school materials and equipment not taken care of? All and sundry are the issues that have plagued education. Corruption is defined above, which has dire consequences and hinders all aspects of the development of societies. This article now examines **the impact of the consequences of corruption on public school education in Afghanistan. The purpose of this study is to identify and understand how the consequences of corruption affect the education of public schools in Afghanistan. Awareness of the impact of the consequences of corruption is needed for all governmental and non-governmental organizations, especially education, and is of great importance in the current situation. It is believed that this problem is escalating every day and has reduced the trust of all communities in governmental and non-governmental organizations, and that all political disputes that take place are rooted in corruption, and this is so worrying that the effects War is not hot. Because war only destroys material foundations and corruption destroys material and spiritual foundations. The quality of education is declining, access to education is declining, schools are being burned, and insecurity in educational settings is increasing.**

2. LITERATURE REVIEW:

Corruption: Corruption is derived from the French root *corruption* and the Latin root *rampere* meaning "to break" or "break". What is broken or violated can be a "moral or social behavior or administrative regulation (سلیمپور & اکبری, 2015) (afzaly, 2011).

Corruption refers to the abuse of power for personal gain or group gain. Corruption is a manifestation of the behavior of government officials (whether politicians or civil servants) in which they wrongly and illegally enrich themselves and their relatives by abusing the public power entrusted to them (فرددانی، 2008). Scientists and political thinkers such as Vitotanzi, Machiavelli, Montesquieu, Rousseau, Bentham, and Governor Mirdal have all commented on and commented on corruption (Heilbrunn, 2004). According to Machiavelli, corruption is a process in which the moral standards of weak and virtuous people and their piety are destroyed. Since many people are weak in terms of piety, there is always a field of corruption in them, except when they are under the guidance and influence of a great leader (Svensson, Summer 2005) (زاهد، ۱۳۷۵). Corruption violates something such as moral or value behavior, social, legal, or administrative norms, which can be accompanied by an illegitimate reward that is given to force a person to perform a duty. Corruption is a set of behaviors in which a person deviates from official duties for the sake of self-interest or gain a particular position, in an attempt to gain wealth and power illegally, to pursue private interests at the expense of the public interest, or to exercise power Government for personal gain (Shaukat, 2004). Therefore, corruption can be considered a negative act or action involving individual or group motives that originate from material or immaterial interests (محمدنی، 2005).

Some see corruption as an evil that affects all societies to some extent and severely suffocates societies that are more fragile. The World Bank and Transparency International see corruption as an abuse of government authority (public power) for specific (private) interests. This definition is generally agreed in the world (سلیمپور & اکبری, 2015). In general, from the above concepts and definitions, it can be seen that corruption in any society is relative and can be assessed by the value system of each society. While a person with a particular function may be considered corrupt in one society, this is not the case in another (الوانی، ۱۳۷۹).

1. Types of corruption: According to the summary of theories, corruption is divided into the following four types: *Economic corruption, Political corruption, Cultural Corruption, and administration Corruption* (خضری، ۱۳۸۷), (محمدنی، 2005). (Jain, 2001)

Administration Corruption: What is common in all definitions of corruption is a kind of norm-breaking and violation of moral and legal norms in administrative and organizational performance, and therefore corruption and its definition is a function of norms accepted in every society and culture (سلیمپور & اکبری, 2015). Therefore, corruption can be considered as a negative act or action involving individual or group motives, the source of which is material or immaterial interests (Jain, 2001) (محمدنی، 2005).

Corruption, which is the basis of the administrative system and management of affairs, is a major challenge for many developed and developing societies, and as societies move forward, it develops more and leads to disruption of development processes. Therefore, it can be said that corruption is one of the manifestations of anti-social behaviors. A corruption-free administrative system makes it possible for governments to achieve development and benefit from its positive effects by reducing overhead and additional costs to society. While the corrupt administrative system, by using financial resources dedicated to the development of society, acts as a swamp that absorbs resources (صالحی، ۱۳۹۹). Corruption hinders the growth of healthy competition and social justice by harming development. Press and media reports in different countries show well that corruption is not specific to developing countries and has a history in developed countries as well as former socialist countries (ربیعی، ۱۳۸۳).

(سلیمپور & اکبری, 2015) believes that "Today, administrative and financial corruption has become a cultural and social problem and especially in developing countries, as one of the most important factors in the development of society, has been raised that injuries It has brought irreparability on the speed of the wheel of development of societies", quoted by (صالحی، ۱۳۹۹). He writes that "the corrupt administrative system, by using financial resources dedicated to the development of society, acts as a swamp that swallows resources" and quotes (ربیعی، ۱۳۸۳). "Corruption hinders the development of healthy competition and social justice by harming development," they write.

History of Corruption: Corruption is not a new phenomenon. 200 years ago, an Indian official wrote a book on corruption. Dante and Shakespeare have also said a lot about corruption (عباسزادگان، ۱۳۸۳). Anti-corruption methods are also found in many books and articles of the past centuries. According to the definition first proposed in 1993 by Sheilfer & Vishny, corruption is the use of state property for personal gain (Vishny & Shlelfer, 2007). Regarding the warning of betrayal to the treasury, we can refer to Imam Ali's (as) letter No. 20 to "Ziad Ibn Abiyah", the deputy governor of Basra, in which he said:

According to the organization, in 2001, Finland with 9.9 was the cleanest country and Bangladesh with 0.4 had the highest corruption among different countries in the world. CPI in 2019 16, CPI in 2012 8, Score change 8. In the 2003 control of corruption is 1.4^{c.i.v} CPI 8.2^v and ICRG is 5^{c.v} (Svensson, Summer 2005).

Levels of corruption: Empirical studies show that corruption in the middle and lower levels of the administrative system largely depends on the level of corruption among politicians and high-ranking officials. Also in a corrupt political

environment, middle-class employees who commit corruption are less concerned about crime detection. There is often a relationship between high-level officials and middle managers for mutual ignorance (Noori, 2019). In addition, corruption is more prevalent in the government apparatus. Although in the past it was assumed that government employees are more committed to social interests than private sector employees, the experience of recent years has shown that corruption in the public sector is more widespread. For this reason, in recent years, especially in Third World countries, privatization has flourished. Corruption in government apparatus can be identified with examples such as partisanship, injustice, extortion, client dissatisfaction, and even in all its various forms of personal power and illegitimate use of office. When an administrative official is influenced by personal interests or family relationships and social attachments in making administrative decisions, they commit administrative corruption (الوانى, ١٣٧٩). Thus, corruption mainly takes place on two levels: The first level is corruption, which mainly deals with the political elite and involves high-ranking officials and senior government officials. The second level is among the lower-ranking employees, in which corruption, public bribery, and illegal manipulations with the private sector and society take place. Types of Corruption: A political scientist named Hayden Himmer has divided corruption into three categories: black, gray, and white (Han, July 2020).

Corruption is divided into three main categories:

1. Accidental corruption and systematic corruption
2. Organized corruption and individual corruption and
3. Large-Scale Corruption and Micro-Corruption (بخارایی, ١٣٨٤).

Factors Affecting Corruption: Today, corruption have become a global problem and governments are aware that corruption causes many harms and knows no boundaries, as well as its consequences according to the type of political and economic organization. And the level of development is different. According to the UN Development Program, the factors influencing the development of corruption include the following (Sandgren, Fall 2005):

- Concentration of power in the executive branch and lack of effective balance system
- Lack of transparency in executive decisions with limited access to information;
- A manipulated legal system that allows officials to make arbitrary decisions without restraint;
- Lack of predictive and pragmatic system and
- Soft social system and abundant tolerance with corrupt social activities.

From another perspective, the causes of corruption are divided into the following two general categories (afzaly, 2011)

- Intra-organizational factors
- External factors

Criticism of corruption: The prevalence of corruption in society has many consequences that block the path of many social and national developments and impose huge costs on the country and ultimately the people. According to some economists, the consequences of corruption are not only negative consequences, but can be both socially and individually effective in unfavorable economic and social conditions; The positive reason for corruption is that corruption can be used to stop bureaucracy and speed up the process. But the positive criticism of most researchers is that by lubricating the rusty wheels of the bureaucracy, employees become accustomed to staying out of regular work and spending more time bargaining and sabotaging to receive bribes (Noori, 2019). This group of researchers explains the many negative consequences that weaken and weaken the dimensions of government growth and development (محمدنی, 2005).

3. METHOD:

This article is a descriptive field study in the first six months of 1399 using a semi-closed interview with 10 district education directors, 12 district administrators and supervisors, 12 school principals in Faizabad and nearby districts. The centre and 6 educational experts (convinced teachers) have collected and analysed qualitative information.

4. DISCUSSION:

Threats affecting Afghan public school education: Dozens of schools burned, thousands of children left out of school, professional teachers left schools due to injustice, low salaries and privileges, young generation Having received higher education, they did not return to their villages and towns due to insecurity, and still twelve passers-by, and even lower, teach in district schools with no vocational training. Some teachers who buy teacher packages in the provincial or national capital are thinking of earning their money, while some religious schools that operate informally prevent children from attending public school and prefer religious education.

Weaknesses caused by the above threats to public education: The young generation has lost their confidence in meritocracy, and everyone thinks that all money can be gained through money, force and intermediaries. Teachers 'lack of planning, sale of teacher packages, taking illegal leave, existence of fictitious schools and teachers, students' scoring by force, mediation and bribery and flattery, use and theft of school supplies and equipment, use of school buildings by anti-government forces, attracting students Groups of popular uprising, fear of the future, the resignation of qualified

people from government positions to the formation of religious, partisan and group opposition foundations, etc. are cases that have affected the education process in every corner of Afghanistan.

5. ANALYSIS:

Existence of corruption in Afghanistan: There has been a lot of research on corruption in Afghanistan. A study by the National Policy Research Center at Kabul University on its social consequences shows that corruption is rampant in Afghanistan. As shown in Figure (1), respondents to the question "How much corruption do you think exists in Afghanistan?" 61% chose the very high option, 32.6% the high option, 5.4% the medium option and 1% the low and very low option (خدران, ۲۰۱۶) (Hellmich, 17 november 2018). UNDP Tolo news 7/3/ 99. As transparency international the corruption of Afghanistan has increased in 2017 compared to 2016. It is of the most corrupt countries in the world (Ramez & Farooq, 2019) (Chene, 2007).

Commentators have identified that there is a great deal of corruption at all level in Afghanistan (Burrige, payne, & Rahmani, 2018) Areas and types of corruption in Afghanistan: In Afghanistan, companies or private or foreign companies are regularly managed and corruption is very low. All administrative corruption by government employees or government contractors occurs in various ways in the following situations:

Corruption in hiring: Because the hiring process is not transparent, the job description and conditions for getting a job are not clear, everyone can run for any position they are interested in or the field is suitable for them, and the most incompetent person based on his / her mediation, bribery or force Occupies the clamp (Noori, 2019).

Corruption during the contract: From the level of foreign aid to the last authority that performs the contract, they try to make more profit. In this process, sometimes a contract of four or five hands is bought and sold, which leaves very little money to be implemented, and as a result, either leaves the work incomplete or reduces the quantity and quality of the project (World bank, 2018b).

Corruption by increasing the salaries and privileges of employees: There are many inequalities in the salaries and privileges of government employees, which are misused by the government's financial resources in the name of super skill salaries, CVR, cash desks, high risk, etc. (Wilson institute, 2016).

Corruption to facilitate duty: In most Afghan departments, civilian or military personnel are given unnecessary leave and their salaries are divided. Facilitation of his duties created for the employees by the direct manager, they use a kind of corruption instead.

Corruption through subsistence, equipment and administrative necessities: The money that is taken for subsistence, subsistence, equipment and necessities of other departments, not all of it is spent and during the purchase, they either raise the price or buy poor quality materials (UN, 2018).

Taking advantage of government facilities: Most people, without studying the rules of administrative regulations, use the power, equipment, vehicles, even money and purity of any material, human, information and technological resources at their disposal. They are abusing.

Causes of corruption in Afghanistan:

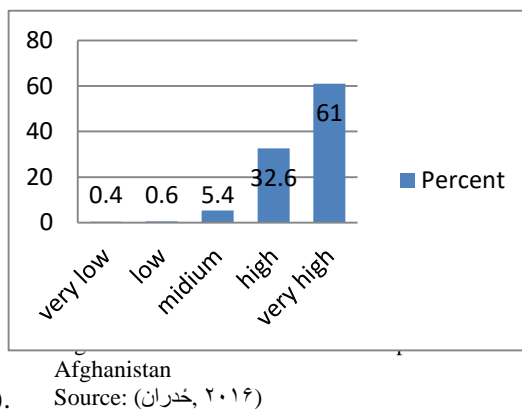
Cultural and environmental causes: In the current administrative system of Afghanistan, the appointment and assignment of organizational positions based on comradeship or bribery has become commonplace and collusion between wealthy people, politicians and bureaucrats to pass the filters of the administrative system, an accepted trend. The result has been corruption, especially at the macro level of society.

Personality Causes: In Afghanistan, no job vacancy is announced, there is no transparency in the hiring process, and based on intermediaries or bribes, a person is selected for the job that is not capable of that position. In such a situation, the field of corruption becomes favorable and he relies on bribery, force or intermediaries again.

Administrative and organizational reasons: One of the realities of the current administrative system of Afghanistan is that administrative units are usually faced with a large number of unrealistic or unnecessary laws and regulations, and ambiguities in administrative procedures and current standards of work, time, implement, Lack of control over the activities of employees allows their agents to make any arbitrary decisions and actions. In addition, complex and multi-layered administrative processes also encourage clients to offer bribes to expedite work.

Consequences of corruption in Afghanistan:

- It has damaged the social, economic, cultural and political policies of the government and destroyed everyone's trust in government departments;



- It has thwarted efforts to reduce poverty and discrimination by hindering the growth of healthy competition;
- It has caused social, political and economic losses by undermining motives, institutions, justice and fairness.
- Decreased the effectiveness and legitimacy of the state, endangered the security and stability of societies, and
- distorted the values of democracy and ethics, thereby increasing the scope for political divisions;
- Reduced transaction costs, sustainable development and the possibility of economic forecasts.
- Reduced investment in human resources, moral virtues, and values of peace and reconciliation.
- It has weakened the people's belief in the political ability and will of the government and even cut off the people's hope for a better future;
- Creates class distance and ignores human justice;
- has forced the thinkers of peace, medicine, trade, etc. to flee;
- Increased social injustice day by day;
- It has weakened people's belief in all ideological, cultural, political and social values (محمودی, ۱۳۸۴).



Figure 2: duration of corruption in Afghanistan.

The Impact of Corruption Consequences on Education

In an interview conducted with 40 experienced principals and teachers of public schools in Badakhshan province during a longitudinal field study by judgmental sampling, it shows that the consequences of corruption have a negative impact on the state of public education and undermine public trust and confidence. It has made it weaker than the future. In this case, the following questions have been answered:

- Is the quality of education increasing or decreasing? 90% of the interviewees believe that it is declining; they defined each period even weaker than the previous one. 10% of the interviewees believe that the level of educational quality is appropriate and the only thing that shows the low quality of education is the increase in the number of students in schools.
- What effect does the lack of trust and damage to the government's social, economic, cultural and political policies have on education? 78% of the interviewees believe that when people's trust in government programs decreases or disappears, they do not pay attention to educational programs, because of this, many of our compatriots do not believe in the curriculum and send their children to religious schools. They convert. A number of our other compatriots who are interested in education have turned their children from high-level distrust of public schools into private schools. These two whole groups are distrustful of public schools. The third group, 22% of the people who are aimless, illiterate or forced and poor in society, are forced to send their children to public schools and graduate with very poor literacy, which if they do not use out-of-school courses, they will not succeed in the entrance exam. .
- What effect does the neutralization of efforts to reduce poverty and discrimination have on the process of educating public schools? 64% of respondents believe that when people live to survive, or fail to meet the vital needs of their lives, they do not think about the bright future of their children. So most of the time they use their children to meet their vital needs and they cannot take care of their lessons properly. Because of this, their learning is poor. 12% did not answer and 24% of respondents believe that there is no guarantee of the future. 80% of the interviewees believe that gender discrimination prevents girls from going to school, 68% mentioned all kinds of ethnic, religious, political, etc. discrimination, 32% of the interviewees, most of whom were urban, did not answer this question. .
- What effect does undermining incentives, institutions, justice and fairness cause to social, political and economic losses on public education? The interviewees gave different and varied opinions, and the majority pointed to the lack of morale and discouragement that all teachers and students are discouraged in the current situation and do not pay attention to the bright future that is better through lessons and education. When this process goes on, it causes all the poverty in the society.
- What effect has the decline in the effectiveness and legitimacy of the state, the security risks and the stability of societies, and the lack of attention to the values of democracy and ethics that have exacerbated political divisions on state education? 90% of the interviewees mentioned the issue of insecurity, considered corruption as the cause of all insecurities, believed that behind all policymakers are traders, and considered the main cause of poor education as the consequences of war and insecurity. Some cited the example that even families could not discipline their children to study and go to school. If they do so, they will join the opposition, get fake IDs, go to Urdu, or go to Pakistan and Iran, where they will suffer moral, educational and even physical harm. 10% of respondents did not answer this question due to insecurity.
- What effect does reduced transaction costs, sustainable development, and the possibility of economic forecasts have on public school education? Sixty-eight percent cited government spending in the security sector, 21 percent

on immigration, and 11 percent on the economic weakness of households due to unemployment, which has led to a lack of attention to high investment in the education sector.

- What is the effect of not paying attention to investments in human resources, diminishing moral virtues and creating negative values in offices? 90% of the interviewees believe that when the country is insecure, people are not calm in their homes, moral virtues are not paid attention to, thieves, thieves, murderers, bribe-takers, and oppressors, etc. are somehow supported. Man can no longer think of investing in human resources not only in offices and even in his children. Dozens of educated and large Afghan capital, including engineers, doctors, lawyers, journalists, etc., were killed for no reason, and the government did not question them. Secondly, the difference between human resources is not scientific, capable, skilled and incompetent, everyone succeeds on the basis of intermediaries, power and bribery, and because of this, everyone became discouraged from education. 10% of respondents did not respond.
- What effect does undermining people's belief in the political ability and will of the government have on public education? Eighty-three percent of those interviewed believe that when the nation's belief in the government's ability in the political arena diminishes, they do not believe in any government curriculum and even consider school education meaningless. 11% of respondents believe that this issue has little effect on education. 2% of respondents did not answer this question.
- What effect does class distance have on public education? 92% of respondents believe that public schools are schools for the poor. Accordingly, the government does not pay attention to its quality. Because the children of lawyers, ministers, presidents, governors and deputies study abroad or in private schools. So no one cares about the poor. If the child of the upper class is in public schools, they may pay attention to the quality of education. 8% of respondents did not answer this question.
- What effect does brain drain have on education? Eighty-eight percent of those interviewed cited brain drain as a major factor in the decline in the quality of education. They were prone to two types of escape: one was the flight of thoughtful brains from the school, which went to institutions due to the low salary of teachers and the mission of public schools. Second, the flight of thoughtful brains from the country, most of whom were compassionate and kind to education. It is a common category to say "a goldsmith knows the value of gold". Twelve percent of those interviewed believe that Bilal's death did not leave the world speechless. Again other brains come to work.
- What effect does social injustice have on education? 98% of the interviewees mentioned legal, value and quality injustices in the recruitment process and believe that all the misery that has occurred in public education is due to social injustices. 2% of respondents did not answer.
- What effect does people's lack of belief in ideological, cultural, political and social values have on public education? 54% of the interviewees considered the lack of belief in different values as a major factor in discouraging efforts in the field of education. Thirty-two percent of those interviewed said this was ineffective. 16% of respondents did not comment.

6. FINDINGS:

Findings show that civil wars, brain drain, murder, poverty, human trafficking, drug production, kidnapping, theft, addiction, unemployment, economic weakness, corruption, incompetence, public distrust of government agencies and distrust International organizations are all consequences of corruption for the Afghan government. This phenomenon has also reduced the interest of students, lack of transparency in scoring, lowering the quality of teaching and the level of access of boys and girls to education and increasing the dropout rate and insecurity of educational environments. In general, it is inversely related to better education conditions, and as this phenomenon increases, the roots of all cultural values, especially education, become weak and powerless.

7. RESULT:

Administrational Corruption is a type of corruption that takes the form of bribery, intermediation, lying, misreporting, theft and misuse of tools, equipment, financial resources, authority, etc. of the administration. Corruption in human societies is as old as human civilization and is still one of the problems that most countries in the world face. Corruption in the administrative systems of most countries has caused serious damage to development and progress and in developing and underdeveloped countries have placed great obstacles in the way of development and good governance.

In Afghanistan, this phenomenon has caused the nation to distance itself from the government day by day, its youth to be engaged in war, its capitalists to invest due to insecurity, its businessmen to be abducted, from the highest to the lowest government position from the nation's pocket or government capital Plunder, have no power to decide, all resources flee the country, and worst of all, cultural poverty (illiteracy, trampling on values, lack of scientific and value awareness of action and behavior), economic poverty (unemployment, unemployment, hunger), Political poverty (lack of political awareness of the people and the nation about the path of defense and struggle in accordance with the strategic

goals of the country) and social poverty (people going to villages and towns again, giving up national and international relations, etc.), Stuck the nation and especially the education process. Because government departments oversee the actions of the nation in most matters, when corruption occurs in government departments, the ground is open for all other corruptions. The state is like salt, which makes everything taste good, and germs destroy some rot. According to the popular saying that "they salt as much as they can, woe to the day when they salt." But in Afghanistan, most government departments are tainted with corruption, which hinders the growth of healthy competition, delays efforts to reduce poverty and social injustice, undermines the nation's self-confidence, and frustrates the people with a predictable future. Rising prices, declining government policies, wasting national resources, and reducing the effectiveness of government management activities. Summary these outcomes have had a variety of effects on attitudes, values, and social behavior about education, ranging from the isolation of decent and clean people from education departments to the formation of opposition groups, most of which have fallen into the hands of enemies. It has slowly, discouraged and distrusted the nation away from the government.

8. CONCLUSION:

The cases obtained as a result of the analysis of this study are consistent with some of the findings of the research and in some cases are not consistent. There is no agreement with the findings of the Kabul University Policy Research Center that corruption is one of the consequences of war, and vice versa, the findings of this study show that civil war is one of the consequences of corruption. There is no consensus that some scholars have been positively critical of corruption, arguing that bureaucracy, concentration of power, and slowness of bureaucracy can be prevented. There is no positive justification for corruption. If it is useful in the short term, but in the long run it will destroy all political, economic, social and cultural values.

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