

## **REBUILDING TRUST IN EDUCATIONAL ADMINISTRATION AND MANAGEMENT: IMPERATIVE FOR ACHIEVING ACADEMIC ETHICS AND INTEGRITY**

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### **Abstract**

The paper investigated on rebuilding trust in educational administration and management as being imperative for achieving academic ethics and integrity. The purpose is to find out the extent to which rebuilding trust in the effective and efficient management and administration of schools can help in achieving academic ethics and integrity. Data were collected from reliable books and websites. The meaning of management, administration, educational management and educational administration shall be fully explained. The two keys necessary for effective educational administration include academic ethics and academic integrity. The adverse effects of losing the keys to effective educational administration include plagiarism, cheating, etc. The major roles of educational administration in rebuilding trust in educational system include socio-community relationship, school-curriculum relationship, staff personnel, student personnel, etc. The policy implications for rebuilding trust in educational administration include being professionally minded, moral integrity, consideration of others, etc. Some significant challenges which educational administrators encounter include quota system, economic constraints, social and cultural constraints, etc. Based on the findings of the challenges, it was suggested amongst others that educational administrators should be appointed and employed in educational institutions only on merit, administrative bureaucracy should be reduced to the barest minimum, the tone of discipline in educational institutions must be high in order to rebuild and sustain academic ethics and integrity et al. The need for these is compelling since they offer solutions to the challenges which are hindering educational administrators from discharging their duties.

**Key words:** Academic ethics, Academic integrity, Administration, Educational administration,

### **Introduction**

According to Annette Dixon (2019), the world is facing a global learning crisis. This is because while some countries have significantly increased access to education, they fail to realize that being in school is not the same as learning. Many education systems among the developing countries have little information on who is learning and who is not. They pay little attention to what educational administrators know, what they do and in some cases, whether they even show up. The ineffective administration of the educational system (especially in the developing countries) leads to the production of unqualified graduates who cannot know a "B"

from a bull's foot. The need for rebuilding trust in the educational system cannot be overemphasized. It will lead to upholding the academic ethics and integrity which are imperative for effective educational administration. It will also help in the production of qualified graduates who will become assets and not liabilities in life.

### **The Educational Management and Administration Management**

Like most terms in the social sciences, there is no universally accepted definition in relation to management. However, some scholars have attempted to define management. Management is the process of getting things accomplished through and with the co-operation of other people (Tim A. Ibri et al, 2000). It is the force that runs an enterprise. It is the performance, conceiving, and achieving desired result by means of group effort, consisting of utilizing human talents, resources and skills. It is the process of sequentially coordinating various organizational activities so as to achieve desired goals.

According to Leon Magison et al (1983) as cited in Ajadi T. O. & Abu J.E. (2009), Management is working with people to determine, interpret and achieve organizational objectives by planning, organizing, leading, controlling and staffing. This definition contains some of the principles of management which are necessary for the achievement of the organizational goals. It is important to know that Henry Fayol's definition as cited in Cole (1986) is closely related to the above definition. Fayol was the first to give a comprehensive and summarized definition of management. He defined Management as "to forecast plan, organize, command, coordinate and control". In Fayol's view, to forecast plan means to examine the future and draw up a plan of action. To organize means to build a structure of both human and materials in the organization. To command means maintaining activities among employees. To control means to ensure that everything is in conformity with the plan and standard. Therefore, we can say that management is the process of planning, organizing, leading and controlling the efforts of organizational members and using all other resources to achieve stated organizational goals.

#### **Educational Management**

The education system involves planning and the formulation of educational policies which translate into educational programmes. The end result is to achieve educational goals. Based on this, Educational management is the process of bringing men and materials together in order to ensure effective and functional teaching and learning in school. According to Okeke et al (1985) as cited in Okoroma, N.S. (2008), Educational management is a process which is concerned with using methods, principles and practices to achieve the objectives of education. What is involved in this process is the careful arrangement and utilization of available human and material resources with the efforts geared toward the achievement of educational objectives.

The inadequacy of resources available to education has made their effective management very crucial so that the education system can be qualitatively sustained. This is because the main concern of educational management is to ensure that teaching and learning take place effectively in the school system. This can be achieved through the process of planning, coordinating, controlling and evaluation of human and material resources necessary for the achievement of educational goals.

#### **Administration**

Administration is a social process concerned with identifying, maintaining, motivating, controlling and formally and informally organized human and material resources within an integrate system designed specifically to achieve predetermined objectives. It has to do with getting things done with the accomplishment of defined objectives. It can be seen as the integral part of any organization. It is crucial for maintaining and expanding the relevance, effectiveness and productivity of complex institutions. It is pertinent to note that survival of any system (educational system) is largely dependent on the quality of administrative services available. Administration influences the results to be achieved, the direction to be pursued, and the priorities to be recognized within the organization. This makes Enaohwo and Eferakeya(1989) as cited Ayanniyi (2018), to define Administration as the process by which goals are achieved through collective and cooperative human efforts in a suitable environment. This definition specifies four important points about administration. They include the following:

1. Administration is a process which involves the manipulation of certain operations
2. It is goal oriented.
3. A collective and cooperative effort is required
4. A suitable environment is required where participants can maximize their performance.

A lawless organization hardly achieves its organizational goals. This makes Ogbosor (2008) to point out that the processes and procedures of administration are guided by certain principles and laws. These laws control the excesses of the administrator and the subordinates.

Although the words "Management" and "Administration" are used interchangeably, it is vital to point out the difference between the two regardless of how slight. Management as stated earlier is concerned with activities (planning, organizing, directing, coordinating, etc)sequentially coordinated with the aim of achieving desired goals. Administration on the other hand is a facilitative function as it serves as a means by which formal goals are achieved through human efforts that are positively directed and harnessed.

### **Educational Administration**

Aderonmu and Ehametalor (1981) as cited in Ayanniyi (2018), defined Educational administration as "essentially a service, activity or tool, through which the fundamental objectives of the educational process may be more fully and efficiently realized". This shows that educational administration is concerned with the utilization of adequate resources and the harmonization of relationships and interactions in a suitable environment, in order to foster the attainment of the goals of teaching and learning. It is a means of achieving the goals of education through effective and efficient manipulation of available inputs. It involves the management of resources (human and material) and evaluation or appraising the result of educational efforts.

It is the running of educational institutions which involves guidance, leadership and controlling of the efforts of individuals in the achievement of the goals of the institution (Ayanniyi, 1999). This portrays that it involves prudent management of resources and high degree of accountability on the part of organizational members.

### **Two Keys Necessary For Effective Educational Administration**

The two keys necessary for effective educational administration include the following:

1. Academic ethics: Academic ethics serve as a guide to moral daily living and help us to judge whether our behaviour can be justified. They are those issues which are decent, fair, good, honest, just, moral, noble, and principled, etc. in the management of the education system. The educational administrators are solely responsible in ensuring that students and members of the education system uphold the academic ethics. Teachers should ensure that the students in his class strictly observe the academic ethics. It helps to regulate the education system and positively contributes towards human welfare.
2. Academic integrity: This is the moral code or ethical policy of academic. It involves values such as avoidance of cheating or plagiarism, maintenance of academic standards, honesty and rigor in research and academic publishing. It is an honest and responsible scholarship. Writers are expected to submit the original work and give credit to other people's ideas. Maintaining your academic integrity include creating and expressing your ideas in coursework, honesty during examination, winning people's trust and providing value to your degree.

### **Five Fundamental Values of Academic Integrity**

The International Centre for Academic Integrity identifies five fundamental values. They include the following:

1. Honesty – It is the ability to be truthful, trustworthy, loyal, fair, etc.
2. Trust – It is a firm belief in the reliability, truth or ability of someone or something.
3. Fairness – It is an impartial and just treatment or behavior without favoritism or discrimination.
4. Respect – It is the giving of due regard for the feelings, wishes or rights of others.
5. Responsibility – It is a duty or obligation to satisfactorily perform or complete a task (assigned by someone, or created by one's own promise or circumstances) that one must fulfill and which has a consequent penalty for failure.

### **Adverse Effects of Losing the Keys to Effective Educational Administration**

The adverse effects of losing the keys to effective educational administration include the following:

1. Plagiarism : This is an intentional or unintentional use of someone else's work or thoughts, without giving proper credit. It is done through the following ways:

1. A direct quotation not properly acknowledged or documented. The source of information must be outlined in the list of works cited.
2. The work of others whether in the form of ideas, artistic worked must be acknowledged.
3. False or misleading citations of sources.

2. Cheating : It is attempting to present as one's own work that which one has not performed or using an improper means to pass an examination.

Examples of cheating include the following:

1. The use of books, notes or other materials without the permission of the instructor.
2. Discussion of any aspect of the examination before all the candidates have finished writing the examination.
3. Students communicating with one another during the examination.

4. Submitting another person's work as your own.
5. Falsification of research data.
6. Preventing others access to course materials by stealing library materials, mutilating or disabling computer.
7. Using electronic devices (phones and calculators) to store information and entering the examination hall with it.

### **Challenges of Educational Administrators**

Campbel (1971) and Nwankwo (1981), as cited in Ajadi and Adedeji (2009) said that the educational administrators are not able to discharge their duties as a result of the following challenges:

1. **Political constraints:** The administrators are confronted with the effect of the absolute power, influence and authority of the government, especially in the allocation of resources. Government's instability has been a very serious bottleneck to education system especially in developing countries where there is frequent change of government, characterized by non-continuity of policy/programme. The non-continuity of policy/programme exists because each government comes with a different policy for the education system. Plans made by the previous government are either disrupted or discontinued. It is even worse if it is a military government to a civilian one.
2. **Economic constraints:** Most education systems are facing economic constraints which slow down the pace of achieving the educational objectives. The workers are not regularly paid. The expected fund from the government for the execution of some educational programmes is delayed and in most cases, is not released at all. This has a negative influence on the efforts of the educational administrators in executing instructional programmes.
3. **Inadequate data:** Many educational administrators fail because of underestimation of resource needs in terms of enrolment, personnel (academic and non-academic), physical facilities, equipment, etc. Inadequate data may be linked to inadequate forecast as a result of wrong statistical data. Information deficiency is one of the major constraints to educational administrators. Once the administrators base their planning on wrong data, the educational goals cannot be achieved.
4. **Social and cultural constraints:** This has to do with the influence of pressure groups such as religious organizations, student's organizations, Alumni, community organizations on the administration of the school. Educational institutions are in most highly valued because of the roles it plays. Hence, societies demand for more educational institutions. This is to enable the organizations who know their constitutional rights to education to compete for a fair share of the education institutional resources at national, state and local government levels. In the process of decision making in the institution, various organizations within the institution form pressure groups to bring to bear on the planning process, particularly on the legislature, their group's goals. Many educational administrators find it difficult to adapt to the socio-cultural life of the communities where their institutions are located and this often lead to conflict between the institutions interest and the interest of the communities.
5. **Administrative constraints:** The administrators responsible for educational plan

implementation are themselves civil servants, who are expected to be loyal to the government of the day. They are at the same time parents of the students in various educational institutions in the world and they belong to various organizations. While these administrators are obliged to carry out political loyalties to various organizations, this may influence their attitude towards an educational project. Administrators may use their special position to slow down the course of educational plan implementation and in fact, disrupt educational project plan considered contrary to public interests or in conflict with the government of the day.

6. Quota system: This is peculiar to federal institutions as admission and appointment in the federal government institutions of learning is characterized by quota system (equal representation of the states). This system does not allow the best candidates to be chosen by various institutions and thereby making it difficult for the administrators to have the best hands to work with. Appointments of personnel are based on quota system instead of emphasizing on competence. Educational administrators have to set different criteria for different states or geo-political zones. The criteria for educationally advantaged states are usually higher than those from educationally disadvantaged states. This has a negative influence on the achievement of educational goals and also slows down the administration of the institution.

### **Major Roles of Educational Administration in Rebuilding Trust in Education System**

Ajadi, and Adedeji, (2009) identified six major administrative roles in educational administration which are very vital in rebuilding trust in the education system. They include the following:

1. School-community relationship: The level of aspiration, interest and desire which the people have for the institution. He must be able to disseminate useful information about the school to the community through the mass media, parent teacher association, and board meeting. He should adjust school activities where applicable to incorporate the community's culture and practices so as to promote the level of peaceful coexistence of both the institution and the community.
2. School-curriculum relationship: The educational administrator must initiate student-centred programme of instruction. He is to ensure continuity of curriculum design in each area of study in the school. He is also expected to distinguish between the general and specific instruction. It is expected of him to identify instructional problem and hindrances to effective or purposeful teaching and learning situation. He should develop a uniform system of evaluation for staff performance. He is also expected ensure effective supervision and evaluation of teachers and students performance over a period of time. He must ascertain that school programmes and curriculum of instruction correlate with the students' future vocational achievements.
3. Student personnel: This involves the realization of the aims of education of the child in the school by the administrator and all that make up the education system. The administrator is charged with the responsibility of ensuring conducive atmosphere for effective child growth and unrivalled development through proper discipline and direction. He ensures that the right kind of knowledge is imparted on the learners. He also sees that every learner is given adequate opportunity, attention and motivation to

learn at his own pace. He makes provision for the realization of individual differences, aspiration and needs.

4. Staff-personnel: As he is obliged to meet the needs of the students in achieving their educational and moral needs, he is also to bring about functional staffing. He creates an enabling environment for individual staff development. He must be fully skilled in human resource management and training. He should design motivating strategies for teachers on equal ground. He should keep confidential matters about staff secret. He should consult and involve his staff on matters relating to decision-making.
5. Equipment of facilities: To realize educational goals and objectives, the educational administrators must ensure that the essential equipment and facilities are provided in adequate quantity and in good time. It is ideal for him to see to the maintenance the school equipment and facilities properly.
6. Finance and business administration: The educational administrator should be able to effectively account for the disbursement of the financial allocations to the school by being financially prudent and disciplined. He must see that receipts are issued for all forms of transaction and money collected. He must see that the allocation in the school budget is spent according to the directions of the government. He is to ensure that the bursar maintain good system of accounting in line with the accounting procedure laid down by the government. He must equip himself with the knowledge of good system of budgeting and accounting by attending seminars, workshops and other training programmes.

### **Policy Implications for Rebuilding Trust in the Educational Administration**

The following are generally considered as the policy implications for rebuilding trust in the educational administration:

1. Professionally minded: The administrator recognizes the good of the profession and is always prepared to safeguard his profession from those who might degrade it. He accepts obligation to attend workshops, seminars, conferences, etc. Which help in contributing to his professional growth and development. He possesses the various teaching skills and methods because he is a master teacher.
2. Humility and modesty: He avoids belittling his staff and declaring himself as the most intelligent, and capable person in the school.
3. Sociality: He interacts with many individuals and groups of people. He must have the human relation skills to be able to deal with human beings of different backgrounds. He must have a listening ear so as to be concerned on the welfare and problems of his staff and students.
4. Consideration for other: He shows sympathy and concern for the staff and students. He shows his respect for human dignity by being an example of courtesy, politeness and trust towards the people with whom he works.
5. Intelligence: He is seen as the fount of knowledge because of his ability to foresee and examine problems or tasks and be able to provide appropriate solutions.
6. Moral integrity: He should always uphold high ethical and moral standards by sticking to the truth. He must be honest in dealing with staff, students and the public by practicing what he says as an exemplary leader.

## Conclusion

The paper has attempted to examine management, administration, educational management, educational administration, academic ethics, academic integrity, challenges of educational administrators, roles of educational administrators and the attributes expected of an educational administrator to possess in order to rebuild trust in the education system. Since trust in the educational administration and management of any education system cannot be effective without upholding two keys (academic ethics and academic integrity), the desired effect of this process on achieving academic ethics and integrity can only be seen when the two complement each other in the education system. Administrators who have contributed passionately in the education system, particularly in the effectiveness of the educational administration and management have academic ethics and integrity. No matter how good the academic ethic of an administrator is, if his academic integrity is low, the education system will be hampered with the evidence of negative symptoms. This also takes its toll on the academic ethics because the academic ethics of an administrator rely on his academic integrity for him to perform his attributes and roles. The insatiable quest for rebuilding trust in the education system will continue to increase. The only way the problem can effectively be tackled without compromise is to have educational administrators who will not trade academic ethics and integrity for anything by upholding as high tone of discipline. Distinguished ladies and gentlemen, I thank you for your attention.

## Suggestions

Ajadi and Adedeji (2009) have offered suggestions to the challenges which educational administrators encounter. These suggestions are the most suitable solutions which will help administrators to discharge their duties effectively. The suggestions include the following:

1. The government and politicians should ensure that there is continuity of educational plans and experts should be employed to formulate and implement the plans.
2. Educational administrators should base their plans/projects on reality. Plans should be based on the available funds not the expected fund. The fund available should be judiciously spent.
3. Education administrators should study and understand the cultural background of the community where the institution is situated as well as the type of education required by the community. This helps in the realization of educational goals and community goals.
4. The administrative bureaucracy must be reduced to the barest minimum if it cannot be stopped. It will enable the administrators to take decisions independently as at when necessary and remove all impediments on plan implementation.
5. The appointments and employments in the educational institutions should be based on merit and not on quota system. It will help in the provision of qualitative education to the future generations.
6. Accurate and adequate data should be provided to educational administrators. This will enable them to fully discharge their duties as expected based on the fact that they have reliable data.
7. Above all, the tone of discipline in the educational institutions must be high in order to rebuild and sustain academic ethics and integrity in the education system.

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