INFLUENCE OF UNETHICAL PRACTICES ON THE EFFECTIVE MANAGEMENT OF COLLEGES OF EDUCATION IN DELTA STATE

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Abstract
This study focused on the influence of unethical practices on the effective management of Colleges of Education in Delta State. It employed the descriptive survey research design. Four research questions guided the study. The proportionate stratified sampling technique was used to draw a sample of 449 academic staff out of a total population of 898 academic staff in three Colleges of Education (COEs) in Delta State. A questionnaire titled: "Influence of Unethical Practices on the Effective Management Questionnaire" (IUEPEMQ), which contained 63 items, designed on a 4 point scale and arranged into 4 clusters, was used as instrument for data collection for this study. The instrument was validated by three experts who are lecturers in the Faculty of Education, Nnamdi Azikiwe University. A reability coefficient of 0.80 was obtained for the instrument. Data were analyzed using mean scores to answer the research questions. The findings revealed among others that there were some prevalent unethical practices that influence the effective management of Colleges of Education in Delta State. Based on the findings, it was recommended among others that the government and education stakeholders such as the regulatory agency for COEs –The Nigeria Council for the Colleges of Education(NCCE) and the administrative heads of secondary schools should ensure that the prevalent unethical practices like extortion and forceful sale of textbooks to students, cultism, sexual harassment, plagiarism, irregular attendance to classes by lecturers, among others, are curtailed to the barest minimum in the institutions.

Key Words: Influence, Unethical Practices, Causes, Effective, Management, Colleges of Education,

Introduction

Nigerian Colleges of Education (COEs) are the third cadre in the hierarchy of tertiary education. The mandate of the colleges is to provide quality teacher education services for citizens of the country with regards to the award of Nigerian Certificate in Education (NCE). The Federal Republic of Nigeria (2004:30) highlighted the goals of Colleges of Education as: to produce highly motivated, conscientious and efficient classroom teachers for all levels of our education 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. In order to carry out these roles efficiently, all teachers must be professionally trained and inculcated with the ethics and code of conduct of the teaching profession. According to Teachers Registration Council of Nigeria (TRCN) (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.

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). This means that for effective management of teacher education institutions – Colleges of Education, inclusive must maintain good working ethics and high moral standards. In most situations one finds a situation (s) or extreme cases where ethics in the workplace are highly bridged and unethical practices flourish. As long as human beings interact and relate 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 with values displayed by individuals and people's value also differs. 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 ones 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).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 expected 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 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. An entire society can become ethically corrupt. Nazi Germany is a good example of a morally corrupt society (Manuel, et al .2012). Ethics, for example, refers to those standards that impose the reasonable obligations to refrain from rape, stealing, murder, assault, slander, examination malpractice and fraud. Ethical standards also include those that enjoin virtues of honesty, compassion, and loyalty. 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, et al.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 relate to issues concerning rape, indiscipline, dishonesty, gangterism, 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, et al. 2012; Ogunleye, 2000; TRCN, 2013).

In view of this worrisome trend and situation, the management of teacher education institutions, including those in Delta State is put in jeopardy. 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 include 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 till the present, Nigeria had consistently been listed as one of the corrupt countries in the world by Transparency International. Other factors as

highlighted by Anzene (2014), Eziali cited in Educational group (2012) and Ogundele, Hassan, et al. (2010) 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, ,et al. identified the consequences and influence of unethical practices to the Nigerian society to include unpredictable behaviour in our economic, political and other interactions with foreign organizations. This could lead to lack of attractiveness of investment opportunities from foreign investor especially in education. On the other hand, the cost of attracting foreign investment could 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, et al. 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). This requires 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 in an equitable, fair and just manner. This is why in most public organization and professions in Nigeria there is a code of conduct which are ethical principles that guide people's actions, behaviour and relationships with other people and their jobs. Failure to maintain good work ethics in the tertiary institutions have great consequences and influences on the management of tertiary education for future national development and environmental sustainability (Ogundele, et al. 2010).

Statement of the Problem

One of the major issues affecting the management of Colleges of Education in the Nigerian Education system 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 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 in the Nigerian education system and most other African countries whereby there is fall in ethical standards. The persistent presence of unethical practices in educational institutions in Nigeria, Colleges of Education in Delta State

inclusive has resultant effects, influence and consequences on the development and management of these institutions. Unethical practices or issues could be observed in various human activities in the COEs , featuring as cases of indiscipline, cultism, gangterism, disrespect and negligence of duty, corruption and bribery, examination malpractices and misconducts, office misconducts, theft, kidnapping and assault, among others. There is cogent need 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 system.

It is therefore on this note that the present study was conducted to empirically ascertain the influence of unethical practices on the effective management of Colleges of Education in Delta State. In doing this, the study looked into the prevalent unethical practices influencing the management of Colleges of Education; causes of the prevalent unethical practices; influence of the unethical practices on the effective management of Colleges of Education in Delta State; and possible solutions towards preventing the prevalent unethical practices in COEs in Delta State

Research Questions

The following research questions guided the study:

1. What are the prevalent unethical practices influencing the effective management of Colleges of Education in Delta State?
2. What are the causes of the prevalent unethical practices in Colleges of Education in Delta State?
3. What is the influence the prevalent unethical practices have on the effective management of Colleges of Education (COEs) in Delta State?
4. What are the possible solutions towards preventing the prevalent unethical practices in Colleges of Education (COEs) in Delta State?

Method

The descriptive survey design was adopted for the study. The population consisted of all the 898 academic staff in three COEs in Delta State This comprises: 0.358 academic staff of Federal College of Education (Technical) Asaba; 260 academic staff of College of Education, Agbor; and 280 academic staff of College of Education Warri. The sample size for this study was 449 academic staff drawn from the three Colleges of Education, using the proportionate stratified sampling technique. To do this, 50% of academic staff in each of the three institutions were sampled. This yielded 179,130 and 140 academic staff from the three institutions respectively, totaling 449 respondents. A researcher developed questionnaire titled: "Influence of Unethical Practices on the Effective Management Questionnaire" (IUEPEMQ), which

contained 63 items, all structured 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 who are lecturers two from the Department of Educational Management and Policy; and one expert from Department of Educational Foundations (Measurement and Evaluation Unit) all in the Faculty of Education, Nnamdi Azikiwe University, Reliability of the instrument was determined by conducting a pilot-test involving 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. Data collected were analyzed using mean scores to answer the research questions. Any item whose mean score rated above the bench mark of 2.50 was regarded as agreed while those items with mean scores below the bench mark of 2.50 were regarded as disagreed.

Results

Research Question 1

What are the prevalent unethical practices influencing the effective management of Colleges of Education (COEs) in Delta State?

Table 1: *Mean scores and standard deviation of academic staff concerning the prevalent unethical practices influencing the effective management of Colleges of Education (COEs) in Delta State*
N = 449

S/N	Please indicate types of unethical practices influencing the effective management of Colleges of Education (COEs) in Delta State	SA	A	D	SD	Total	Mean	Decision
1	Extortion and exploitation of students by lecturers	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 indicate that 17 items namely; 1, 2, 4, 5-15, 17-20, 22 and 23 were rated above 2.50 which is the acceptable mean score, thus show agreement with the statements by the academic staff. The three other items namely 3, 16 and 21 were rated below the acceptable mean score of 2.5 showing disagreement by academic staff with the statements as influence of the prevalent unethical practices on management of the COEs. The section mean of 3.01 show agreement by the academic staff concerning the prevalent unethical practices influencing the effective management of Colleges of Education (COEs) in Delta State.

Research Question 2

What are the causes of the prevalent unethical practices found in the Colleges of Education (COEs) in Delta State?

Table 2 *Mean scores and standard deviation of academic staff on the causes of the prevalent unethical practices found in the Colleges of Education (COEs) in Delta State***.**

N = 449

S/N	Please indicate the causes of the prevalent unethical practices found in the colleges of education (COEs) in Delta 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 behavior	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 12 items namely items 25-27,28, 30-35,37 and 42 had mean scores above the acceptable mean score of 2.5 showing agreement with the statements by the academic staff as causes of the prevalent unethical practices in Colleges of Education in Delta state. The remaining seven items namely items; 24, 29, 36, 38-41 were rated below the acceptable mean score of 2.5. This shows disagreement of the respondents with the statements. The section mean of 2.66 show agreement by the academic staff on the items listed as the causes of the prevalent unethical practices found in Colleges of Education (COEs) in Delta State.

Research Question 3

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

Table 3*Mean scores and standard deviation of academic staff with regards to the influence of the prevalent unethical practices on the effective management of Colleges of Education (COEs) in Delta State*

N = 449

S/N	Please indicate the influence of the prevalent unethical practices on the effective 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 on Table 3 indicate that all the seven items listed S/Nos 43 to 50 were rated above the acceptable mean score of 2.5 showing agreement with the statements by the academic staff as the influence of the prevalent unethical practices on the

management of COEs in Delta State. The section mean of 2.96 showed agreement by the academic staff with regards to the influence of the prevalent unethical practices on the effective management of Colleges of Education (COEs) in Delta State.

Research Question 4

What are the possible solutions towards preventing the prevalent 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 the prevalent 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	TOT	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 on Table 4 indicated that all out of the 13 items listed, 12 items S/Nos 51-53, 55-63, were rated above 2.5 the acceptable mean score of 2.5 showing agreement with the statements by the academic staff as possible solutions towards preventing the prevalent un ethical practices in the COEs. Item 54 was rated below 2.50 showing disagreement by the academic staff for use of hard sanctions for offenders as a possible solution for preventing the prevalent un ethical practices. The section mean of 2.87 show agreement by the academic staff on the items listed as the possible solutions preventing the prevalent unethical practices in Colleges of Education (COEs) in Delta State.

Discussions

The finding of the study indicated that prevalent unethical practices influencing the effective management of COEs in Delta State include: 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 the female folks; examination malpractices and other misconduct; 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, et al (2012), Ogunleye (2000) and TRCN (2013) who earlier reported these as the unethical practices existing in the tertiary institutions. The finding also supports, Anene (2014) who discovered the unethical practices in the school to include cultism, examination malpractices, drug abuse, sexual promiscuity, and indecent/obscene dressing. These issues which have continued to draw the attention of education stakeholders including the national community, in one way or the other affect the administration and management of tertiary education in Nigeria including Colleges of Education in Delta State inclusive. For instance, there has been several cases reported about cultism, kidnapping of lecturers, sexual harassment and its menace in tertiary institutions, in Delta State.

One of the findings of the study revealed the causes of the prevalent unethical practices found in the Colleges of Education (COEs) in Delta State. to include: insecurity matters; home background and socio-economic status; dwindling value system in the society; ineffectiveness in use of sanctions to offenders; environmental influence and the culture that everyone is doing it; technological influence; management personnel slacks and inefficiency; leadership behaviour; poor religious and moral instructions in the institutions; economic hardship in the country where most individuals wants the easy way out; and low income level. This finding agrees with Ogundele (1999) whose findings on ethical behaviour in the primary, secondary and tertiary educational institutions in Lagos and Oyo States 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. The finding also corroborates Eziali cited in Educational group (2012) who 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 engaged 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) include: teacher factors, school factors, societal factors, technological factors, government factors, and leadership factors. Anzene (2014) likewise identified the causes of low values and ethics in the school as including: lack of parental care with regards to one's 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, 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 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 of the institutions in some 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).

The finding of the study also indicated the influence of the prevalent unethical practices on the effective 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 provided 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 turn affects future national development; poor academic performance and achievement on the part of students; Inefficiencies in service delivery and poor staff commitment to duty; 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 risks 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.

It was further discovered that the possible solutions towards preventing the prevalent unethical practices in Colleges of Education in Delta State include: 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 finding concurs with Lawal (2002); Ogundele, et al (2010) who pointed out some of the solutions to unethical issues to include: reducing unethical practices in schools which involves using strict sanctions, moral suasion and reward of excellence or outstanding ethical behaviour; 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 the education sector, these also would include: building an organizational culture that supports excellence, establishing ethical standards based on culture founded on ethical principles and sound values which will be force for excellence;

having strategic and articulated human resources – through the process of selection, placement and training; building a spirit of high performance into culture – by inspiring people to do their best and having shared values by employees and managers which will be the core of excellence (Lawal, 2002). With the above findings, the situations in Colleges of Education concerning these prevalent unethical practices need to be addressed and curtailed properly because of its influence and consequences in the effective management of the system. Inculcating good ethics into staff and students in the COEs will work towards achieving quality education, including teaching and learning effectiveness which leads to achieving positive results and outcomes in the institutions.

Conclusion

Achieving quality education, teaching and learning and effective management of Colleges of Education in Delta State largely depend 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 commitment. Failure to control the prevalent unethical practices 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. With the scenario, the graduates produced from the institutions will be people who are unethical and corrupt and who cannot contribute towards meaningful development in education and the nation at large.

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 and administrative heads in the Colleges should ensure that the prevalent unethical practices like extortion, forceful sale of textbooks, fraud, greed, cultism, sexual harassment, plagiarism, drug abuse, indecent dressing from the female folks, examination malpractices, staff kidnapping, irregular attendance to classes by lecturers, among others, 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 fighting and curtailing the causes of the prevalent unethical practices in the institutions. Constant and continuous training, orientation, seminars and workshops on ethics should be organized regularly for all staff and students (both old and new) in order to prevent causes of the prevalent unethical

practices like insecurity matters, home background and socio-economic status, parental upbringing, among others, in the COEs.

3. The management and leadership of the institutions should operate an open system which promotes good work ethical culture, standards and value system in the COEs in order to prevent the influence of the prevalent unethical practices on the effective management of the institutions.
4. Moral instruction and education should be highly promoted and if possible form part of core subjects in the minimum standard. Likewise, other strategies such as inculcating the right value system through education and teaching, use of effective sanctions on offenders, building a good organizational culture, leadership effectiveness in the management of staff and students, infrastructural development, combating examination malpractice, among others, can be adopted as means of controlling the prevalent unethical practices in the institutions.

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