



ASSESSING THE RELATIONSHIP BETWEEN VALUES EDUCATION PEDAGOGY AND STUDENTS' ATTITUDES TOWARD CORRUPTION IN PUBLIC UNIVERSITIES IN NIGERIA



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Abstract

Corruption is a multifaceted hydra that manifests in various forms, transcends political regimes, crosses national boundaries and affects multiple sectors of the economy. This study investigated the relationship between values education pedagogy and students' attitudes toward corruption in public universities in Nigeria. A correlational survey research design was adopted, targeting a population of 72,621 undergraduate students from 12 selected public universities. Using a multistage sampling procedure involving purposive, proportionate stratified, and simple random sampling techniques, a sample of 382 students was drawn for the study. Data were collected using a researcher-designed instrument: Values Education Pedagogy Questionnaire (VEPQ) and Students' Attitudes Toward Corruption Questionnaire (SATCQ). The instrument was validated by three experts, and a trial test was conducted to establish reliability, yielding coefficients of 0.78 and 0.84. The data collected were analyzed using Pearson Product-Moment Correlation (PPMC) to answer the research questions, while simple linear regression was employed to test the hypotheses at the 0.05 level of significance. The findings of the study revealed that there is significant relationship between lecturers' content delivery methods and students' attitudes toward corruption in public universities in Nigeria. It also found out that there is a significant relationship between lecturers' attitudes and level of engagement and students' attitudes toward corruption in public universities in Nigeria. The study concluded that, this is a dangerous situation that, if not urgently addressed, the academic environment may continue to breed a new generation that normalizes and perpetuates corrupt practices, threatening the integrity and future of the nation's higher education system. The study therefore recommends that university management should organize regular capacity-building workshops on ethical content delivery, student-centered teaching methods, and the integration of anti-corruption themes into course materials. This will help lecturers model integrity and promote critical thinking among students.

Keywords: Values Education, Pedagogy, Students' Attitudes, Corruption & Universities.

Introduction

Corruption remains one of the most urgent threats to sustainable development, institutional integrity, and societal progress in the 21st century. It diverts public resources, damages trust in governance, and weakens institutions' ability to fulfill their mandates effectively. Its influence spans all sectors, from politics to business, and most concerningly, education. According to the World Bank



(2020), corruption is the abuse of public office for private gain, while the United Nations Office on Drugs and Crime (UNODC, 2023) broadens this to include any act that undermines integrity, transparency, and accountability in both public and private affairs. These definitions reflect a growing global concern that corruption is not solely about individual misconduct but also a systemic issue that undermines values, institutional efficiency, and equitable development. Despite increased efforts to promote good governance and anti-corruption reforms, unethical practices continue to thrive in both obvious and hidden forms (Tyokyaa & Pinga, 2024), especially in sectors like education where ethics and meritocracy are expected to be fundamental.

In the education sector, corruption manifests through bribery, nepotism, embezzlement and procedural manipulation. This has far-reaching consequences for the quality of instruction, equity in academic access and the credibility of qualifications. Institutions like UNESCO and the World Bank warn that corruption in education not only siphons off vital public funds but also undermines teaching quality, promotes unfairness in assessments and weakens the integrity of degrees and certifications. Reports from India, Russia and Mexico have uncovered incidents of bribery in admissions, plagiarism, fake degrees and inflated contracts (Heyneman, 2014; Hallak & Poisson, 2017). These issues erode the core mission of educational institutions, diminish public confidence, and hinder the development of competent and ethical professionals. Ultimately, corruption in education disrupts the merit system, widens inequality and weakens the human capital necessary for national development.

In sub-Saharan Africa, corruption remains a systemic problem rooted in weak institutions, limited transparency, and poor enforcement of accountability measures. The African Union (2022) estimates that the continent loses over \$148 billion annually to corruption, with the education sector being significantly impacted. In African universities, corruption includes admissions racketeering, sex-for-grades scandals, misuse of scholarship funds, and procurement fraud (UNODC, 2023). These practices not only promote inequality but also harm the reputation of educational qualifications and graduates' professional skills. Nigeria is particularly heavily affected. According to Transparency International (2023), Nigeria scored 24 out of 100 on the Corruption Perceptions Index, ranking 150th out of 180 countries. Corruption is widespread in Nigerian public universities, ranging from extortion by lecturers and bribery for grades to admissions racketeering and plagiarism (Adebayo, 2021; Okojie, 2019). These behaviors have become normalized in many institutions, undermining moral values and devaluing academic integrity. While universities continue to claim they graduate students “in character and learning,” there is a clear lack of deliberate and structured ethical education, making reforms in teaching and institutional accountability more urgent than ever.

This normalization of corrupt practices is not just institutional but deeply cultural, as it gradually conditions students to accept unethical behavior as part of the academic experience, thus reinforcing the very moral decay that universities claim to oppose. According to Tyokyaa and Pinga (2024) and Hallak and Poisson (2021), when students witness or engage in practices such as bribery for grades or admissions, “sorting” (the payment of lecturers in exchange for marks), and manipulation of examination results or transcripts, they are slowly socialized into a culture where dishonesty and impunity become normal. Such behavior not only hampers individual character development but also influences peer conduct, institutional norms, and broader societal expectations. In Nigerian public universities, additional examples of corruption include sexual exploitation in exchange for academic favors, ghost workers on payrolls, and staff using forged credentials (UNODC, 2023; Adebayo, 2021). These systemic malpractices undermine public trust, weaken academic credibility, and produce graduates who may lack both the knowledge and ethical foundation necessary for national development. Therefore, tackling corruption in higher education requires a deliberate and comprehensive reform strategy focused on promoting transparency, enforcing accountability, and embedding ethical values in teaching and administrative practices.

Corruption in schools serves various self-serving purposes, including gaining unfair academic advantage, securing admission or placement, bypassing academic requirements, and enriching corrupt officials through unethical means such as selling unauthorized handouts or fake textbooks (Hallak & Poisson, 2021; Adebayo, 2021). The forms it takes are diverse: academic corruption includes examination malpractice, plagiarism, and bribery for grades; administrative corruption involves



embezzlement of education funds and procurement fraud; moral corruption includes sexual exploitation and abuse of authority; while credential fraud involves certificate forgery and manipulation of transcripts (UNODC, 2023; Transparency International, 2023).

Corruption in higher education severely damages the core goals of the academic system, especially regarding student growth. As the main recipients and participants in education, students are greatly impacted by unethical behaviors like bribery for grades, "sorting" (paying lecturers to pass courses), falsification of academic records, and favoritism. These actions not only weaken moral and ethical standards among students but also reduce the academic rigor necessary for real learning and skill development. Kishore and Anand (2022) state that regular exposure to such corrupt practices leads to moral disengagement among students, making dishonesty seem acceptable or even necessary for survival not only in competitive academic settings but also in other areas of life. This ethical disconnection ultimately results in poor professional skills, as students who cheat to succeed often lack the critical thinking and technical abilities needed in their careers. Adewale and Akinyemi (2021) also warn that graduates who internalize corruption during their studies are likely to repeat these behaviors in their careers, fueling a cycle of corruption in public service and the job market.

At the institutional level, the effects of corruption are equally devastating. Universities face severe damage to their reputation, internal governance, and ability to attract and retain both qualified staff and students. Ochefu and Agabi (2020) contend that administrative corruption, such as misappropriation of funds, procurement fraud, and nepotism in staff recruitment, erodes institutional standards and academic excellence. Accreditation risks also become imminent, particularly when regulatory bodies discover that academic programmes are not meeting established standards due to compromised evaluation systems. Moreover, corruption in university administration leads to resource misallocation, infrastructural decay, and a decline in staff morale. These issues are not isolated; they ripple across the entire educational system, weakening policy implementation and producing poor learning outcomes. Ede and Imhonopi (2022) note that many competent academics and researchers are compelled to leave corrupt institutions, fueling a brain drain and reducing local capacity for innovation, research and development. This exodus further weakens the educational ecosystem and perpetuates inequality in access to quality education.

On a broader societal level, the consequences of corruption in higher education extend beyond campus boundaries. When institutions produce graduates with compromised ethics and insufficient competence, these individuals eventually become part of the country's leadership, civil service and corporate management, carrying with them the same flawed values learned in school. Thus, further deepening the system's failures. Okolie (2023) asserts that the presence of such individuals in strategic positions weakens public institutions, erodes democratic governance and hampers socio-economic development. Furthermore, public trust in higher education as a tool for social mobility and national transformation declines when citizens perceive that success is based not on merit but on manipulation and dishonesty. This breakdown in trust widens social inequality, fosters cynicism among the youth and impedes national development goals. The cumulative impact of these issues highlights the urgent need for systemic reforms in the education sector, with a particular focus on values-based pedagogy, institutional accountability and the enforcement of anti-corruption frameworks in tertiary institutions.

Given the far-reaching consequences of corruption in higher education, particularly its role in producing ethically compromised graduates who later occupy leadership and decision-making positions, it becomes increasingly urgent to address the moral failures at their root. This is where values education pedagogy emerges as a strategic intervention. Values education pedagogy refers to intentional teaching strategies that aim to instill moral, civic, and ethical values in learners through both formal curriculum and informal learning experiences. At the university level, teachers are not only subject-matter experts but also moral exemplars responsible for cultivating responsible citizenship among students. Through classroom interactions, the incorporation of ethics-related content in all disciplines, active dialogue, reflective learning, and participatory methodologies such as debates and service learning, lecturers can help students internalize values such as integrity, accountability, fairness, and respect (UNESCO, 2022). Additionally, university-wide initiatives, such as student-led integrity clubs, mentorship programmes, codes of conduct, and institutional ceremonies that celebrate ethical



behavior are platforms through which values education can be institutionalized (Lickona, 2021). Teachers are central to this effort, as their instructional choices, personal conduct and engagement with students significantly influence how learners perceive and practice moral behavior (Narvaez & Bock, 2022). A values-driven pedagogy thus holds promise as a transformative tool to reverse the culture of impunity and rebuild academic integrity.

However, the reality in many Nigerian public universities stands in sharp contrast to these ideals. The absence of a well-articulated and enforced values education framework means that moral development is often sidelined in favour of content delivery and examination-oriented teaching. Most lecturers are not trained in values pedagogy and may themselves model unethical behaviour through absenteeism, exploitation of students, or manipulation of academic outcomes. As Adewale and Akinyemi (2021) observed, the normalization of corruption within academic spaces creates an environment where neither teachers nor students are held accountable for moral failings. Moreover, institutional structures often prioritize ranking, funding, or political patronage over ethical leadership, leaving minimal room for values education to thrive (Okolie, 2023). Even when university mottos claim to promote character and learning, there is little evidence of structured programming to develop students' ethical capacities. This disconnection between rhetoric and practice highlights the urgent need for institutional reforms and staff reorientation toward values-driven education. Without deliberate pedagogical strategies to embed moral reasoning and ethical awareness into the academic culture, universities risk graduating individuals who perpetuate the very corruption the system seeks to combat. This reality, if left unaddressed, threatens to institutionalize moral decay and undermine national development goals at their very foundation. It is against this backdrop, that this study investigated the relationship between values education pedagogy (lecturers' content delivery methods and lecturers' attitudes and level of engagement) and students' attitudes toward corruption in public universities in Nigeria.

Statement of the Problem

Students in ideal educational settings are expected to uphold values such as honesty, integrity, discipline and accountability. These moral virtues form the bedrock of a responsible citizenry and are crucial for national development. Particularly in Nigerian public universities, students should demonstrate ethical attitudes that reflect strong internalized values acquired through formal education. This expectation is further reinforced by the long-standing traditional claim that university degrees are awarded on the basis of "character and learning" emphasizing the importance of both academic competence and moral uprightness. However, there is a growing probability that many students in these institutions are straying from these ideals, with increasing reports of unethical behaviours such as examination malpractice, bribery for grades, plagiarism, cult-related activities, and blatant disregard for due process. This disturbing shift signals a potential erosion of the very moral foundations upon which the university system was built, and it raises serious concerns about the effectiveness of values education in shaping students' character.

While values education pedagogy is designed to instill ethical reasoning, discipline, and socially responsible decision-making, the disconnect between pedagogical intentions and student behaviour is becoming alarmingly evident. Ideally, through participatory teaching strategies, reflective classroom discussions, and real-life ethical case studies, values education should equip students to resist corruption and contribute meaningfully to nation-building. However, in reality, the probability is high that the implementation of such pedagogy is either weak, inconsistent, or merely symbolic. Despite the recurring assertion that Nigerian university graduates possess both learning and character, there is limited evidence to show that universities systematically and deliberately integrate character education into instructional and assessment practices. As a result, the transformative potential of values education in developing ethical leaders is increasingly being undermined.

Even more troubling is the growing influence of a "hidden curriculum" (a set of informal, often unethical practices embedded within university culture) which appears to contradict directly and even undermine formal values and instruction. Mounting evidence suggests that some lecturers demand money for handouts, textbooks (often unwritten), grades, or even class attendance. At the same time,



certain administrators are involved in acts of nepotism, favoritism, and outright bribery. In some cases, admission into critical or high-demand courses (often referred to as index courses) is allegedly sold to the highest bidders. Students without influential family backgrounds or the financial means to secure such access are frequently sidelined. The question arises: What kind of moral foundation is being laid when institutions meant to build character actively reward unethical conduct? These unspoken yet widely practiced norms subtly, but powerfully, condition students to believe that corruption is not only permissible but profitable. Such practices send conflicting moral signals, thereby increasing the probability that students internalize a culture of dishonesty, exploitation, and manipulation. In this context, values education is stripped of its legitimacy and moral authority, and the long-standing institutional claim of producing graduates grounded in both character and learning becomes deeply questionable. These alarming realities make it imperative to empirically investigate the relationship between values education pedagogy and students' attitudes toward corruption in public universities in Nigeria.

Purpose of the Study

The purpose of this study was to assess the relationship between values education pedagogy and students' attitudes toward corruption in public universities in Nigeria. Specifically, the study sought to: Examine the relationship between lecturers' content delivery methods and students' attitudes toward corruption in public universities in Nigeria.

Assess the relationship between lecturers' attitude and level of engagement and students' attitudes toward corruption in public universities in Nigeria.

Research Questions

The following research questions guided the study:

What is the relationship between lecturers' content delivery methods and students' attitudes toward corruption in public universities in Nigeria?

What is the relationship between lecturers' attitudes and level of engagement and students' attitudes toward corruption in public universities in Nigeria?

Hypotheses

The following null hypotheses were formulated and tested at the 0.05 level of significance:

There is no significant relationship between lecturers' content delivery methods and students' attitudes toward corruption in public universities in Nigeria.

There is no significant relationship between lecturers' attitudes and level of engagement and students' attitudes toward corruption in public universities in Nigeria.

Research Methodology

The study, conducted in public universities in Nigeria, used a correlational survey research design. The population included 72,621 undergraduate students in their 300 and 400-level courses across 12 selected public universities. These students were specifically chosen because, at this stage in their academic careers, they would have had enough interaction with lecturers to evaluate values education pedagogy effectively. A sample size of 382 students was selected based on both Krejcie and Morgan's (1970) sample size table and Cochran's formula, which states that for a finite population of 72,621, the appropriate sample size is about 382. This confirms that the chosen sample is statistically adequate to represent the target population at a 95% confidence level with a 5% margin of error. A multistage sampling procedure (including purposive, proportionate stratified, and simple random sampling techniques) was used.

A researcher-constructed questionnaire titled "Values Education Pedagogy Questionnaire (VEPQ) and Students' Attitudes Toward Corruption Questionnaire (SATCQ)" was used for data collection. The instrument was divided into three sections: A, B, and C. Section A included items on respondents' personal data. Section B was split into two parts: Part I (Items 1–5) focused on lecturers' content delivery methods, while Part II (Items 6–10) addressed lecturers' attitudes and engagement



levels. Section C consisted of Items 11–20, which examined students’ attitudes toward corruption in public universities. The instrument was validated by three experts: two from the Department of Educational Foundations (specializing in Educational Management) and one from the Department of Mathematics and Science Education, all within the Faculty of Education at Rev. Fr. Moses Orshio Adasu University, Makurdi. Subsequently, the instrument was tested for reliability using Cronbach’s Alpha, yielding coefficients of 0.78 and 0.84, both considered sufficiently high for the instrument to be reliable for use in the study.

The data collected was analyzed using Pearson Product Moment Correlation (PPMC) to answer the research questions. The decision rule was that if the calculated r lies between 0-0.25, it indicates a very weak positive correlation; 0.25-0.50 shows a weak positive correlation; 0.50-0.75 indicates a strong positive correlation; and 0.75-0.99 represents a powerful positive correlation. The value of r must always be between -1 and +1, which is expressed as $-1 \leq r \leq +1$. The range of r values extends from negative 1 to positive 1. Simple linear regression was used to test the hypotheses. The reason for choosing linear regression was to determine whether the values of education pedagogy are a positive or negative determinant of students’ attitudes toward corruption in Nigerian public universities. The decision rule is that if the p -value is greater than the set alpha level of 0.05, the null hypothesis will not be rejected; if the p -value is less than 0.05, the null hypothesis will be rejected.

Data Analysis and Interpretation

The data were analyzed and interpreted in response to the research questions and hypotheses. Research Question 1: What is the relationship between lecturers’ content delivery methods and students’ attitudes toward corruption in public universities in Nigeria?

Table 1: Relationship between lecturers’ content delivery methods and students’ attitudes toward corruption in public universities in Nigeria

Variables	N	Mean	Std	(r)
Students' Attitude towards Corruption	382	27.2984	10.46253	.988
Lecturers' Content Delivery Methods	382	13.2906	5.48507	

Table 1 above illustrates the relationship between lecturers’ content delivery methods and students’ attitudes toward corruption in Nigerian public universities. The data showed that students’ attitudes toward corruption had a mean score of 27.2984 and a standard deviation of 10.46253, while the lecturers’ content delivery methods had a mean score of 13.2906 and a standard deviation of 5.48507. The correlation coefficient was .988, indicating that lecturers’ content delivery methods have a strong positive relationship with students’ attitudes toward corruption in Nigerian public universities.

Research Question 2: What is the relationship between lecturers’ attitudes and level of engagement and students’ attitudes toward corruption in public universities in Nigeria?

Table 2: Relationship between lecturers’ attitudes and level of engagement and students’ attitudes toward corruption in public universities in Nigeria

Variables	N	Mean	Std	(r)
Students’ Attitude towards Corruption	382	27.2984	10.46253	.995
Lecturers’ Attitudes and Level of Engagement	382	13.3822	5.39276	

Table 2 above showed the relationship between lecturers’ attitudes and levels of engagement and students’ attitudes toward corruption in public universities in Nigeria. The data revealed that students’ attitude toward corruption had a mean score of 27.2984 and a standard deviation of 10.46253, while the lecturers’ attitudes and levels of engagement had mean scores of 13.3822 and standard deviations of 5.39276. The correlation coefficient was .995, which implies that lecturers’ attitudes and levels of



engagement have a very high positive relationship with students' attitudes toward corruption in public universities in Nigeria.

Hypothesis 1: There is no significant relationship between lecturers' content delivery methods and students' attitudes toward corruption in public universities in Nigeria.

Table 3: Regression analysis of relationship between lecturers' content delivery methods and students' attitudes toward corruption in public universities in Nigeria

Predictors	R	R ²	df	F	β	(t)	P
Constant	.988	.976	1, 380	15462.013		10.342	.000
Lecturers Content Delivery Methods					.988	124.346	.000

The result from Table 3 indicated a significant relationship between lecturers' content delivery methods and students' attitudes toward corruption in public universities in Nigeria [R=.988, R²=.976, F (1, 380) =15462.013; p<.05]. The result showed that students' attitudes towards corruption accounted for 97.6% of the total variance in lecturers' content delivery methods. Therefore, 2.4% could be attributed to other variables not included in this study. The result also revealed that there is a significant relationship between lecturers' content delivery methods and students' attitudes toward corruption in public universities in Nigeria (β=.988, t=124.346, p<.05).

Hypothesis 2: There is no significant relationship between lecturers' attitudes and level of engagement and students' attitudes toward corruption in public universities in Nigeria.

Table 4: Regression analysis of the relationship between lecturers' attitudes and level of engagement and students' attitudes toward corruption in public universities in Nigeria

Predictors	R	R ²	df	F	β	(t)	P
Constant	.995	.991	1, 380	39630.122		10.429	.000
Lecturers' attitudes and level of engagement					.995	199.073	.000

The result from Table 4 indicated a significant relationship between lecturers' attitudes and level of engagement and students' attitudes toward corruption in public universities in Nigeria [R=.995, R²=.991, F (1, 380) =39630.122; p<.05]. The result showed that students' attitude toward corruption explained 99.1% of the total variance in lecturers' content delivery methods. Therefore, 0.9% could be due to other variables not included in the present study. The result also revealed that there is a significant relationship between lecturers' attitudes and level of engagement and students' attitudes toward corruption in public universities in Nigeria (β=.995, t=199.073, p<.05).

Summary of Major Findings

There is a significant relationship between lecturers' content delivery methods and students' attitudes toward corruption in public universities in Nigeria.

There is a significant relationship between lecturers' attitudes and level of engagement and students' attitudes toward corruption in public universities in Nigeria.

Discussion of Findings

The first finding of this study revealed that there is a significant relationship between lecturers' content delivery methods and students' attitudes toward corruption in public universities in Nigeria. This finding is supported by the fact that the way in which lecturers deliver their content—whether



through active, transparent, and value-driven teaching or via passive, disconnected, and ethically indifferent methods, plays a crucial role in shaping students' perspectives and attitudes, including their views and tolerance of corruption and its practices. Supporting this finding, Okebukola (2021) found that students exposed to interactive and ethically grounded instructional methods were more likely to develop negative attitudes toward corrupt practices, emphasizing the power of pedagogy in shaping moral reasoning. Similarly, Adebayo and Yusuf (2022) reported that content delivery methods that incorporated real-life ethical dilemmas and civic education significantly reduced students' rationalization of corruption. However, Nwachukwu (2020) presented a contrasting view, arguing that students' attitudes toward corruption are more heavily influenced by societal norms and peer behavior than by classroom instruction, suggesting that while lecturers' delivery methods are important, they may be insufficient on their own to counter deeply embedded cultural acceptance of corruption. This divergence underscores the need for a holistic approach that combines pedagogical reform with broader societal reorientation.

The second finding of the study indicated that there is a significant relationship between lecturers' attitudes and levels of engagement and students' attitudes toward corruption in Nigerian public universities. This finding is supported because lecturers who display positive attitudes and actively engage with their students are more likely to model ethical behaviors and foster a culture of accountability. In contrast, disengaged or indifferent lecturers may unintentionally encourage apathy and acceptance of corrupt practices among students. This aligns with the findings of Abdulrahman and Eze (2021), who suggest that lecturers demonstrating integrity, enthusiasm, and active involvement in student learning significantly influence students' ethical awareness and rejection of corrupt behaviors. Similarly, Ojo and Bello (2023) found that students who felt emotionally and intellectually connected to their lecturers reported lower tendencies to justify or participate in academic dishonesty, highlighting the influence of positive role modeling and engagement. However, Chukwuemeka (2020) argued that despite lecturers' efforts, students' attitudes toward corruption are largely shaped by external factors such as political corruption, media influence, and family background, suggesting that although lecturer engagement is valuable, it may have limited impact without broader societal change. Abu (2023) also reported that some lecturers pressure students to purchase textbooks and even collect money to alter their academic results, fostering the belief among students that unethical means can be used to achieve their goals. This combination of agreements and disagreements illustrates the complex interaction between institutional influences and societal context in shaping students' ethical orientations.

Conclusion

The study concluded that Nigeria's higher education system has great potential to shape a generation of responsible, ethical, and visionary leaders who can drive national development and uphold societal values. However, this promising future faces serious threats due to the increasing exposure of students, who are the leaders of tomorrow, to corruption within the academic environment. This situation is both dangerous and deeply concerning, as continued tolerance of unethical behaviors such as poor content delivery, lecturer apathy, and academic malpractice gradually creates a culture where corruption becomes normalized and even justified. Such normalization not only distorts students' moral compass but also prepares them to carry these corrupt tendencies into their professional lives, further entrenching systemic corruption in society. If urgent and strategic actions are not taken to address these issues, institutions meant to foster integrity and intellectual growth may instead become breeding grounds for dishonesty and moral decline, ultimately undermining the credibility of educational qualifications and the nation's ability to produce competent, trustworthy graduates.

Recommendations

Based on the findings, this study recommended that:

University management should organize regular capacity-building workshops focused on ethical content delivery, student-centered teaching methods, and the integration of anti-corruption themes into course materials. This will ensure that lecturers are well-equipped to model integrity and foster critical thinking among students.



Each institution should establish and enforce a standardized code of ethical conduct that directs lecturers' behavior in the classroom. This includes transparent grading, banning coercive textbook sales, and maintaining ethical interactions with students. Violations should be reported and penalized by an independent academic integrity committee.

Lecturers should use interactive and participatory teaching methods, such as debates, group discussions, and problem-solving activities that encourage students to confront and reject corrupt practices. Universities should also track and assess lecturers' engagement levels through student feedback systems.

The university administration should implement awards and recognition for lecturers who consistently demonstrate ethical teaching, high student engagement, and integrity. This fosters a culture where positive practices are celebrated and modeled.

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