

ETHICAL ISSUES IN NIGERIAN EDUCATION: INFLUENCE ON EFFECTIVE MANAGEMENT OF COLLEGES OF EDUCATION IN DELTA STATE

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Abstract

This study focused on ethical issues in Nigerian education and its influence on effective management of Colleges of Education in Delta State. The study employed the descriptive survey research design. Four research questions guided the study. The proportionate random sampling technique was used to select a sample size of 449 academic staff; selected out of a total population of 50% of 898 academic staff within three Colleges of Education in Delta State. A questionnaire titled: "Ethical Issues and Influence on Effective Management Questionnaire" (EIIEMQ), which contained 32 items, designed on a 4 point scale and arranged into 4 clusters, was used as instrument to collect data for this study. The instrument was validated by three experts from Department of Educational Management and Policy; and one expert from Department of Educational Foundations (Measurement and Evaluation Unit) from Nnamdi Azikiwe University, Awka, Anambra State, in order to establish the face and content validity in line with the purpose of the study. Reliability of the instrument was determined by conducting a pilot-test selecting 10 academic staff from two Colleges of Education in Anambra State and thereafter used the Cronbach Alpha statistics to compute scores which yielded a coefficient (r) value of 0.80 in order to determine the stability and dependability of the research instrument. Data collated were equally analyzed using mean score at 2.50 rating in order to answer all the research questions. Consequently, from the findings of the study which identified ethical issues that influenced the management of colleges of education in Delta State, its causes, consequences and solutions and recommendations were proffered. Among such recommendations included: government including education stakeholders such as: the regulatory agency for COEs - NCE, administrative heads should ensure that various types of unethical practices are curtailed to the barest minimum in the institutions. Laws, regulations and sanctions should strictly be adhered to in pursuant of this course.; and that government including the private sector should support COEs through adequate budgets, funds and financial assistance for infrastructural development, facilities provision and staff continuous motivation as means of curtailing unethical practices in the institutions.

Keywords: *Ethics, Ethical Standards, Unethical Issues or Types and Practices, Causes, Influences and Consequences on Effective Management of Colleges of Education, possible solutions.*

Introduction

Nigerian Colleges of Education (COEs) are the third cadre in the hierarchy of tertiary education whose mandate is to provide quality teacher education services for citizens

of the country as regards to the award of Nigeria Certificate in Education (NCE). The Federal Republic of Nigeria (2004) in the National Policy document highlighted the goals of colleges of education as: to produce highly motivated, conscientious and efficient classroom teachers for all levels of our educational system; encourage further the spirit of enquiry and creativity in teachers; help teachers to fit into social life of the community and the society at large and enhance their commitment to national goals; provide teachers with the intellectual and professional background adequate for their assignment and make them adaptable to changing situations; and enhance teachers' commitment to the teaching profession, (p. 30). In order to carry out these roles efficiently, it means that all teachers must be professionally trained and inculcated with the ethics and code of conduct of the teaching profession. According to Teachers Registration Council -TRCN of Nigeria (2013: VI), no profession can stand without clearly defined "dos" and "don'ts" which represents the core values that the profession shares and holds tenaciously, (p. IV)

Since teaching in particular deals with the moulding of character of humanity and itself must rest on a set of solid, tested and proven ethical framework that guarantees the very best atmosphere and trust in the teaching-learning process (TRCN, 2013). Therefore, this means that for effective management of teacher education institutions - colleges of education, institutions must maintain good working ethics and high moral standards to achieve its objectives. But in most situations one finds a situation (s) or extreme cases where ethics in the workplace are highly bridged and unethical practices flourish and this includes the school system. As long as human beings interact and relate together with one another, there is usually the presence of both ethical and unethical practices in organizations. This is because no two human beings are the same and ethics deals on values displayed by individuals and people's value differs also. One's value highly influences his/her actions and performance in any organization. The performance of every organization is tied to the performance of every member of staff which is influenced by ethics and one's code of conduct. Omisore and Oyende (2015) opined that values are the foundation upon which individual ethics and attitudes are built. These three components (attitude, ethics and values) shape an individual's character. A person's character is manifested in his/her words and actions (behaviour). Therefore, the work ethics an individual displays come from his/her values. Our values are dependent on our environment, experiences and life-long influences. These influences include: our parents, teachers, friends, peers, and competitors, among others, anyone or anything that has helped to shape or form our opinion of the world. Workers exhibiting good work ethics are considered eligible for higher positions and more responsibilities. They know that their actions have a direct impact on other people at work. This conscientiousness persuades them to cultivate a responsible outlook to every action they take. These people do not need prodding or constant supervision. They are self-motivated and valuable to their organizations. These workers are highly reliable and are appreciated by their superiors for what they bring to the work place. They are honest, responsible and dependable assets to their organizations (Omisore & Oyende, 2015).

Ethics on the other hand can simply be referred to as a set of principles relating to morals, especially as they apply to human conduct. In specific terms, work ethics is about what is morally correct, honourable and acceptable to the larger majority of the people of an organization, society or group. It is also the rules of conduct that have become a set of norms of the society, group or organization (Omisore & Oyende, 2015). Ethics deals with the guidelines or rules of conduct by which we aim to live, work and socialize. It connotes what is good or not good, what is morally right or wrong, what is acceptable in a given environment or not, what is expected or not of a person (Kanu & Ursula, 2012). According to Oguleye (2000), in the general administration of higher education, ethical behaviour and standards is expected of all - be it lectures or teaching staff, non-teaching staff, students and likewise their parents and guardians. Ethical behaviour therefore occurs when one acts with equity, fairness and impartiality and respects the rights of others, or simply put, when one does what is morally right. According to Manuel, Claire, Thomas and Michael (2012), ethics refers to well-founded standards of right and wrong that prescribe what humans ought to do, usually in terms of rights, obligations, benefits to society, fairness, or specific virtues. To Manuel, Claire, Thomas and Michael (2012), being ethical is also not to be confined to or the same as following the law or religion; neither does it relate to or the same as doing "whatever society accepts" because most times standards of behaviour in society can deviate from what is ethical. An entire society can become ethically corrupt. Nazi Germany is a good example of a morally corrupt society (Manuel, Claire, Thomas & Michael, 2012). Ethics, for example, refers to those standards that impose the reasonable obligations to refrain from rape, stealing, murder, assault, slander, examination malpractices and fraud. Ethical standards also include those that enjoin virtues of honesty, compassion, and loyalty. And, ethical standards include standards relating to rights, such as the right to life, the right to freedom from injury, and the right to privacy. Such standards are adequate standards of ethics because they are supported by consistent and well-founded reasons (Manuel, Claire, Thomas & Michael, 2012). Nevertheless, unethical behaviours occur when decisions enable an individual or organization to gain at the expense of the larger society (Ogunleye, 2000). Ethical issues relates to issues concerning rape, indiscipline, dishonesty, gangsterism, staff criticism, gossip, sexual harassment and molestation related to abuse of office, plagiarism, drug abuse, cultism, intimidation, bribery and corruption, embezzlement of funds, greed, stealing, murder, assault, slander, fraud, examination malpractices and any kind of malpractice of sort, kidnapping, among others (Manuel, Claire, Thomas & Michael, 2012; Ogunleye, 2000; TRCN, 2013).

In view of this worrisome trend and situation, the management of teacher education institutions, without Delta State as an exception, is put in jeopardy (Kanu & Ursula, 2012). There are however, several causes and factors responsible for these unethical practices in the tertiary education institutions. Ogundele (1999) reported several acts of indiscipline, which had their roots in socio-cultural patterns in the; political process, economic system, psychological orientation, family background, leadership behaviour, value system, legal/ judicial system, modernization process, majorly due to management slacks, lack of motivation and lack of commitment to religious tenets. These had made

the attainment of national development goal difficult and equally resulted in low performance of organizations in Nigeria and which also includes education. Ethical problems have forced various governments in Nigeria since the 1976 administration to introduce one form of legislation or the other to curb this monster. Since, 1997 and up to 2003, Nigeria had consistently been listed as one of the corrupt countries in the world by Transparency International. In its 2001 annual corruption index released by Transparency International (TI), Nigeria was second to the Asian country of Bangladesh (Ogundele, 1999). Other factors as highlighted by Anzene (2014), Eziali cited in Educational group (2012) and Ogundele, Hassan, Idris, Adebakin and Iyiegbuniwe (2010) study include: lack of facilities, gender, age, marital status with its responsibility, inability to cope with stress, employment status, nature of employment, income level, lack of morals and education status distribution, work experience and commitment to organization. These unethical practices have great consequences or influence in the management of tertiary institutions. Ogundele, Hassan, Idris, Adebakin and Iyiegbuniwe (2010) identified the following as consequences and influence of unethical practices to the Nigerian society as that: it leads to unpredictable behaviour in our economic, political and other interactions with foreign organizations. This could lead to lack of attractiveness of investment opportunities to foreign investor especially in education to come to Nigerian on the one hand. On the other hand, the cost of attracting foreign investment will become higher in Nigeria vis-à-vis other parts of the world.

Notwithstanding, solutions to unethical behaviour must focus on changing people by employing the following approaches as identified by Lawal (2002); Ogundele, Hassan, Idris, Adebakin and Iyiegbuniwe (2010): values related, economics, legal/judicial sanctions, religious, managerial, leadership, family, socio-cultural, educational, training and development, police/armed forces reforms, motivation, modernization, development and multi-dimensional approaches. These are some of the ways of solving several problems created by corruption and bribery in African businesses (Lawal, 2002; Ogundele, Hassan, Idris, Adebakin & Iyiegbuniwe, 2010). In addition, ethical issues in any organization deals with a problem or situation that requires a person or organization to choose between alternatives that must be evaluated as right (ethical) or wrong (unethical) (Business Dictionary, 2015). Here, this requires that every individual within an organization to work towards achieving the goals set by an organization which falls within an established set of moral guidelines or fair business practices. It also requires that individuals should relate with one another in the organization with equitable, fair and just while dealing with people. That is why in most public organization and professions in Nigeria there is code of conduct which are ethical principles that guides people's actions, behaviour and their relationships with other people and their job. Failure to maintain good work ethics in the tertiary institutions have great consequences and influences on the management of tertiary education including colleges of education for future national development and environmental sustainability Ogundele, Hassan, Idris, Adebakin & Iyiegbuniwe, 2010). It is therefore on this note and background that the present study conducted an investigation in order to understudy the ethical issues in Nigerian education: influence

on effective management of colleges of education in Delta State looking at the types of unethical practices highly influencing the management of colleges of education; factors/causes responsible for the unethical practices; influence of the unethical practices on the management of colleges of education in Delta State; and possible solutions towards preventing unethical practices in Delta State COEs.

Statement of the Problem

One of the major issues affecting the management of colleges of education not only in Delta State but entire Nigerian education system and levels is the problem of ethics. Ethics has very strong link with educational management. In fact if teacher education is to fulfill its purpose of catering for some aspects of societal needs, it must of necessity be involved with morality to a very high degree, otherwise it will do more harm than good to the society. This is what is happening especially in Nigerian education system and most other African countries whereby there is fall in ethical standards. The persistent presence of unethical practices in the educational institutions in which colleges of education in Delta State is not an exception has resultant effects, influences and consequences on the development and management of COEs. Unethical practices or issues could be observed in various human activities in the COEs including Delta State, featuring as cases of indiscipline, cultism, gangsterism, disrespect and negligence of duty, corruption and bribery, examination malpractices and misconducts, office misconducts, theft, kidnapping, assault, among others. There are cogent needs to find lasting solutions in order to curtail these unethical activities because they have influenced the quality of education, teaching and learning effectiveness and management practices provided in the school systems. Therefore, the need towards investigating ethical issues in Nigerian education system and its influence on COEs necessitates the present study and which is equally the problem of this study.

Purpose of the Study

The main purpose of this study is to examine ethical issues in Nigerian education system and its influence on COEs in Delta State. Specifically the study sought to determine:

1. Types of unethical practices highly influencing the management of Colleges of Education (COEs) in Delta State.
2. Factors (causes) responsible for the unethical practices found in the Colleges of Education (COEs) in Delta State.
3. Influence (consequences) of unethical practices on the management of Colleges of Education (COEs) in Delta State.
4. Possible solutions preventing unethical practices in Colleges of Education (COEs) in Delta State.

Research Questions

The following research questions guided the study:

1. What are the types of unethical practices highly influencing the management of Colleges of Education (COEs) in Delta State?

2. What factors (causes) is responsible for the unethical practices found in the Colleges of Education (COEs) in Delta State?
3. What influence (consequences) do the unethical practices have on the management of Colleges of Education (COEs) in Delta State?
4. What are the possible solutions towards preventing unethical practices in Colleges of Education (COEs) in Delta State?

Method

The descriptive survey design was adopted for the study, which sought to collect data on the opinions of the participants (academic staff) with a view to examine ethical issues in Nigerian education system and its influence on COEs in Delta State. This design was employed in order to conduct a field investigation and gather data from only academic staff within three colleges of education out of the four COEs that existed in Delta State.

The study population consisted of all the academic staff within three COEs in Delta State which constituted a total of 898 representing: 358 academic staff of Federal College of Education (Technical) Asaba; 260 academic staff of Agbor College of Education; and likewise 280 academic staff of Warri College of Education. The sample size for this study was made up of 449 academic staff selected from the three colleges of education in Delta State; using the proportionate random sampling technique to select 50% of 898 academic staff within the three institutions. According to Nworgu (2006), proportionate random sampling technique involved stratifying the population in terms of one or more variables of interest to the researcher and elements would be drawn from each stratum in such a way that the relative proportions of the strata in the resultant sample are as the same as in the parent population.

A researcher self-developed questionnaire titled: "Ethical Issues and Influence on Effective Management Questionnaire" (EIIEMQ), which contained 63 items, designed on a 4 point scale of Strongly Agree - SA (4), Agree - A (3), Disagree - D (2), Strongly Disagree - SD (1) and arranged into 4 clusters, was used as instrument to collect data for this study.

The instrument was validated by three experts from Department of Educational Management and Policy; and one expert from Department of Educational Foundations (Measurement and Evaluation Unit) from Nnamdi Azikiwe University, Awka, Anambra State, in order to establish the face and content validity in line with the purpose of the study.

Reliability of the instrument was determined by conducting a pilot-test selecting 10 academic staff from two Colleges of Education in Anambra State and thereafter, the Cronbach Alpha statistics was used to compute scores which yielded a coefficient (r) value of 0.80, showing stability and dependability of the research instrument.

Data collated were equally analyzed using mean score at 2.50 rating in order to answer all the research questions. Any mean that rated above the bench mark of 2.50 was regarded as agree while mean rated below the bench mark (2.50) was regarded as disagree.

Results

Research Question 1

What are the types of unethical practices highly influencing the management of colleges of education (COEs) in Delta State?

Table 1

Mean scores and standard deviation of academic staff concerning types of unethical practices highly influencing the management of colleges of education (COEs) in Delta State. N = 449

| Please indicate types of unethical practices highly influencing the management of colleges of education (COEs) in Delta State | | SA | A | D | SD | Total | Mean | Decision |
|---|--|-----|-----|-----|-----|-------|-------------|--------------|
| 1 | Extortion and exploitation | 173 | 224 | 30 | 22 | 449 | 3.22 | Agree |
| 2 | Forceful sale of textbooks | 139 | 215 | 67 | 28 | 449 | 3.04 | Agree |
| 3 | Forceful sale of handouts | 56 | 101 | 143 | 149 | 449 | 2.14 | Disagree |
| 4 | Fraud and greed | 199 | 142 | 50 | 58 | 449 | 3.07 | Agree |
| 5 | Cultism and gangsterism | 192 | 156 | 46 | 55 | 449 | 3.08 | Agree |
| 6 | Sexual harassment and molestation | 174 | 157 | 65 | 53 | 449 | 3.01 | Agree |
| 7 | Plagiarism | 157 | 227 | 39 | 26 | 449 | 3.15 | Agree |
| 8 | Drug abuse | 170 | 193 | 45 | 41 | 449 | 3.10 | Agree |
| 9 | Sexual promiscuity from both males and females | 203 | 189 | 28 | 29 | 449 | 3.26 | Agree |
| 10 | Indecent/obscene dressing from female folks | 212 | 195 | 22 | 20 | 449 | 3.33 | Agree |
| 11 | Examination malpractices and other misconduct | 215 | 191 | 21 | 22 | 449 | 3.41 | Agree |
| 12 | Impersonation | 158 | 238 | 33 | 20 | 449 | 3.19 | Agree |
| 13 | Irregular attendance to class by lecturers | 187 | 164 | 46 | 52 | 449 | 3.08 | Agree |
| 14 | Staff kidnapping | 186 | 222 | 18 | 23 | 449 | 3.27 | Agree |
| 15 | Bribery and corruption | 206 | 182 | 20 | 41 | 449 | 3.23 | Agree |
| 16 | State armed robbery and murder | 53 | 102 | 149 | 145 | 449 | 2.14 | Disagree |
| 17 | Assault and slander | 186 | 142 | 53 | 68 | 449 | 2.99 | Agree |
| 18 | Gossips and fellow staff/ student criticisms | 230 | 154 | 30 | 35 | 449 | 3.29 | Agree |
| 19 | Indiscipline and dishonesty | 189 | 198 | 23 | 39 | 449 | 3.20 | Agree |
| 20 | Fellow staff and student intimidations | 204 | 168 | 43 | 34 | 449 | 3.21 | Agree |
| 21 | Appointment of non-professional as lecturers | 24 | 34 | 189 | 202 | 449 | 1.73 | Disagree |
| 22 | Theft and stealing | 187 | 156 | 55 | 51 | 449 | 3.07 | Agree |
| 23 | Victimization of all sorts: of fellow staff and of female students | 179 | 185 | 37 | 48 | 449 | 3.10 | Agree |
| Section mean = | | | | | | | 3.01 | Agree |

Results from Table 1 indicated that only items 1, 2, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 17, 18, 19, 20, 22 and 23 rated above 2.50 of the acceptable mean score showing strong positive responses and agreement with the statements by the academic staff. All other items 3, 16 and 21 rated below 2.50 of the acceptable mean score showing negative reactions and disagreement with the statements. The section mean of 3.01 showed positive reactions by the academic staff concerning types of unethical practices highly influencing the management of colleges of education (COEs) in Delta State.

Research Question 2

What factors (causes) is responsible for the unethical practices found in the colleges of education (COEs) in Delta State?

Table 2

Mean scores and standard deviation of academic staff on factors (causes) responsible for the unethical practices found in the colleges of education (COEs) in Delta State
 N = 449

| Please indicate factors (causes) responsible for the unethical practices found in the colleges of education (COEs) in Delta State | | | | | | | | |
|---|--|-----|-----|-----|-----|-------|-------------|--------------|
| S/N | State | SA | A | D | SD | Total | Mean | Decision |
| 24 | Ineffectiveness on the part of institutional leadership | 72 | 55 | 153 | 169 | 449 | 2.07 | Disagree |
| 25 | Insecurity matters | 149 | 174 | 68 | 58 | 449 | 2.92 | Agree |
| 26 | Home background and socio-economic status | 186 | 165 | 55 | 43 | 449 | 3.10 | Agree |
| 27 | Parental training and up-bringing | 179 | 164 | 47 | 59 | 449 | 3.03 | Agree |
| 28 | Dwindling value system in the society | 223 | 164 | 31 | 31 | 449 | 3.29 | Agree |
| 29 | Poor legal and judicial system | 42 | 55 | 153 | 199 | 449 | 1.87 | Disagree |
| 30 | Ineffectiveness in use of sanctions to offenders | 188 | 155 | 49 | 57 | 449 | 3.06 | Agree |
| 31 | Environmental influence and culture that everyone is doing it | 170 | 177 | 43 | 59 | 449 | 3.02 | Agree |
| 32 | Technological influence | 194 | 185 | 37 | 33 | 449 | 3.20 | Agree |
| 33 | Management personnel slacks and inefficiency | 174 | 175 | 45 | 55 | 449 | 3.04 | Agree |
| 34 | Leadership behaviour | 167 | 139 | 73 | 70 | 449 | 3.43 | Agree |
| 35 | Poor religious and moral instructions in the institution | 118 | 139 | 108 | 84 | 449 | 2.65 | Agree |
| 36 | Lack of motivation and teacher empowerment | 99 | 106 | 128 | 116 | 449 | 2.42 | Disagree |
| 37 | Economic hardship in the country where most individuals wants the easy way out | 187 | 113 | 64 | 85 | 449 | 2.90 | Agree |
| 38 | Ignorance and illiteracy in the area of ethical practices | 48 | 56 | 208 | 137 | 449 | 2.03 | Disagree |
| 39 | Age | 33 | 54 | 176 | 186 | 449 | 1.85 | Disagree |
| 40 | Gender | 56 | 66 | 169 | 158 | 449 | 2.04 | Disagree |
| 41 | Higher educational qualifications and status of staff | 42 | 97 | 188 | 122 | 449 | 2.13 | Disagree |
| 42 | Low income level | 205 | 146 | 43 | 55 | 449 | 3.12 | Agree |
| Section mean = | | | | | | | 2.66 | Agree |

Results from Table 2 indicated that only items 25, 26, 27, 28, 30, 31, 32, 33, 34, 35, 37 and 42 rated above 2.50 of the acceptable mean score showing strong positive responses and agreement with the statements by the academic staff. All other items 24, 29, 36, 38, 39, 40 and 41 rated below 2.50 of the acceptable mean score showing negative reactions and disagreement with the statements. The section mean of 2.66 showed positive reactions by the academic staff on factors (causes) responsible for the unethical practices found in the colleges of education (COEs) in Delta State.

Research Question 3

What influence (consequences) do the unethical practices have on the management of colleges of education (COEs) in Delta State?

Table 3

Mean scores and standard deviation of academic staff as regards to influence (consequences) of unethical practices on the management of colleges of education (COEs) in Delta State. N = 449

| S/N | Please indicate influence (consequences) of unethical practices on the management of colleges of education (COEs) in Delta State | SA | A | D | SD | Total | Mean | Decision |
|-----------------------|---|-----|-----|-----|-----|-------|-------------|----------|
| 43 | Creates room for management inefficiency in institutions | 179 | 160 | 47 | 63 | 449 | 3.01 | Agree |
| 44 | Affects the quality of teaching and learning providing in the COEs | 155 | 186 | 50 | 58 | 449 | 2.98 | Agree |
| 45 | Leads to institutional crisis which disrupts the entire academic activities and calendar | 188 | 192 | 30 | 39 | 449 | 3.18 | Agree |
| 46 | Incessant strikes in the education system | 126 | 120 | 101 | 102 | 449 | 2.60 | Agree |
| 47 | Poor quality output on the part of the students which in terms affects future national development | 138 | 169 | 68 | 74 | 449 | 2.83 | Agree |
| 48 | Poor academic performance and achievements on the part of students | 186 | 156 | 49 | 58 | 449 | 3.05 | Agree |
| 49 | Inefficiencies in service delivery and poor staff commitment to duty | 167 | 156 | 60 | 66 | 449 | 2.94 | Agree |
| 50 | Poor standards, moral decadence and introduction of corrupt practices in institutions which has great effect on value system in education | 180 | 178 | 49 | 42 | 449 | 3.10 | Agree |
| Section mean = | | | | | | | 2.96 | |

Results from Table 3 indicated that all the items from 43 down to 50 rated above 2.50 of the acceptable mean score showing strong positive responses and agreement with the statements by the academic staff. None of the items rated below 2.50 of the acceptable mean score. The section mean of 2.96 showed positive reactions by the academic staff as regards to influence (consequences) of unethical practices on the management of colleges of education (COEs) in Delta State.

Research Question 4

What are the possible solutions towards preventing unethical practices in colleges of education (COEs) in Delta State?

Table 4

Mean scores and standard deviation of academic staff on possible solutions towards preventing unethical practices in colleges of education (COEs) in Delta State. N = 449

| S/N | Please indicate possible solutions towards preventing unethical practices in colleges of education (COEs) in Delta State | SA | A | D | SD | TO T | Mean | Decision |
|----------------|--|-----|-----|-----|-----|------|------|----------|
| 51 | Strengthening religious and moral education as a core course in the curriculum of COEs | 166 | 139 | 64 | 80 | 449 | 2.87 | Agree |
| 52 | Inculcating the right value system through education and teaching | 179 | 165 | 46 | 59 | 449 | 3.03 | Agree |
| 53 | Use of hard and effective sanctions for offenders | 172 | 154 | 50 | 73 | 449 | 2.95 | Agree |
| 54 | Enforcing law of jailing terms for offenders of any sort | 57 | 46 | 167 | 179 | 449 | 1.96 | Disagree |
| 55 | Building a good organizational culture through constant seminars and workshops | 163 | 159 | 55 | 72 | 449 | 2.92 | Agree |
| 56 | Constant orientation for old and new staff and students | 142 | 168 | 75 | 64 | 449 | 2.86 | Agree |
| 57 | Effectiveness of leadership and management towards checkmating staff and students' activities | 183 | 144 | 54 | 68 | 449 | 2.98 | Agree |
| 58 | Adequate funding for support of COEs | 155 | 175 | 59 | 60 | 449 | 2.95 | Agree |
| 59 | Infrastructural development and adequate facilities provision and maintenance | 194 | 165 | 46 | 44 | 449 | 3.13 | Agree |
| 60 | Enforcement and inculcation of rule of law in the system | 157 | 156 | 67 | 69 | 449 | 2.89 | Agree |
| 61 | Establishing high ethical standards and culture for building a high spirit of good performance into culture | 167 | 159 | 55 | 68 | 449 | 3.43 | Agree |
| 62 | Combating examination malpractices using stringent measures and punishable treatments | 158 | 135 | 68 | 88 | 449 | 2.81 | Agree |
| 63 | Strengthening school-community relationship for parental control | 167 | 160 | 57 | 65 | 449 | 2.96 | Agree |
| Section mean = | | | | | | | 2.87 | Agree |

Results from Table 4 indicated that all the items from 51, 52, 53, 55, 56, 57, 58, 59, 60, 61, 62 and 63 rated above 2.50 of the acceptable mean score showing strong positive responses and agreement with the statements by the academic staff. Except for item 54 which rated below 2.50 of the acceptable mean score showing negative response and disagreement with the statement. The section mean of 2.87 showed positive reactions by the academic staff on the possible solutions preventing unethical practices in colleges of education (COEs) in Delta State.

Discussions

Findings of the study revealed that there exist some ethical issues in the colleges of education in Delta State. This has equally been identified from the types and causes of unethical practices influencing the management of COEs in Delta State. One of the result findings also revealed consequences of unethical practices on management of COEs and thereafter, identified some possible challenges towards preventing unethical

practices in Delta State. Table 1 of the result finding indicated types of unethical practices influencing the management of COEs in Delta State and this included: Extortion and exploitation; Forceful sale of textbooks; Fraud and greed; Cultism and gangsterism; Sexual harassment and molestation; Plagiarism; Drug abuse; Sexual promiscuity from both males and females; Indecent/obscene dressing from female folks; Examination malpractices and other misconducts; Impersonation; Irregular attendance to class by lecturers; Staff kidnapping; Bribery and corruption; Assault and slander; Gossips and fellow staff/ student criticisms; Indiscipline and dishonesty; Fellow staff and student intimidations; Theft and stealing; and Victimization of all sorts: of fellow staff and of female students.

This finding agrees with Manuel, Claire, Thomas and Michael (2012), Ogunleye (2000) and TRCN (2013) which earlier reported types of unethical practices existing in the tertiary institutions. Supporting this, Anene (2014) also discovered the following unethical issues in the school such as: cultism, examination malpractices, drug abuse, sexual promiscuity, and indecent/obscene dressing. These issues which have continue to draw the attention of education stakeholders including the national community, in one way or the other affected or still affect the administration and management of tertiary education in Nigeria including colleges of education in Delta State. For instance, there have been several cases reported about cultism, kidnapping of lecturers, sexual harassment and its menace in tertiary institutions, including Delta State.

Table 2 of the result findings revealed factors (causes) that are responsible for the unethical practices found in the colleges of education (COEs) in Delta State. This includes: Insecurity matters; Home background and socio-economic status; Dwindling value system in the society; Ineffectiveness in use of sanctions to offenders; Environmental influence and culture that everyone is doing it; Technological influence; Management personnel slacks and inefficiency; Leadership behaviour; Poor religious and moral instructions in the institution; Economic hardship in the country where most individuals wants the easy way out; and Low income level. This finding agrees with Ogundele (1999) study whose result findings on ethical behaviour in the primary, secondary and tertiary educational institutions in Lagos and Oyo State revealed that leadership, which was singled out as being central in promoting corruption in Nigeria was a major factor responsible for unethical behaviour in the school system. Eziali cited in Educational group (2012) identified reasons for unethical practices in schools especially in the area of cultism as: search for responsibility, search for satisfaction of one's aspirations and needs, search for security, and social identity. For instance, some students also engage in cults group in order to satisfy their desires, aspirations and needs. Example of this is that a student may belong to a cult group which part of her objective is to ensure the success of her members in academic examinations. Unconducive learning facilities, environment and inadequate welfare programmes for students and staff can also encourage them to engage in unethical practices and also inadequate religious and moral instructions and education can lure them towards engaging into unethical activities (Eziali in Educational group, 2012).

Contributing factors and causes of these acts or unethical practices in the school systems as reported by Kanu and Ursula (2012) study includes: teacher factors, school factors, societal factor, technological factors, government factors, and leadership factors. Anzene (2014) study likewise identified the causes of low values and ethics in the school as including: lack of parental care as regards to ones training and upbringing whereby parents place high premium on wealth to be the pride of their children. The school environment in relation to inadequate recreational and welfare facilities, inadequate library and laboratory facilities, shortage of classrooms for learning, inadequate exposure of students to reading materials. Ezeanya in Anzene (2014: 222) remarked that: "to expect that there will be high moral standards in all those ill-equipped institutions, where accommodation is poor, where there are no tables, poor lighting facilities and water supply will be to expect a miracle to happen". The attitude of lecturers in our tertiary institutions can either stamp out or promote unethical practices. Such attitudes include: exploitation of students by lecturers, by compulsory sale of handouts, textbooks as well as sexual harassment in addition to receiving gratification of all kinds from the students can promote social vices. Moreover, inadequate commitment to duty by lecturers as well as inadequate incentives and staff welfare policies are also factors that promote indiscipline in our tertiary institutions. The societies in which the staff and students develop and operate also have tremendous influence on influencing unethical practices. Government influence promotes immoral acts in tertiary institutions by involving students in politics and encouraging them to be partisan, apart from undue interference in union matters at the State and even NANS elections, sponsoring division among students, as well as encouraging them to undermine the school authorities. Some Governing Councils in most cases also do not help matters because instead of supporting efforts by authorities at controlling these students and curbing their excesses, they wittingly or unwittingly encourage these students to disregard constituted authorities (Anzene, 2014).

Table 3 however indicated the influence (consequences) of unethical practices on the management of colleges of education (COEs) in Delta State. This includes that it: Creates room for management inefficiency in institutions; Affects the quality of teaching and learning providing in the COEs; Leads to institutional crisis which disrupts the entire academic activities and calendar; Incessant strikes in the education system; Poor quality output on the part of the students which in terms affects future national development; Poor academic performance and achievements on the part of students; Inefficiencies in service delivery and poor staff commitment to duty; and Poor standards, moral decadence and introduction of corrupt practices in institutions which has great effect on value system in education. This finding agrees with Kanu and Ursula (2012) who discovered that unethical practices have seriously undermined the provision of quality education in Nigeria and overtime, unethical practices have affected the fortunes of our educational system in Nigeria, which is perhaps on the increase now. Our present educational system risk the chance of losing their mandate of providing qualitative education if the progressive decline in ethics is allowed unchecked. A closer look at the system reveals an entire gamut of unwholesome and unethical practices

bedeviling it. The rot has permeated every facet of the education sector. It cuts across all ages, parents, teachers, government and the society at large.

Table 4 further identified some possible solutions towards preventing unethical practices in colleges of education (COEs) in Delta State. This includes: Strengthening religious and moral education as a core course in the curriculum of COEs; Inculcating the right value system through education and teaching; Use of hard and effective sanctions for offenders; Building a good organizational culture through constant seminars and workshops; Constant orientation for old and new staff and students; Effectiveness of leadership and management towards checkmating staff and students' activities; Adequate funding for support of COEs; Infrastructural development and adequate facilities provision and maintenance; Enforcement and inculcation of rule of law in the system; Establishing high ethical standards and culture for building a high spirit of good performance into culture; Combating examination malpractices using stringent measures and punishable treatments; and Strengthening school-community relationship for parental control. This findings concurs with Lawal (2002); Ogundele, Hassan, Idris, Adebakin and Iyiegbuniwe (2010) which pointed out some of the solutions to unethical issues to also include:

a. Reducing unethical practices in schools which involves using strict sanctions, moral suasion and reward of excellence or outstanding ethical behaviour;

b. Developing ethical codes which involves general development of ethical behaviour in individuals, groups and organizations which calls for massive education, training and development in the colleges, developing ethical codes for various professionals and adhering to such codes, and likewise revitalizing the culture of excellence in education which calls for the restoration of good African traditional values that is based on honesty, trust, respect, considerations, responsibility and accountability. In education sector, these also would include: (i) building an organizational culture that support excellence (ii) establishing ethical standard based on culture founded on ethical principles and sound values which will be force for excellence (iii) Having strategic and articulated human resources - through the process of selection, placement and training (iv) Building a spirit of high performance into culture - by inspiring people to do their best (v) Having shared values by employees and managers which will be the core of excellence (Lawal, 2002). With all the above findings, the situations in colleges of education concerning these ethical issues need to be addressed and curtailed properly because of its influence and consequences in the management of the system. Inculcating good ethics into staff and students in the COEs will aid towards achieving quality education, including teaching and learning effectiveness which leads to achieving positive results and outcomes in the institutions. Thus have warranted proffering some recommendations for the study below after the concluding section.

Conclusion

Achieving quality education, teaching and learning and effective management of colleges of education in Delta State largely depends on promoting work ethics within the environment. Ethics stands to inculcate into both students and academic staff sound morals that will boost their performance and commitments. Failure to control

ethical issues or problems in the COEs would have great influence and negative effect on the management of the institutions which jeopardizes the achievement of goals and indirectly national development. This means that the kind of graduates produced from the institutions will be people who are unethical and corrupt that cannot contribute towards meaningful development in education and nation at large. This has been the thrust of this study.

Recommendations

Based on the findings of the study, the following recommendations have been proffered:

1. Government including education stakeholders such as: the regulatory agency for COEs - NCCE, administrative heads should ensure that various types of unethical practices are curtailed to the barest minimum in the institutions. Laws, regulations and sanctions should strictly be adhered to in pursuant of this course.
2. Government including the private sector should support COEs through adequate budgets, funds and financial assistance for infrastructural development, facilities provision and staff continuous motivation as means of curtailing unethical practices in the institutions.
3. Constant and continuous training, orientation, seminars and workshops on ethics should be organized regularly for all staff and students (both old and new). In this regards, management and leadership effectiveness should operate an open system which promote good work ethical culture, standards and value system in the organization.
4. Moral instructions and education should be highly promoted and if possible form part of core subject in the minimum standard. Likewise, other strategies can be adopted as means of controlling unethical practices in the institutions.

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