

## VALUES RE-ORIENTATION FOR PREVENTION OF ACADEMIC CORRUPTION AMONG LECTURERS IN UNIVERSITIES IN BAYELSA STATE

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### ABSTRACT

The study investigated values re-orientation for prevention of academic corruption in universities in Bayelsa State. There were four research questions raised and four corresponding hypotheses tested in the study. Design used for the study was descriptive survey. Population of the study comprised all the 1,082 academic staff (871 males and 211 females) in two public universities in Bayelsa State out of which 542 lecturers consisting of 436 males and 106 females were randomly selected as sample for the study using 50% of subjects at each stage of the sampling. Instrument adopted for the study was a 22-items questionnaire that was validated and titled “Values Re-Oriented for Prevention of Academic Corruption Questionnaire” (VROPACQ). The instrument was validated by two experts in Educational Management, Niger Delta University and reliability of the instrument was 0.89 using Cronbach alpha statistic. Research questions raised were answered using mean and standard deviation while the hypotheses were tested using z-test at 0.05 level of significance. The findings of the study indicated that the male and female lecturers disagreed on the forms of academic corruption existent among lecturers in universities in Bayelsa State. It was revealed that they however agreed on the causes of these academic corruptions, ethical values exhibited by these lecturers and the strategies for value reorientation to prevent academic corruption in these universities. It was recommended that government should make legislations to reward and punish good and bad value systems among lecturers as a way of improving on value system of lecturers in universities in Bayelsa State.

**Keywords:** Values re-orientation, Academic Corruption, Lecturers, Universities, Bayelsa State

### INTRODUCTION

The university is regarded as the ivory tower of the educational sector of any nation and this is simply because universities contribute significantly to the developmental goals of the nation as well as that of the citizens. Universities through their academic activities give direction to the nation on how her goals and objectives can be achieved and particularly, lecturers in these universities contribute meaningfully through their service delivery to the quality of educational outcomes that can be achieved in the university system. This is why lecturers need to and must be cautious in the handling of academic activities as this will affect the future of the nation in the long run.

In recent times, the academic activities handled by lecturers have been subjected to diverse unethical practices which are carried out either as a result of internal or external expectations. This means that some of the values exhibited by the lecturers are at variance with the values which the universities are known for either as a result of self-aggrandizement or due to pressure from other educational stakeholders such as students, parents and colleagues. Academic staff of universities have therefore been engaged in different corrupt practices which are termed ‘academic corruption’ and this has continued to contribute to the falling standard of university education.

Educational scholars have different perception about the meaning and what constitutes academic

corruption. However, some researchers perceive academic corruption as any act of fraud or dishonest practice in the academic system. This ranges from wrong practices personally or corporately engaged in by academic staff of the university. In a further dimension, Adedimeji (2015) pointed out that academic corruption involves all forms of deviation from justice, honesty, fairness, probity, impartiality and discipline expected from institutions of learning. This means that the practices displayed by the staff of the university negate the good value systems that the university is known for.

Usually, academic corruption as the name implies are carried in all academic related activities and as expected these practices cannot be successfully executed without the input of academic staff of the university.

On their part, Chapman and Lindner (2016) as well as O'Malley (2018) pointed out that these academic corrupt practices are often reported in the area of teaching, admission of students, assessment of students, qualification of staff, research activities such as publications, thesis, dissertation and recruitment processes among others. However, these academic corrupt practices can only be adequately managed if the academic staff of the universities can adhere strictly to the values guiding the university system. These university values are put in place to ensure that lecturers exhibit the best academic standard in the discharge of their duties anywhere and anytime.

Generally, values are “enduring beliefs about what is worthwhile... they help us make decisions and evaluate the actions of others” (Hawkes, 2014 p.7). Furthermore, Muthigani (2019 p.48) stated that “values are the principles, standards, convictions and beliefs that people construct as their guidelines in daily activities”. This means that values help to put a check around the actions and behaviours of people including academic staff of the universities. Educational researchers as cited in Brady (2011) mentioned several values that lecturers as custodian of the education system should possess among which are; professionalism, empathy, tolerance, commitment, care, respect among others. These values are needed to ensure best practices at work which will contribute to the attainment of the goals and objectives of the university.

The demand on lecturers to meet personal needs such as promotion requirements, economic needs and to satisfy other personal ambition can sometimes make them erode the values established by the University for the practices of all academic staff. It is therefore important for these lecturers to be exposed to relevant value reorientation programmes that will help to limit if not totally eradicate common academic corrupt practices in the university. Roa as cited in Oko and Johnny (2019 p.3) sees values orientation as the ‘process of directing the interest and passion of individuals to the desired socio-cultural values that promote societal development and good human relations’. Furthermore, Idienyi and Marrison (2011) stated that value orientation entails ‘influencing people to adjust, turn to, or conform to specified values needed by the society’. Thus, value reorientation is simply the process of changing an individual’s poor value of an idea or concept to a positive one for the benefit of the society at large.

There are different academic practices that form part of the academic corrupt practices exhibited by lecturers in the university. Bachore (2014) identified examination malpractice, plagiarism, use of technology to perpetrate crime as forms of academic corruption. In addition to this, lecturers can also engage in other forms of academic corrupt practices which include alteration of scores, sexual inducement, absence from lecture rooms, leakage of examination questions, financial inducement among others. All of these academic corrupt practices continue to lower the quality of university education and makes it difficult for the university to contribute to the development of the nation.

Several factors contribute to the cases and forms of academic corruption exhibited by lecturers in

the university. Trines (2017) pointed out that the factors contributing to corruption in the academic sector will usually include monopolized power, lack of accountability and intrusive regulations. Similarly, the inability of university administrators to embark on proper management of academic staff activities also contribute to cases of academic corruption including poor attention given to the welfare of lecturers. It is therefore important for lecturers to be guided through proper legislation on the need to embrace proper ethical standards in the discharge of their academic duties as a way of promoting the quality of education from the university system.

Good ethical standards are necessary for personal checks in the discharge of lecturer's responsibilities. Rue and Byars as cited in Efanga, et al., (2018 p.50) stated that "ethics are principles of conduct used to govern the decision-making and behaviour of an individual or group of individuals in the workplace". This means that when lecturers embrace the best ethics, they can personally exhibit good values without being compelled to do so. Similarly, the university must also support this drive by exposing lecturers to good values reorientation programmes and activities so as to adequately manage the occurrence of academic corruption in the universities. Arop et al., (2018) added that proper numeration and discipline as measures of controlling academic corruption will go a long way in addressing this situation.

There are several studies that have been carried out by researchers to establish how values reorientation can help curb the issue of academic corruption. The study by Archibong (2012) assessed the forms of dishonesty amongst academic staff and the way forward and the finding of the study showed that the forms of academic corruption in most schools included collecting money to change students scores, adding names to publications without contributions, examination malpractice among others. In a further study by Dimkpa (2011) which was conducted on the prevalence, causes and effects of academic corruption in Rivers State Universities, Nigeria, it was revealed that academic corruption was more among male lecturers, and that it involves parents, students, lecturers and administrators and the causes of academic corruption was due to students' poor study habits as well as poor entry qualifications. On the other hand, Asiyai (2015) investigated school administrators strategies for combating corruption in universities in Nigeria and reported that greed, moral decadence and poor management are causes of academic corruption in most universities. This means that the causes and forms of academic corruption often have some external undertone which makes it sometimes difficult to curb.

On their part, Olujuwon, et al., (2020) carried out an assessment of academic ethics and integrity among lecturers in rebuilding trust in Nigeria's educational system and found out that there existed a significant relationship between academic ethics and integrity of lecturers on rebuilding of trust in educational system. It was also revealed that involvement in bribery, biased grading, assistance in cheating, plagiarism, data falsification and sexual harassment were ethics that were frowned at by the university. Furthermore, Iroegbu and Uyanga (2019) investigated teaching staff professional ethics and quality of educational output in Federal Universities, South-South Zone of Nigeria and revealed that teaching staff professional ethics exhibited by the respondents of the study included; competence, integrity and accountability and this significantly predicted quality of educational output in federal universities in South-South, Nigeria.

On their part, Okwelle and Ayonmike (2014) conducted a study on value re-orientation of youths on the role of technical vocational education and training (TVET) for sustainable development in Nigeria. The study in its findings identified the strategies for value reorientation to include funding, career guidance, legislation, providing required tools and promoting public image. Similarly, Ekpoh and Nwafor (2018) also conducted a study on institutional variables and value

re-orientation of university students with emphasis on the implications for sustainable national development and observed in its findings that provision of facilities, good inter-personal relationship and support services jointly and significantly predicted value re-orientation in the university. All of these findings jointly suggest that with the right strategy put in place academic corruption can be prevented in universities both within and outside Nigeria.

**The aim of the study was to investigate values re-orientation for prevention of academic corruption in universities in Bayelsa State. Specifically, the objectives of the study were to:**

1. identify the forms of academic corruption existent among lecturers in universities in Bayelsa State
2. find out the causes of academic corruption among lecturers in universities in Bayelsa State
3. determine the ethical values exhibited among lecturers in universities in Bayelsa State
4. ascertain the value re-orientation strategies implemented for the prevention of academic corruption among lecturers in universities in Bayelsa State

**The following research questions were raised and answered in the study:**

1. What are the forms of academic corruption existent among lecturers in universities in Bayelsa State?
2. What are the causes of academic corruption among lecturers in universities in Bayelsa State?
3. What are the ethical values exhibited among lecturers in universities in Bayelsa State?
4. What are the value re-orientation strategies implemented for the prevention of academic corruption among lecturers in universities in Bayelsa State?

**The following hypotheses were tested at 0.05 level of significance:**

1. There is no significant difference between the mean ratings of male and female lecturers on the forms of academic corruption existent in universities in Bayelsa State
2. There is no significant difference between the mean ratings of male and female lecturers on the causes of academic corruption in universities in Bayelsa State
3. There is no significant difference between the mean ratings of male and female lecturers on the ethical values exhibited in universities in Bayelsa State
4. There is no significant difference between the mean ratings of male and female lecturers on the value re-orientation strategies implemented for the prevention of academic corruption in universities in Bayelsa State.

## **METHODOLOGY**

The design employed for the study was descriptive survey. Population of the study comprised all the 1,082 academic staff (871 males and 211 females) in two public universities in Bayelsa State (Federal University, Otuoke and Niger Delta University). Multi stage sampling technique was used to select the two universities (50%) out of the four public universities in Bayelsa State (Federal University, Otuoke, Niger Delta University, University of Africa and Bayelsa Medical University). Using the same sampling technique, 50% of the population which was 542 lecturers consisting of 436 males and 106 females were randomly selected for the study. The instrument used for the study was a 22-items validated questionnaire tagged; “Values Re-Orientation for Prevention of Academic Corruption Questionnaire” (VROPACQ). The instrument had two sections namely; Section A which was used to collect demographic data on the respondents of the study and Section B which contained the questionnaire items and was responded to on a four point modified Likert scale of Strongly Agreed (SA), Agreed (A), Disagreed (D), Strongly Disagreed (SD) with weighted values of 4, 3, 2 and 1 respectively. The instrument was face and content validated by two experts in Educational Management, Niger Delta University. Cronbach alpha statistic was used to estimate the reliability of the instrument with an index of 0.89 which showed that the instrument was reliable. Out of the 542 copies of the questionnaire administered

by the researcher with the assistance of two trained research assistance, 513 copies (417 males and 96 females) which was 94.6% was retrieved which was adequate for the study. The research questions raised were answered using mean and standard deviation while the hypotheses were tested using z-test at 0.05 level of significance.

## RESULTS

Answer to Research Questions

**Research Question One:** What are the forms of academic corruption existent among lecturers in universities in Bayelsa State?

**Table 1:** Mean and Standard Deviation Ratings on the Forms of Academic Corruption Existent among Lecturers in Universities in Bayelsa State

S/No	Items	Male Lecturers n=417		Female Lecturers n=96		Mean Set	
		Mean? $X_1$	SD	Mean? $X_2$	SD	$\bar{X} \text{? } X$	Decision
1	Plagiarism of intellectual property	2.90	0.85	2.56	0.93	2.73	Agreed
2	Absence from classroom activities	2.88	0.86	2.46	1.03	2.67	Agreed
3	Financial inducement for scores	2.62	0.96	2.51	0.97	2.57	Agreed
4	Sexual inducement for academic favours	2.80	0.88	2.32	1.07	2.56	Agreed
5	Alteration of student scores	2.94	0.82	2.42	1.05	2.68	Agreed
6	Leakage of examination materials	2.79	0.92	2.54	0.98	2.67	Agreed
7	Presentation of falsified academic documents	2.94	0.81	2.96	0.83	2.95	Agreed
	<b>Grand Mean and Standard Deviation</b>	<b>2.84</b>	<b>0.87</b>	<b>2.54</b>	<b>0.98</b>	<b>2.69</b>	<b>Agreed</b>

In table 1, the male lecturers responded to items 1, 2, 3, 4, 5, 6 and 7 with mean scores of 2.90, 2.88, 2.62, 2.80, 2.94, 2.79 and 2.94 while the female lecturers responded to the same set of items with mean scores of 2.56, 2.46, 2.51, 2.32, 2.42, 2.54 and 2.96. All the items are above the criterion mean score of 2.50 used for decision making such as items 1, 2, 3, 4, 5, 6 and 7 from the male teachers and items 1, 3, 6 and 7 from the female lecturers were agreed while items 2, 4 and 5 from the female lecturers were disagreed because the scores were below the criterion mean score of 2.50 used for decision making. Averagely, the average mean set score of 2.69 suggested that averagely the male and female lecturers agreed on the forms of academic corruption existent among lecturers in universities in Bayelsa State but the male lecturers agreed more with an average mean score of 2.84 than the female lecturers with an average mean score of 2.54 on the forms of academic corruption existent among lecturers in universities in Bayelsa State.

**Research Question Two:** What are the causes of academic corruption among lecturers in universities in Bayelsa State?

**Table 2:** Mean and Standard Deviation Ratings on the Causes of Academic Corruption among Lecturers in Universities in Bayelsa State

S/No	Items	Male Lecturers n=417		Female Lecturers n=96		Mean Set	
		Mean? $X_1$	SD	Mean? $X_2$	SD	$\bar{X}$ ? $X$	Decision
8	Greed in the course of service delivery	2.88	0.86	2.55	0.93	2.72	Agreed
9	Decay in moral principles	2.81	0.88	2.86	0.80	2.84	Agreed
10	Poor management of academic staff activities	2.93	0.82	2.44	0.98	2.69	Agreed
11	External pressure from other interest groups	2.97	0.80	2.95	0.84	2.96	Agreed
12	Low self-esteem among academic staff	2.94	0.81	2.96	0.83	2.95	Agreed
	<b>Grand Mean and Standard Deviation</b>	<b>2.91</b>	<b>0.83</b>	<b>2.75</b>	<b>0.88</b>	<b>2.83</b>	<b>Agreed</b>

It was shown in table 2 that the responses of the male lecturers to items 8, 9, 10, 11 and 12 produced mean scores of 2.88, 2.81, 2.93, 2.97 and 2.94 and as such were all agreed because the scores were above the criterion mean score of 2.50 used for decision making while the same set of items were responded to by the female lecturers with mean scores of 2.55, 2.86, 2.44, 2.95 and 2.96. All of the items were equally agreed except for item 10 with mean score of 2.44 which was disagreed because it was below the criterion mean score. The grand mean score of 2.91 from the male lecturers and 2.75 from the female lecturers showed that they both agreed on the causes of academic corruption among lecturers in universities in Bayelsa State even though the male lecturers agreed more than the female lecturers and the average mean set score of 2.83 also supported that the respondents averagely agreed on the the causes of academic corruption among lecturers in universities in Bayelsa State.

**Research Question Three:** What are the ethical values exhibited among lecturers in universities in Bayelsa State?

**Table 3:** Mean and Standard Deviation Ratings on the Ethical Values Exhibited among Lecturers in Universities in Bayelsa State

S/No	Items	Male Lecturers n=417		Female Lecturers n=96		Mean Set	
		Mean? X <sub>1</sub>	SD	Mean? X <sub>2</sub>	SD	$\bar{X}$ ? X	Decision
13	Accountability in service delivery is common among all staff	2.99	0.80	2.94	0.84	2.97	Agreed
14	Professional competence exists among staff of the university	2.80	0.88	2.98	0.81	2.89	Agreed
15	Practice of integrity is a norm among academic staff	2.96	0.81	2.82	0.86	2.89	Agreed
16	Staff of the university are known for transparent service delivery	2.97	0.80	2.94	0.84	2.96	Agreed
17	Honesty is displayed by all academic staff of the university	2.90	0.82	2.95	0.83	2.93	Agreed
	<b>Grand Mean and Standard Deviation</b>	<b>2.92</b>	<b>0.82</b>	<b>2.93</b>	<b>0.84</b>	<b>2.93</b>	<b>Agreed</b>

In table 3, the responses of the male lecturers produced mean scores of 2.99, 2.80, 2.96, 2.97 and 2.90 to items 13, 14, 15, 16 and 17 while he female lecturers also responded to the same set of items with mean scores of 2.94, 2.98, 2.82, 2.94 and 2.95. All of the items had means above the criterion mean score of 2.50 used for decision making and as such implied that they were agreed. The grand mean score of 2.92 from the male lecturers and 2.93 from the female lecturers showed that they both agreed on the ethical values exhibited among lecturers in universities in Bayelsa State and this was supported by the average mean set score of 2.93 which further established that averagely, the respondents agreed on the ethical values exhibited among lecturers in universities in Bayelsa State.

**Research Question Four:** What are the value re-orientation strategies implemented for the prevention of academic corruption among lecturers in universities in Bayelsa State?

**Table 4:** Mean and Standard Deviation Ratings on the Value Re-Orientation Strategies Implemented for the Prevention of Academic Corruption among Lecturers in Universities in Bayelsa State

S/No	Items	Male Lecturers n=417		Female Lecturers n=96		Mean Set	
		Mean? X <sub>1</sub>	SD	Mean? X <sub>2</sub>	SD	$\bar{X}$ ? X	Decision
18	Establishment of disciplinary measures	2.89	0.86	2.96	0.83	2.93	Agreed
19	Provision of career counselling programmes	2.51	0.97	2.65	0.87	2.58	Agreed
20	Building quality interpersonal relationship	2.55	0.95	2.42	0.98	2.49	Disagreed
21	Organizing regular reorientation programmes for staff	2.87	0.87	2.95	0.84	2.91	Agreed
22	Upward review of the conditions of service for staff	2.44	1.01	2.45	0.97	2.45	Disagreed
	<b>Grand Mean and Standard Deviation</b>	<b>2.65</b>	<b>0.93</b>	<b>2.69</b>	<b>0.90</b>	<b>2.67</b>	<b>Agreed</b>

In table 4, the male lecturers responded to items 18, 19, 20, 21 and 22 with mean scores of 2.89, 2.51, 2.55, 2.87 and 2.44 while the female lecturers responded to the same set of items with mean scores of 2.96, 2.65, 2.42, 2.95 and 2.45. All of the items had means above the criterion mean score of 2.50 used for decision making and were agreed except for item 22 from the male lecturers with mean score of 2.44 and items 20 and 22 with mean scores of 2.42 and 2.45 from the female lecturers which were below the criterion mean score and were disagreed in relation to the items raised. The grand mean score of 2.65 from the male lecturers and 2.69 from the female lecturers indicated that they both agreed on the value re-orientation strategies implemented for the prevention of academic corruption among lecturers in universities in Bayelsa State and this was further substantiated by the mean set value of 2.67 which also implied that the respondents averagely agreed on the value re-orientation strategies implemented for the prevention of academic corruption among lecturers in universities in Bayelsa State.

## TEST OF HYPOTHESES

**Hypothesis One:** There is no significant difference between the mean ratings of male and female lecturers on the forms of academic corruption existent in universities in Bayelsa State

**Table 5:** Summary of z-test Analysis of the Significant Difference between the Mean Ratings of Male and Female Lecturers on the Forms of Academic Corruption Existent in Universities in Bayelsa State

Variable	n	Mean	SD	df	z-cal.	z-crit.	Level of Significance	Decision
Male Lecturers	417	2.84	0.87	511	2.78	1.96	0.05	Rejected
Female Lecturers	96	2.54	0.98					

In table 5, it was revealed that at 511 degrees of freedom and 0.05 level of significance, the value of z-cal. of 2.78 was more than the value of z-crit. of 1.96 and as such the null hypothesis was rejected implying that there was a significant difference between the mean ratings of male and female lecturers on the forms of academic corruption existent in universities in Bayelsa State.

**Hypothesis Two:** There is no significant difference between the mean ratings of male and female lecturers on the causes of academic corruption in universities in Bayelsa State

**Table 6:** Summary of z-test Analysis of the Significant Difference between the Mean Ratings of Male and Female Lecturers on the Causes of Academic Corruption in Universities in Bayelsa State

Variable	n	Mean	SD	df	z-cal.	z-crit.	Level of Significance	Decision
Male Lecturers	417	2.91	0.83	511	1.63	1.96	0.05	Not Rejected
Female Lecturers	96	2.75	0.88					

In table 6, it was revealed that at 511 degrees of freedom and 0.05 level of significance, the value of z-cal. of 1.63 was less than the value of z-crit. of 1.96 and as such the null hypothesis was not rejected implying that there was no significant difference between the mean ratings of male and female lecturers on the causes of academic corruption in universities in Bayelsa State.

**Hypothesis Three:** There is no significant difference between the mean ratings of male and female lecturers on the ethical values exhibited in universities in Bayelsa State

**Table 7:** Summary of z-test Analysis of the Significant Difference between the Mean Ratings of Male and Female Lecturers on the Ethical Values Exhibited in Universities in Bayelsa State

Variable	n	Mean	SD	df	z-cal.	z-crit.	Level of Significance	Decision
Male Lecturers	417	2.92	0.82	511	0.11	1.96	0.05	Not Rejected
Female Lecturers	96	2.93	0.84					

It was indicated in table 7 that at 511 degrees of freedom and 0.05 level of significance, the value of z-cal. of 0.11 was less than the value of z-crit. of 1.96 and as such the null hypothesis was not rejected suggesting that there was no significant difference between the mean ratings of male and female lecturers on the ethical values exhibited in universities in Bayelsa State.

**Hypothesis Four:** There is no significant difference between the mean ratings of male and female lecturers on the value re-orientation strategies implemented for the prevention of academic corruption in universities in Bayelsa State

**Table 8:** Summary of z-test Analysis of the Significant Difference between the Mean Ratings of Male and Female Lecturers on the Value Re-Orientation Strategies Implemented for the Prevention of Academic Corruption in Universities in Bayelsa State

Variable	n	Mean	SD	df	z-cal.	z-crit.	Level of Significance	Decision
Male Lecturers	417	2.65	0.93	511	0.39	1.96	0.05	Not Rejected
Female Lecturers	96	2.69	0.90					

In table 8, it was indicated that at 511 degrees of freedom and 0.05 level of significance, the value of z-cal. of 0.39 was less than the value of z-crit. of 1.96 and as such the null hypothesis was not rejected meaning that there was no significant difference between the mean ratings of male and female lecturers on the value re-orientation strategies implemented for the prevention of academic corruption in universities in Bayelsa State.

### Discussion of Findings

#### Forms of Academic Corruption Existent among Lecturers in Universities in Bayelsa State

It was revealed in the study that the male and female lecturers agreed on the forms of academic corruption practiced by lecturers in universities in Bayelsa State. However, the male lecturers agreed more than the female and this may explain why it was also revealed that there was a significant difference between the mean ratings of male and female lecturers on the forms of academic corruption existent in universities in Bayelsa State. This was evident in the responses of the male and female lecturers as they differed in their opinion on the issues of absence from classroom activities, sexual inducement and alteration of student scores. This means that there is the tendency that some of these practices may be common among the male lecturers and not among the female lecturers and vice versa.

However, the lecturers agreed on the cases of plagiarism, leakage of examination papers, financial inducement and presentation of falsified documents as forms of academic corruption in the universities. These findings totally agreed with the outcome of the study conducted by Archibong (2012) which also revealed that collection of money from students to change scores and grades, inclusion of lecturers' name in articles they did not make contributions, are forms of academic corruption in the university. This suggests that different lecturers are likely to have different academic corrupt practices that they engage in and as such the need for personal and collective reorientation to deal with these issues. Academic corruption in Universities have continued to metamorphose over the years as a result of advancement in technology and also rising economic challenges and as such universities must put adequate measures in place to curb this challenge.

#### Causes of Academic Corruption among Lecturers in Universities in Bayelsa State

The lecturers sampled for the study in their responses agreed on the cases of academic corruption among lecturers in universities in Bayelsa State and this was further confirmed from the hypothesis which showed that there was no significant difference between the mean ratings of male and female lecturers on the causes of academic corruption in universities in Bayelsa State. However, the male lecturers agreed more than the female lecturers on these causes in their responses and this totally aligns with the outcome of a related study conducted by Dimkpa (2011) which showed that academic corruption was more among male lecturers than female lecturers and that the causes included students' poor study habits as well as poor qualifications. This is in agreement with the responses of the male and female lecturers used for the study who agreed that external influence from parents and students contributed to the increasing cases of academic corruption in these universities.

Furthermore, the male and female lecturers pointed out that poor management of academic staff activities, greed, moral decadence and low self-esteem among lecturers also contribute to the causes of academic corruption. This means that aside the external pressure that lecturers face, personality factors also contribute to why they engage in academic corruption in addition to

manage lapses from university administrators. This finding was agreed to by a related study conducted by Asiyai (2015) which indicated that greed, moral decadence and poor management are causes of academic corruption. Therefore, if these causes must be adequately dealt with, lecturers in collaboration with the university administrators and the government must seek for both internal and external solution to deal with this academic anomaly.

### **Ethical Values Exhibited among Lecturers in Universities in Bayelsa State**

There was a perfect agreement between the respondents used for the study on the ethical values exhibited by lecturers in universities in Bayelsa State as a way of preventing academic corruption in these universities. Similarly, the study also revealed that there was no significant difference between the mean ratings of male and female lecturers on the ethical values exhibited in universities in Bayelsa State. This finding tally with the outcome of a related study by Olujuwon, et al., (2020) which showed that there existed a significant relationship between academic ethics and integrity of lecturers on rebuilding of trust in the educational system as revealed by the respondents of the study. The lecturers agreed that ethical values of lecturers as a way of dealing with academic corruption included accountability, competence, integrity, competence and honesty. This implies that as much as these vices exists in the universities, these academic staff of universities still try to engage the right ethical values in the discharge of their services in the university.

The existence of some of these ethical values may be for personal gains or for institutional benefit however, this may not be common to universities in Bayelsa State alone as a related study by Iroegbu and Uyanga (2019) also reported that academic staff professional ethics variables that existed in the universities included professional competence, professional integrity and professional accountability and they significantly predicted quality of educational output in federal universities in South-South, Nigeria. This means that despite the cases of academic corruption in these universities, lecturers still show due diligence in terms of ethics in the delivery of their academic activities and this can go a long way to minimize the adverse effects that academic corruption can have on university goals and objectives.

### **Value Re-Orientation Strategies Implemented for the Prevention of Academic Corruption among Lecturers in Universities in Bayelsa State.**

Lecturers used for the study also agreed on the value reorientation strategies implemented for the prevention of academic corruption in universities in Bayelsa State and the null hypothesis also showed that there was no significant difference between the mean ratings of male and female lecturers on the value re-orientation strategies implemented for the prevention of academic corruption in universities in Bayelsa State. This means that strategies adopted such as establishment of disciplinary measures and career counselling are reorientation strategies that can help to minimize academic corruption in universities. This agrees totally with the opinion of result of the study by Okwelle and Ayonmike (2014) which supported that career guidance is needed for promoting public image of the university and must be given due attention.

Furthermore, it was revealed by the respondents that interpersonal relations also assist in the area of value reorientation but while the male lecturers agreed to the implementation of this strategy, the female lecturers disagreed and this suggests that this strategy may not have been adequately enforced in the universities. However, the respondents agreed on the issue of orientation programmes for value reorientation which universities need to make a regular exercise if the issue of academic corruption prevention must make any meaningful impact. The lecturers however disagreed that the issue of upward review of lecturers' benefit is adequately implemented for dealing with academic corruption and this calls for the attention of the government as well as university administrators as failure to address the welfare needs of lecturers can become a breeding ground for further academic corruption. This was supported by

the outcome of the study by Ekpoh and Nwafor (2018) which showed that adequate support services significantly influence value reorientation in the university. The issue of welfare of lecturers must be given front attention if the cases of academic corruption must be prevented in the universities.

## CONCLUSIONS

The study was concluded based on the findings of the study that the male and female lecturers significantly differed in their opinions on the forms but did not significantly differ on the causes of academic corruption in universities in Bayelsa State. Similarly, it was indicated that the lecturers in universities in Bayelsa State exhibited relevant ethical values and also considered orientation programmes, career counselling, disciplinary measures as strategies for value reorientation for the prevention of academic corruption.

## RECOMMENDATIONS

The following recommendations were made based on the findings of the study:

1. There is need for the university administrators to transmit the management of academic activities from the traditional manual approach to the use of technology such as surveillance cameras and biometric devices for the preparation, distribution and evaluation of academic activities for transparency and accuracy of results.
2. The remuneration and other benefits of all academic staff should be reviewed upward regularly to prevent these lecturers from engaging in unethical practices as a result of economic hardship which can affect the goals and objectives of the university in the long run.
3. Regular orientation programmes in the form of conferences and seminars should be organized for all lecturers to re-orient them on the acceptable values of the university as well as address the challenges that these lecturers may be facing in the course of their service delivery.
4. The government in collaboration with the university administrators should develop a policy where academic excellence can be rewarded and unethical values sanctioned and this should be backed up by legislation as a way of checkmating the value system of these lecturers.

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