

Innovations

Sustaining integrity in university management and administration for staff and students quality output

Anho Joseph Efe (Ph.D.)

Department of Educational Management and Foundations

Corresponding author: Anho Joseph Efe (Ph.D.)

Abstract

Integrity is associated with the quality of being honest, carrying out roles and functions as expected, not deviating from the norms, and having structured moral and ethical principles. integrity in university management and administration is the ability of university management, administrators, staff and students to conduct their various roles and functions independently and interdependently according to laid down principles, rules and regulations without compromise, bias, deviation or interference. Therefore, integrity in university refers to ethical professional standards and expectations of regards obligations, rights, fairness and benefits to the university management, administrators, staff, students and other stakeholders in the system. There are numerous noticeable integrity challenges in university administration; These are plagiarism and false publication of others work, lack of cooperation from staff and students, lack of credibility in management and administration's employment, promotion, and discipline of staff, lack of credibility of lecturers in award of marks, among others. It creates the problem of inadequate or lack of commitment to duty by lecturers. It also affects infrastructure, equipment and facilities for management and administration, teaching and learning, and influence the educational standard of the university as a result of the credibility of examination scores/grades and degree awarded, the time and duration of lecture hours covered, the quality of staff employed and quality of students' attitudes. It leads to unavailability of funds, uneven distribution of the available funds. Most times as a result of embezzlement and misappropriation, by university management and administrators, at various levels – faculties, departments, and units, including students union and associations bodies. The paper concluded by submitting that causes/factors of lack of integrity when properly addressed will raise university management, administrators, staff and students quality output. It therefore recommended among others that the mechanism to arrest lack of integrity should be put in place to implement, monitor university activities to uphold standard, integrity and accountability in university management and administration.

Keyword: 1.Integrity, 2.University Management and Administration, 3.Quality Output.

Introduction

Background to the Study

Professional integrity means the ability of university management, administrators, staff and students to conduct their roles and functions according to laid down principles relating to their work schedule. Integrity is associated with the quality of being honest, carrying out roles and functions as expected – not deviating from the norms, having structured moral and ethical principles. Integrity is synonymous with being discipline, transparent, not corrupt, being honest, and upright and having conscientious character.

From the above, there are other words that can be used in place of integrity such as; ethics which means “ethikos”, meaning morals or ethos which means character. Ethics discuss morals and human conducts as regards belief, rules about right or wrong. It is the values attached to what is adjudged right or wrong, good or bad, noble or ignoble, appropriate or inappropriate conduct within on occupational group (Sorkaa, 2002).

Therefore, professional integrity in university administration refers to accepted ethical professional standards and expectations in work schedule as regards obligations, rights, fairness, benefits to the university staff, students and other stakeholders in the system. It is such professional integrity that compels administrators, staff and students to consciously refrain from fraud, sharp practices, stealing, assault, murder, rape, exam malpractice, admission racketeering, employment exploitation, promotion biases, appointment on favoritism and nepotism, contracts manipulation, indiscipline, non-chaunt behaviour, and sexual exploitation and abuse of staff and students.

Theoretical Framework

This work is based on the Theory of Planned Behaviour (TPB) as proposed by Ajzen (1991) which started as the theory of Reasoned Action in 1980 to predict an individual's intention to engage in a behaviour at a specific time and place. It was intended to explain all behaviours over which people have the ability to exert self-control. The component is behaviour intent which may have the expected outcome and the subjected evaluation of the risks and benefit associated with the outcome.

The theory of planned behaviour states that behavioural achievement depends on both motivation (intention) and ability (behavioural control). According to Sheppard, Hartwick, and Warshaw, (1988), cited in Odum (2018), the theory comprise six constructs that collectively represents a person's integrity; this is the actual control over behaviour to do the right thing. These constructs are:

Attitudes: The degree to which a person has a favourable or unfavourable evaluation of the behaviour of interest. It entails a consideration of the outcomes of performing the behaviour. There are lots of components that make a person's attitude, which also determine the person's integrity.

Behavioural intention: The motivational factors that influence a given behaviour where the stronger the intention to perform the behaviour, the most likely the behaviour will be performed. Any person who want to maintain, uphold his personal, organizational or institutional integrity, will play down on his performing of his behavioural intentions

Subjective norms: The belief about whether most people approve or disapprove of the behaviour. It relates to a person's beliefs about whether peers and people of importance, his superior in the work place, community and the larger society, think he or she should engage in the behaviour.

Social norms: The customary codes of behaviour in a group or people or larger cultural context. Social norms are considered normative, or standard, in a group of people. In every university or higher institution, Nigeria social norms and standards form the human resources integrity which citizens should abide by.

Perceived power: This refers to the perceived presence of factors that may facilitate or impede performance of a behaviour. Perceived power contributes to a person's perceived behavioural control over each of those factors.

Perceived behavioural control: This refers to a person's perception of the ease or difficulty of performing the behaviour of interest. It varies across situations and actions, which results in a person having varying perceptions of behavioural control depending on the situation. This construct of the theory was added later, and created the shift from the Theory of Reasoned Action to the Theory of Planned Behaviour.

The researcher considered this theory appropriate for the study, since the theory of planned behaviour specifies the nature of relationships between beliefs, attitudes, and perceived power which may facilitate or impede performance of a behaviour depending on the situation. People's evaluation of attitudes toward behaviour are determined by their accessible beliefs about the behaviour, where a belief is defined as the subjective probability that the behaviour will produce a certain acceptable or unacceptable outcome. Specifically, the evaluation of each outcome contributes to the attitude in direct proportion to the person's subjective possibility that the behaviour produces the outcome in question in universities and other institutions of higher learning, administrative integrity ought to be upheld and practiced by management, staff and students. In doing this, it is believed that there is an instinct which propels individuals to behave in a certain way that is acceptable or unacceptable because they have no integrity. In most situations, such people get involved in unethical, malfeasance acts, because their interest and values are challenged or their needs are not meant. However, such acts can be checked and controlled when the individual needs are administratively, satisfactorily and managed.

Administrative Academic Dis-integrity: Academic dis-integrity could be said to be dishonest acts perpetrated by lecturers or teaching staff, institutional heads and stakeholders in the academic environment which compromise the realization of expected academic goals. It implies wrong doings in the academic world

whose harmful effects compromise the standard of its occurrence in the academic setting with varied manifestations.

Ali et al (2015), appropriate support system as established by the organizations, flexibility and effective reward and punishment, justice and fairness. Gory & Trevino (2000) employees evaluation of fairness and justice are important in achieving valuable integrity management outcome. Formal decisions and procedural justice enhances individual commitment to a group, while distributive justice enhance group cohesiveness and group task performance.

While the values based approach focuses on internal control by individuals this according to Cini (2010), stimulate understanding and application of values and to improve ethical decision making skills through interactive training sessions, to his hope, ambitious codes of values, and individual coaching.

The rules-based or integrity management emphasizes the importance of external controls on behaviours of public servants, including university staff formal and detailed rules, regulation and procedures emphasizeas means of reducing integrity violations and prevention.

Administrative integrity versus malfeasances

Administrative integrity is opposed to administrative malfeasances which is also synonymous with administrative misconduct, indiscipline, and unethical behaviour, as the name implies, it has become a common word and practice in organization.

Relating integrity to administrative malfeasance Timothy (2008), connotes malfeasance to lack of discipline, while Shamsud in, and Ibrahim (2011), see it as any act that does not conform to the societal values and norms, unruly acts and behaviours, acts of lawlessness and disobedience to institutions rules and regulations. It can be summarized that lack of administrative integrity is any form of behaviour which manifest such as; general disobedience to constituted authority, poor attitude to work, abuse of seniority, immoral behaviour, drug abuse, stealing, lateness, truancy, dirtiness, quarrelsomeness, use of abusive or foul languages, rudeness, corrupt and sharp practices displayed in work place (universities). Timothy (2008), further quit it to be, the unwillingness of individual to respect the constituted authority, observe and obey rules and regulations, maintain high standard of behaviours conducive to teaching-learning process and essential to the smooth running of schools to achieve the educational objectives with ease.

The Nigerian universities education sector has number of stakeholders whose integrity are questionable when we consider the numerous corruption, sharp practices emerging from the sector. Findings from some researchers such as Asabor (2017), and Irubor (2018) on integrity of universities and tertiary institutions based on corruption, and indiscipline, will best illustrate the state of affairs; rift with impropriety, pervasion and degrading practices which compromise access, quality, and equity, leading to the downward trend in standard of universities in Nigeria.

Administrative malfeasance as a concept could also be seen from the perspective of Nwakoby (2011); lack of integrity, self-control and utter disregard for constituted authority. Someone without integrity is an indiscipline person, who does not fit in properly into the system in which he finds himself and as such cannot contribute positively to the improvement of the society. In the context of school system, an individual is said to have integrity if his or her behaviours, actions and inactions conform to the predetermined rules and regulation of education system.

Robinson, and Bennett (2005), asserted that administrative malfeasance is not keeping of administrative rules and regulations of institutions, therefore individuals who willingly and unwillingly violate laid down rules of an educational institution which hampers the smooth running of the institution are said to be exhibiting malfeasance acts consequently, he/she is said not to have integrity. Appelbaun, et al., (2007), also explain lack of integrity in administration as malfeasance.

Olasehinde-Williams, Owolabi and Yahaya (2009), in a study on quantitative and qualitative measures of perceived prevalence of academic integrity problems among lecturers of tertiary institutions in Kwara State, Nigeria, observed that 85.1% of the respondents agreed that academic integrity problems are fairly present while 8% were from the union tertiary institutions.

Transparency international (2005) cited in Asabor (2017) reports on corruption in the classroom indicate that integrity in the classroom in countries like Argentina, Bosnia and Herzegovina, Brazil, Georgia, Mexico, Nepal, Nicaraguan, Niger, Sierra Leone, and Zambia are rife and that this existed at various levels of

the education system which manifest in various forms such as; paying and receiving bribes for grades and selling of low profile books among others.

Similarly, the works of Uche (2014), Adebisi and Arogun, Dade (2014), and Whawo (2015) also indicate alleged corrupt practices and behaviour perpetrated by staff and students of tertiary institutions. Asabor (2017), research on forms of and factors predisposing teaching staff of tertiary institutions in Delta and Edo states, to corruption, used ex-post-facto survey research design, and stratified random sampling technique to sample population of 5,302 from teaching staff. The findings revealed 17 forms of corrupt practices and some disposing factors like; impunity, influence of corrupt colleagues, poverty; academic qualification, age, year of teaching staff and working experience, significantly influence their involvement in corrupt practices.

Integrity, Transparency and Accountability

There is relationship between integrity, transparency and accountability which are explained and discussed below:

Transparency refers to being open, not opaque, everyone can feel and see through it, it denote clarity or being understood without secrecy or ambiguity. It is also associated with integrity and honesty. Some people define integrity as not deviating from the acceptable norms. In other words when we talk of transparency, it involves administration and implementation of rules and regulations to all consistently, non-arbitrarily and impartially without frequent changes.

Transparency in education is based on visibility, predictability, and understandability (Hاللol and Poisson, 2007). In public administration, accountability is the core of superior governance while transparency is the reinforcement.

Accountability creates room for proper observance of laid down rules and regulations, which exists when there is delegation of authority; and used impartially and creditably. Accountability in university administration act as “checks and balance” which ensure that rules are properly complied with as potential misbehavior is investigated and sanctioned. Accountability in education could be seen as the systemic process by which educational administrations and supervisions monitor and assess the quality of education in the schools (Nwadiani 1991).

Integrity calls for professional ethics, transparency and accountability, when practiced, help to improve the availability and use of education resources, ensure prudent financial disposition, self examination, probity, and avoid, mismanagement of funds, time and other resources. This can lead to enhanced school system management and administration.

Integrity gives room to transparency and accountability, built in self auditing and assessment of attitude, knowing that proper records keeping or transactions is a necessity as school management could be held responsible for action or in actions, such as; sexual harassment, nepotism, tribalistic disposition, exploitation and extortion, questionable, improper, and inaccurate reports, and accounts could be subjected for further clarification and if no satisfaction, queries could be issued and disciplinary action taken.

Accountability is concerned primarily with records of events, the state of being liable to or being called on to render an account on things or situations, being responsible for and answerable for a particular thing, event or activity which makes it a necessity for reference purposes and proper documentation. Uko and Akeke (2018), and Daniel (2014), opined that accountability is distinguished in terms of who is liable to whom, what they are liable for, the various types of potential actions, and the likelihood and severity of such actions.

In the area of education, accountability is usually linked to the management of scarce resources to ensure productive and efficient utilization of available human, material and financial resources for the stated goals of education. Integrity and accountability in education is keeping to regulations and status, not deviating from professional norms, which is results driven, defined in terms of students learning and performance (Anderson, 2005).

Importance of accountability in education is used to determine the stewardship of an administrator and teachers such as; quality working relationship infraction, and stimulation for higher levels of performance, ascertaining the effectiveness of the school administration through the production of teachers and students achievement, ensuring the protection of external and internally generated funds from misuse, ensuring effective protection of school properties, facilities and equipment, and check mating wrong actions or deeds in the education system, (Uko&Akeke (2008) pg. 88).

There are practices which border on lecturers integrity. Some lecturers work in two or more institutions at the same time or run private businesses after their primary assignment making them lazy academically (Ozonye 2006). Writing on the influence of corruption as debased integrated, Ominayesinet al., (2014), posits corruption exists when there is no integrity, it is endemic to the development of students academic performance, personal perception, it creates individuals discouragement, low productivity, creativity and innovations which could dwindle to overall standard of the institution. Lack of integrity is the antithesis to prevent political instability, social unrest and infested environment, as well as breeding inefficiency, incompetence, mediocrity, unethical values, greed, avarice and disloyalty. Ominayesin et al.,(2014), and Uche (2014).

Writing on the effect of ethical disposition of staff, Onyishi, Michael, &Amazue (2014), opine that unethical practices in most tertiary institutions in Nigeria is high and can used to account for the decline in the quality of graduate and administrative services, level of education and it is in response to social needs in the country which could be partly attributed to such behaviour.

Integrity Challenges in University Administration

There are numerous integrity challenges in university administration; These are plagiarism and false publication of others work, lack of cooperation from staff and students, lack of credibility in administration's employment, promotion, and discipline of staff, lack of credibility of lecturers in award of marks, administrative wastages as a result of non-performance of staff, deans and heads of academic and non-academic staff, poor planning, co-ordination, supervision and execution of policies, use of out dated lecture materials, non-attendance of lectures, lack of devotion and commitment to duty and general unethical and corrupt practices, to avoid the challenges associated with integrity, Parkay (2014), advised placing personal interests and desires low to the organisation goals.

Plagiarism

Plagiarism is said to occur when a writer copy other peoples ideas, text or other creative works in parts or whole without permission or acknowledgement and presenting same as his/her own. Adukwu-Boluyoko (2014), affirmed this to be common among students who copy other people's project and lecturers who copy students' or colleagues' work for publication without due permission from them.

Considering the seriousness of those academic unethical acts, two professors from the university of Port Harcourt were reported sued for plagiarism in 2008, by Professor Victor Dike, a Nigerian based in the United States of America, while four lecturers were also reported dismissed from the University of Calabar for plagiarism and ten demoted for being promoted with papers published in fake journals (Brihe Nigeria.com. 2016).

Plagiarism by lecturers may be caused by desperation for promotion due to the "publish or perish" practice in Nigerian universities and higher institutions. Some lecturers throw integrity over board and resort to using other persons works, and intellectual properly without due authorization, citation, reference or acknowledgement.

Non- or Late Attendance, Commencement, and Completion of Scheduled Lectures/Course Outlines

Some lecturers have non-chanlant attitude to duty. They will not attend scheduled classes and never make up for such, but only go to class at mid semesters or when examination time table is out, of course they cannot complete the course outline and most times hurriedly lecture students for the purpose of examination. This is attested to in Afe (2011). This act is evidence of lack of integrity and becomes a serious administrative problem to the university.

Compulsory, illegal sales of lecture notes (hand outs) and Commercialization of intellectual/academic property of others

This is related to the problem of plagiarism. In some universities, and other tertiary institutions in Nigeria, lecturers compel students to buy their lecture notes popularly called "hand outs". Students who would not comply are usually deprived of pass grades. In some universities, sale of hand outs is banned and lecturers are encouraged to put their notes together to be published by the departments or faculties after proper editing.

However, some lecturers despise this directive, resort to convert their lecture notes into textbooks which they sell to students at exorbitant prices. Assignments are given from the textbooks and grades for

continuous assessment (CA) are awarded depending on the ownership of such low edited, hurriedly printed textbooks which contents are in doubt, some are lifted from other textbooks and journals without acknowledgement or proper citation. Adukwu-Bolujoko (2012), described such acts as unethical, corrupt and such lecturers' as lacking integrity. Sharp practices, and misdemeanors are marks of lack of integrity which threaten scientific researches. Some researchers manipulate and fabricate data of research which were never carried out. Falsification and fabrication of data, and research findings is an academic fraud, man slaughter, murder and suicide as it become a nullity to duplicate or replicate. It is also a documentation misconduct in scientific research. Some authors add other persons' names who have not contributed to the research. They make them pay publication fees and most times even pay them for writing the articles. These are serious administrative and academic integrity challenges which university authorities have to contend with.

Indiscipline

Discipline demand conformity to organizational/institutional laws and regulations, it foster united efforts to work anonymously towards achievement of goals, and objectives. Conformity also demands loyalty and integrity which makes members to submit or repress some of their notional behaviour and thinking which according to Ajayi and Ademiyi (2009), not because they are afraid of being reprimanded or condemned, but because they have contributed to the ideas of the group. While non conformity is unethical which put to question such persons' integrity.

In university administration as in any other institution or organization, the purpose of discipline is to curtail unethical conducts so as to graduate students to be useful to themselves, in learning and in character to the society and the world at large. If there are gross indiscipline and unethical conducts in our universities, the products are bound to lack integrity, and this certainly reflect the Nigerian public and private life. Therefore, there is a compelling need for this paper to examine the types of actions, behaviours depicting lack of integrity in university management and administration in Nigeria.

Cultism

Cultism in universities and a higher institutions exists for various reasons; According to Afe, 2011 pg. 34, Igodo (2002), Umeh (2001), cultism involves conducts and manifestations, holding nocturnal meetings in old places, carrying of weapons, having distinctive marks (tattoo) on their bodies, drinking of blood and taking of oaths are also characteristics of cultism in our universities.

- Cultism exists because some institutions' administrators and staff encourage it as they use it to suppress staff and students who have opposing views
- The employment of discretionary admission which favours less brilliant students put prejudices on the interest and chances of brilliant and talented ones,
- The presence of non-students in the halls of residence which makes it easier for extraneous forces to employ them for nefarious, selfish, cultic reasons.
- Access of students to dangerous and sometimes sophisticated lethal weapon as a result of long year of military rule,
- Existence of fear as a result of lack of security in our society and campuses.
- Inadequate accommodation leading to over-crowding and all manners of sharp practices.
- The course system which allows students to stay in school for a longer period than necessary.

Prostitution and Nudity

This is act of using sex for personal gratification in the form of money, position or materials. Although this is not acceptable in any Nigerian society, it is so, common with girls and few boys. Most studies, such as; Smith, Davy, Rosenberg and Haight (2002), found that prostitution has become a vocation practiced in and outside Nigerian universities and higher institutions to the extent that most students see it as normal habit they must imbibe in a bid to meet up with current fashion trends and styles. This affects staff and students relationship, while the administrative on-slaughton students who do not attend classes regularly, do not do assignments but entice lectures for "sex for marks is enormous".

Most times because of some lecturers with integrity who do not succumb to such acts, make such students absent from lectures, become truants, and eventual failures, repeaters, attriters. This also leads to students attrition and general wastages with effects on school management, parents and the students. Other

administrative challenges include, indiscipline, disrespect for those in authority, and gross disobedience of staff and students. Prostitution also gives birth to other crimes on campuses with lots of administrative challenges such as; robbery, theft, sexual harassment and abuse, nudity, drug addiction, and insubordination among others.

Nudity is the twin sister of prostitution. Most times nudity is the trade mark of prostitution. Nigerian students – males and females have resorted to mode of dressing half naked in and outside the campuses in the name of fashion. Nude dressing is the trade mark of prostitutes all over the world. They open sensuous/sexious parts of their body to entice would be customers. This mode of dressing was copied by stage television artist, singers, fashion models etc which Okpeki (2020) refers as debasing, demoralising, and a challenge to our African integrity of decency.

The challenges of nudity and prostitution often have bearing on sexual harassment as this influence students and staff to make advances to such nude students. Nudity is said to be a type of dressing used to solicit for sex. Sexual harassment is predominant when academics ask for sex in exchange for marks or some types of favour (Ajayi and Adeniji 2009). This is not only applicable to female students even some male lecturers complain of being harassed by female students with their mode of dressing.

Nudity makes some lecturers who could not control their sexual instincts when provoked, to demand sex from such nude students and when this demand is refused, such students suffer victimization in forms of low or missing scores, and those who complain are awarded unmerited low grades/scores, while those who complied are awarded unmerited high grades/scores. Hence, Nidibe as cited in Asinya (2012), described the academic lawrels issued by some Nigerian institutions as “sexually transmitted degrees”.

Indices of lack of integrity

After intensive reviews from the works, writings, and researches of: Hallak & Poisson, 2007; Nnodum, 2008, Owolabi & Yahaya, 2009, Memory & Memory (2013), Adebisi & Arogundale, (2014), Ikechukwu, (2014), Osadolor(2014), Uche, (2014), andWhawo, (2015). The following are indices of lack of integrity by government and its agencies, university management, administrative and teaching staff, students, parents and the society at large which negatively influence university management and administration, staff and students quality output.

Government and agencies

- Granting of accreditation by NUC,inspite of ill equipped, underfunded and poorly staffing of universities;
- Lack of improper monitoring of staff after accreditation;
- Leakages of examination questions;
- Inadequate provision of requisite teaching and learning facilities like classrooms, offices and laboratories;
- Pressure by government and officials on university management and administration on admission and employment without consideration of available courses, human resources, infrastructure, facilities and equipment;
- Allowing public and private universities to be licensed or granted accreditations to operate without required and available human and non human resources for operation.

Management and administrative staff

- Poor leadership with weak, laizez fair style, poor supervision of academic and non academic staff and students
- Admission of unqualified candidates
- Admission of students above the carrying capacity of approved/courses
- Embezzlement of funds for procurement of goods and services
- Borrowing of lecturers, equipment, and facilities for accreditation
- Goal shifting in staff and students disciplinary matters
- Employment of unqualified candidates as lecturers due to favouritism, nepotism, ethical and political consideration without consideration of their suitability and without following due process.
- Not adhering to internal quality control measures
- Promotion of undeserving lecturers

University lecturers/teaching staff

- Demand for and extortion of money (bribes);
- Lack of commitment and dedication to duty, manifest in irregular attendance at lectures, absenteeism or lateness to class;
- Admission racketeering and certificate forgery;
- Award of continuous assessment scores based on purchase of textbooks or handouts from lecturers;
- Seeking and earning undeserved promotion;
- Collection of examination fees through proxies for awards of unmerited grades;
- Allowing students to have access to examination questions and answers before examination;
- Fabrication and falsification of research data because of desperation for promotion;
- Favouritism and nepotism through arbitrary award of marks;
- God fatherism, and overuse of power;
- sexual harassment;
- Lack of detailed attention to course contents due to divided loyalty and poor attitude to work leading to non-coverage of course content;
- Aiding and abetting examination malpractice such as allowing students to rewrite examinations at home or in offices;
- Plagiarism or theft of academic property;
- Holding of more than one adjunct positions while still in full employment in one university;
- Upgrading of scores by course advisers and Heads of department without due approval of the departmental board

Students

- Presenting and using fake results for admission;
- Examination malpractice, copying of or stealing of others academic works;
- Hiring of people to write test, assignments and examinations for them;
- Irregular attendance at lectures (truancy);
- “Sorting”; “blocking”; payment of money to lecturers for marks
- Sex abuse, prostitution or sexual harassment;
- Intimidating or terrorizing lecturers with secret cults for grades/scores;
- Kidnapping of lecturers by students;
- Stealing and armed robbery;
- forging of receipts,
- indecent dressing/nudity;
- Embezzlements of funds by student union leaders at university, faculty, department, association and club levels.

Parents/guardians

- Writing or employing cronies to write examinations for their children/wards;
- Influencing universities admission, promotion and graduation of children/wards without due process;
- Poor parental examples in form of indiscipline, intimidation of others, abuse of wealth and corrupt, unethical practices;

The Society

Nigerian society celebrates corruption by knowingly or unknowingly honouring fraudulent acquisition of wealth. Most universities also celebrate corrupt people who have acquired wealth, fame, and political offices fraudulently by conferring on them honorary doctoral degrees in expectation of donation of money or and infrastructure to the university.

The society honour and sing praises of looters, fraudsters, robbers, kidnappers by giving them chieftaincy titles, (Uche, 2014). Okoronkwo (2015), assert that many religious institutions in our society never questions the source of wealth of their members, or donors or tithes payers who donate gigantic worship centres, cash or equipment. Most influential members of the worshipping community including managers, administrative sectors and students from the education sector.

Causes of Lack of Integrity

Integrity challenges may differ from one place to another, one organization to another however, the courses are related and identical in educational institutions, particularly universities and tertiary institutions.

External Causes

External causes of lack of integrity, include socio-cultural and political variables in the country where the university is seated. These have been identified by Babalola, (2008), to include lack of transparency in public service, ineffective political processes, poverty, weak government institutions, scramble for limited resources, encouraging the culture of corruption by the police.

Other causes identified by Bayor(2003), Dike, (2008), Olasholin Jc, (2009), Adeauno Tanwox Okwu (2009), Ayobanmi, (2011), Olagunju, (2012) and Owobar(2012) include, inadequacy in the distribution of affluence, the use of political office as access to wealth, weak societal and governmental integrity enforcement mechanism, lack of commitment to national consciousness, low wages paid to public/civil servants, crave for position, and materialism. Giving praises, accolades and traditional chieftaincy titles to wealthy persons had made students and staff to be ready to involved in dubious, corrupt and unaccepted means to graduate or get rich.

Politicians are rubbing the academic traditions and values of tertiary institutions, while the agencies charged with the responsibility of supervising the institutions just keep mute and watch. Asabor (2018).

Parental Factors

Most parents/guardians are obsessed with their children/wards having the best high grades in examinations at all cost. Consequently, they put aside decency, integrity and discipline overboard to pressurize university, staff and management to project and persuade their interior, selfish, ignoble intentions. Most parents, and students are ready to part with huge some of money, material things as gift, to achieve their purposes.

Students' laziness, lousiness and corruption have also been traced to parents or guardians who do not check their children/wards who are overprotected at home and this is expected to be extended to the school. According to Obanya (2002a), "some parents usually allow their wealth to be the pride of their children, providing them wealth, all kinds of materials needs, they organize parties frequently and never attending classes".

Gutuza and Mapolisa (2015), investigated the causes of students indiscipline using Nyanga District in Manicaland Province of Zimbabwe using a sample of 200 teachers from a population of 585, finding indicates irresponsible parents and guardians and family problems among others as causes of indiscipline in schools.

Internal factors include; organizational/institutional culture of lecturers and non- implementation of code of conduct.

Organizational/Institutional Culture

The culture of an organization is composed of those working in the organization and how they interact, organizational culture but powerful force that influences the behaviour of members of the group (Egu, Arzizeh and Uket, 2014).

Every institution has a culture which guides the behaviours of members. This is brought to awareness of new employee during orientation and on the job, workers are expected to align their personality to this culture. Maintaining the culture is integrity and when there is no maintenance or compliance, ethical, corrupt, and indiscipline culture sets in the implementation stage.

Code of Conduct or Ethics

Code of conduct ethics is a formal or constitution document in which the acceptable implicit and explicit rules and principles which guides, the institution are enumerated. This is also called code of policy documents.

The guidelines established by codes of conduct improve the organizational climate, making individuals behavior ethically and institutionalizing, the morals and values of the organization and helping new individuals into the culture. (Valentine & Barnet, 2003), if the code of practice is not made available to members of the institution or if employees are not aware or do not comply, issues of lack of integrity are rife in such institutions.

Lecturers/Teachers Factors

Lecturers integrity is often questioned as a result of so many factors such as academic qualification, years of experience, religion, gender and age. It is often said that the level of an individual's education determine his/her integrity level, and adherents to rules, regulations and work ethics of the organization he/she is

working in. however, some scholars have disputed this. Therefore, the effect of education on integrity is not clear but analyzing world value survey wave III on a cross-section of individual on justifiability of corruption, Torgler and Valev (2004), discovers that higher levels of education are associated with lower justifiability of corruption.

However, Ugwu (2012), states the recruitment of people who lack the academic qualification, intellectual capacity, and integrity required to teach and earn additional qualification and promotions through questionable means are courses of corruption in tertiary institution. Osadolor (2014), finding on analysis of corrupt practices in universities in South-South Nigeria, shows that lecturers who are below the rank of senior lecturers are more involved in various forms of corrupt practices. This becomes a serious integrity challenge to university management.

Management/Administrative implications of lack of integrity

Some university administrators have put in place, quality control mechanism to address this integrity problems by employing students to take note of lecturers attendance and make members of the quality control committee to monitor lecture attendance and quality of lectures.

In some universities such as Delta State University, results/reports are compiled at the end of each session and submitted to the university management, dean of faculties and heads of academic departments. However, it should be noted that some lecturers declared the worst lecturers, by the quality control committee were promoted, even appointed into leadership positions in spite of the integrity and quality control reports, which means the report was not considered as a criteria for promoting lecturers? How would this encourage members of the quality control, committee? What is the effect of such action on other lecturers who have integrity and complied to rules and regulations, and their duty? What about management encouragement of the professional ethical standard of teaching/lecturing and its effects on university administration generally?

To provide answers to the various questions above, it is hereby submitted that the issue of lack of integrity influence the management and administration of universities, as follows:

- Integrity challenges create the problem of inadequate or lack of commitment to duty by lecturers.
- Integrity problem has greatly dented the credibility of Nigeria educational systems, Obayan (2002b), Ukeje & Ehiamiatolor (1998).
- Integrity issues has not helped management of the educational system.
- Nigerian universities and high institutions can be said to be suffering from integrity damages, which affects their ability to attract foreign students.
- Destruction of university properties is an administration problem posed by lack of integrity and a result of indiscipline, cult activities and the likes. This affects infrastructure, equipment and facilities for administrative, teaching and learning.
- Lack of integrity influence the educational standard of the university this may be as a result of the credibility of examination scores/grades and degrees awarded, the time and duration of lecture hours covered, the quality of staff employed and quality of students' attitudes

Many employers are reported to have complained of the quality of Nigerian graduates (Madojeine, 2001, Anho 2017, Ayonronfo (2018). Lack of integrity has bearing on the products of graduates in skills and competencies, as Odili (2017), puts it that graduates are unable to exploit and harness Nigerian huge national endowment, leading to huge unemployment, large scale poverty, higher insecurity, reduced self-esteem and decreased motivation.

Ikhariale in Achibong (2012) assets that Nigerian universities are currently filled with those who call themselves teachers, but who, due to their integrity and ethical depravity should not be associated with the university system.

A professor at the University of Marduguri Bukar Balarabe was reported to have been sentenced o five years prison term being found guilty of four – count charges border on high level fraud. The former executive director of Lake Chad Research Institute and the acting head of accounts department were also convinced and sentenced together with him (Kukogho, 2015).

In a study on effect of corruption on development of Benue State University, Makurdi, Affiong (2017) a survey method on a population of 25,818 undergraduate students of Benue State University, Makurdi, from which a sample size of 379, 304-500 students were drawn using proportionate random sample technique. The findings showed that there was lack of integrity manifest in corrupt practices ranging from management to

students in various ways such as; not adhering to extraneous fees, late admission as registration of students, employment based on tribal affiliations, instead qualification.

Lack of integrity make some lecturers to become lazy intellectually and academically as they no longer follow timetable, but engaged in other business and exploit students (Okoye in Uche, 2014).

Lack of integrity in most Nigerian universities adversely affect admission processes, conduct of examination and award of grades/scores, employment, deployment, and promotion of staff, accreditation, processes, and general discipline of staff and students.

Conclusion

Integrity in university management and administration refers to ethical, professional standards and expectations as regards obligations, rights, fairness, to all in the university system, compels university management, administrators, staff and students to consciously refrain from fraud, sharp practices, stealing, assault, murder, rape, examination malpractices, admission racketeering, employment exploitations, promotion and appointment biases, based on favourism, nepotism and political inclination, contracts inflation and manipulation, general indiscipline and non-challant behaviour, sexual exploitation and abuse of office, embezzlement of funds, plagiarism or theft of academic property right, use of fake qualification and not adhering to internal and external quality control misuse among others.

This paper concludes that lack of integrity affects universities management and administration negatively and if the causes are not properly addressed, the standard and quality of university management, administration, staff and students will continue to decline therefore integrity should be installed, improved and sustained by university management and administration for staff and students quality output.

Recommendations

Arising from the submission and conclusion above, the following recommendations are hereby offered:

1. University management and administration should put in place mechanism to promote, implement and sustain integrity in universities by as establishing integrity compliance, or quality assurance committee.
2. Professional ethical code of practices/operations should be well spelt out and brought to the attention of all staff and students in the university.
3. Efficient and consistent supervision and monitoring of the systems is advocated.
4. Administrative, bureaucratic processes which hinder the persecution and prosecution of those found wanting in the discharge of their official duties bordering on professional integrity should be removed.
5. Proactive measures to completely forestall the occurrence of professional ethical behaviour should be taken.
6. Elimination and non-promotion of tribalism, favoritism and nepotism in admission, promotion and disciplinary issues affecting staff and students.
7. Staff who shows professional integrity should be rewarded and or commended.

References

1. Adebisi PA, Adebisi OS, Arogundade KK, (2014). *Academic corruption and the challenge of unemployable graduates in Nigeria: Implications for entrepreneurship development and economic growth. Journal of Commerce, 4(1), 1-12 (on-line). Hailey College of Commerce, University of Punjab, Pakistan.*
2. Adukwu-Bolujoko SN, (2012). *Ethics and values in the university system: The registry as an instrument of change and innovation. Being a lecture delivered at the 3rd annual lecture of the registry of the Federal University of Technology, Akure; Ondo State.*
3. Afe Babalola, (2006). *The dwindling standard of education in Nigeria: The way forward. First distinguished lecture series delivered at lead city university, Ibadan, Nigeria.*
4. Affiong EI, (2017). *Effect of corruption on development of Benue State University, Makurdi, Benue State University, Journal of Education 17(2), 143-155.*
5. Ajayi K, (1999). *The Menace of Cultism on our Campuses: Causes and Solutions, Occasional Publication Series No. 8, Sept. Federal College of Education, Osiele, Abeokuta.*

6. Ajayi O, Adeniyi E, (2009). *Pursuing discipline and ethical issues in tertiary institutions in Nigeria. African research review*, 3(1) 284-300.
7. Ali O, Leil M, Nahid D, (2015). *Factors affecting professional ethics in Nursery practice in Iran: A qualitative study, open Peer Review Report.*
8. Anderson JA, (2005). *Accountability in education international academy of education. International institute for educational planning – Retrieved on 27/9/2016. From www.unesco.org.*
9. Asabor BM, (2017). *Corrupt practices and demographic factors among teaching staff in Tertiary institutions in Delta and Edo States, Nigeria. Unpublished Ph.D. Thesis, Faculty of Education, Delta State University, Abraka.*
10. Asinya OE, (2012). *Examination malpractices in Nigerian schools: An obstacle to progress in socialization in School environment, causes, effects and remedies. Cross River College of Education., Akamkpa.*
11. Daniel A, (2014). *School accountability in English, past, present, future. Centre for education research and policy.*
12. Egu UI, Arizezeh TT, Uket EE, (2014). *Organizational culture and financial property in Nigeria. Research Journal of Financial Accounting* 5(13), 190-198.
13. Gary RW, Trevino LK, (2001). *The role of human resources in ethics/compliance management. Human Resource Management Review* 11(12) 113-134.
14. Hallak J, Poisson M, (2007). *Corrupt schools, corrupt universities: What can be done? Paris: International institute for Education Planning – UNESCO.*
15. Igodo C, (2002). *Campaign against cultism as drug abuse among youths in Nigeria. Enugu: Magnet Business.*
16. Ikechukwu LC, (2014). *Adaptation of African traditional religious practices in combating corruption in Nigeria education system. Journal of Education and Practice*, 5(5): 93-105. Retrieved October 10, 2015 from www.academia.edu
17. Irubor BG, (2019). *The influence of unethical conducts of staff and students on the Administration of Colleges of education in Delta State. Unpublished M.Ed. Dissertation, Faculty of Education, Delta State University, Abraka.*
18. Kanu SI, Ursula NA, (2012). *Unethical Practices in the Nigerian Educational System, Interdisciplinary Journal of Contemporary Research in Business, (ijcrb.webs.com), 4 No. 8.*
19. Kuna MJ, (2015). *The Academic Ethics and the Spirit of Opportunism Commitment, Criticism and Responsibility in University Education in the Nigerian Social Scientist. Social Science Academy of Nigeria*, 8(1).
20. Memory QS, Memory D, (2013). *Corrupt academic practices: A tragedy in Nigeria educational system. Journal of Education and Practice* 4(27), 117-124. Accessed 10/10/15.
21. Nnodum BI, (2008). *Corrupt practices among academic as perceived by undergraduates: Implication for counseling and national development. International Journal of Educational Research* 4(1), 141-150.
22. Odili JN, (2017). *Education in a depressed economy. Key note address, Faculty of Education Conference, Abia State University, Uturu, Nigeria.*
23. Odum L, (2018). *Administrative Malfeasance of Non-Academic Staff in Delta State Colleges of Education. Unpublished M.Ed. Dissertation, Faculty of Education, Delta State University, Abraka.*
24. Okpeki PO, (2020). *Influence of television music on youths in Warri Metropolis unpublished Ph.D. Thesis, Faculty of Art, Delta State University, Abraka.*
25. Olasehinde A, (2009). *Corruption as hindrance to national development. Journal of Business and Management (JOBAM)* 7(1), 129-138.
26. Ominayesin DO, Oludayo OA, Uche OOC, Rotimi OA, (2014). *Curtailing academic dishonesty using student affairs personnel: The case of a private faith-based higher institution in south-west-Nigeria. Mediterranean Journal of Social Sciences*, 5(23), 1504-1515. Retrieved October, 15 2015.
27. Onyishi Michael, Amazue, (2014). *Ethical organizational behaviour in a university context: Perceived organizational support, self control and psychological empowerment as antecedent. Conference proceedings of African Educational Research Network.*

28. Osadolor O, (2014). *Analysis of corruption practices in teacher education in universities in South-South, Nigeria. Educational Research International*, 3(2), 45-53.
29. Roberts Cady S, (2008). *The role of critical thinking in academic dishonesty policies. International Journal for Educational Integrity*, 4(2), 60-66.
30. Sorkaa AR, (2002). *Development of ethics and accountability in governance. The way forward for Nigeria. Text of an Inaugural Lecture delivered at the Benue State University, Makurdi, August 10.*
31. Stobert G, (2007). *Testing Times: The uses and abuses of assessment. London: Routledge*
32. Timothy AO, (2008). *Principles of Educational Management. Abuja: National Open University of Nigeria.*
33. Uche RD, (2014). *Students' perception of corrupt practices among Nigerian universities lecturers. American Journal of Humanities and Social Science*, 2(1), 66-69, .
34. Ukeje BO, Ehiamefor ET, (1998). *Crises in Nigerian Education. Education, NwaforOrigu, College of Education, Nsogbe.*
35. Uko ES, Akeke MNG, (2018). *Educational planning and accountability education in EP Akpan, ES Uko, RO Osuni, (Editors) Educational Planning in Nigerian Principles and Practice University of Calabar Press, Calabar pg. 88.*
36. Ukogho IS, (2015). *Money, greed, corruption: Two senior lecturers sacked for extorting money from project students. www.pulse.ng*
37. Valentine S, Barnett T, (2003). *Ethics code awareness, perceived ethical values and organizational commitment. Journal of Personal, Setting and Sales management* 23(4). 359-367.
38. Whawo DD, (2015). *A study of corrupt practices in tertiary institutions in Delta State of Nigeria. Journal of Education, Arts and Humanities*, 7(2) 22-28. Retrieved November 12, 2015 from www.watchpub

Corresponding Email: efejosiff2018@gmail.com