

Exploring Unethical Conducts of Agricultural Science Teachers in Senior Secondary Schools in Ohafia Educational Zone, Abia State, Nigeria

Onuka, A. U., (PhD) & E. C. Isiwu, (PhD)

Department of Agricultural and Home Science Education,
Michael Okpara University of Agriculture, Umudike

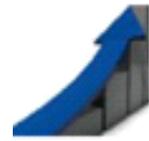
Abstract

The study examined unethical conducts of agricultural science teachers in Ohafia Educational Zone, Abia State, Nigeria. The study adopted survey research design. Four research questions were answered. The population was 211, which was made up of Agricultural Science Teachers in the area of the study. The instrument for data collection was questionnaire. It was validated by three experts in Agricultural Education and Measurement and Evaluation. The instrument was tested for reliability using Cronbach Alpha reliability method, which yielded a coefficient of 0.88. The researchers and three research assistants administered and retrieved copies of the questionnaires. Data collected were analyzed using mean and standard deviation to answer the research questions. Findings revealed that teachers engaged in sexual harassment, extortion of money from students and examination malpractice among others. It was recommended among others that, Abia State Secondary Education Management Board should discipline erring teachers and reward good conducts.

Key words: Unethical Conducts, Agricultural Science, Teachers, Senior Secondary Schools.

Introduction

Agriculture is generally regarded as the production of crops and animal that is useful to mankind. According to Sharma, Tiwari and Sharma (2013), agricultural production provides food, industrial raw materials, employment and income to farmers and the nation at large. In view of its importance in the socio-economic development of Nigeria, the Federal Government of Nigeria introduced the teaching of agriculture in schools to equip learners with the knowledge, skills and attitude in agricultural production (Federal Republic of Nigeria (FRN), 2014)). Accordingly, agriculture is taught in Primary and Secondary



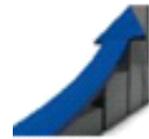
Schools as well as in tertiary institutions of learning, but the concern of this study is on senior secondary schools.

Senior Secondary School is the education children receive after a successful completion of Basic Education. According to FRN (2014), agriculture is taught as agricultural science in senior secondary schools. Agricultural science is a subject curriculum which besides teaching students the knowledge, skills and attitude in agriculture but provides students with entrepreneurial skills for entry into various agricultural occupations and for further studies in agriculture.

The effective teaching of agricultural science rests solely on the professional teacher. According to FRN (2005), a professional teacher is a person who has a registerable certificate which enables him or her to be able to teach at any appropriate level of recognized education in Nigeria. The agricultural science teacher, having met this requirement is qualified to teach agricultural science. In his contribution, Olaitan (2017) opined that the agricultural science teachers equips learners with pedagogical skills and technical skills to enable them teach relevant aspects of agriculture to students. The pedagogical skills involve acquisition of teaching skills that is needed to teach technical skills in production agriculture; while technical skills are step-by-step process of production in any area of agricultural occupation (Olaitan, 2017). Examples of the agricultural occupations are poultry, crop, fish, goat farming and so on. (Food an Agricultural Organization, 2013). Agricultural science programme is designed in a way to equip students with skills for self-employment in production agriculture as well as prepare them for further studies in agriculture at tertiary education level.

The agricultural science teacher's major role is teaching and his roles as teacher include planning instruction, employing various methods and techniques to teach, conduct field trips and excursion, manages instructional environment and facilities (Onuka, 2016). The teacher also engages in other official duties such as keeping students under control, make polices and partake in their implementation, serve their schools in some committees and participate in workshops and seminars (Onuka, 2016). The agricultural science teacher is also a good agriculturist with sound knowledge of crop and animal production. Therefore, he is equally in-charge of the school farm and workshop (Olaitan and Mama, 2001). In performing his work, the agricultural science teacher is guided by professional ethics.

The teaching profession has its own ethics which are moral beliefs that guides the teachers in the conducts of teachers' services. The code of ethics for teachers are specific instructions the teachers must obey or adhere to, to excel in their services or face serious consequences for failure to do so. (Federal Republic of Nigeria, 2005). They are principles or body of rules which stipulates the form of behaviours expected of a teachers in the execution of their official roles. Orié and Ibekwe (2014), also view ethics as guidelines for human behaviours. Allen and Mayer (2006) further defined ethics as something that guides people to behave aright in a situation where moral issues are involved. In the context of this study, ethics are body of rules and regulations that guide the behaviours of agricultural science teachers in the conduct of their duties. Reacting to the behaviour of the teachers, FRN (2001)



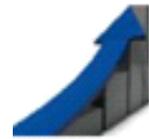
directed that, all members of the teaching staff are expected to set good examples for their students, particularly in the way they dress, their loyalty to the school, the principal and their colleagues. Teachers are also expected to participate actively in co-curricular activities, be punctual to school and shall not be absent from school without the express permission of the principal, among others. Osaat (2002) identified two categories of ethics – moral or work ethics. According to him, while moral ethics constitute honesty, proper dressing and decency, work ethics on the other hand, include regular preparation of lesson and carrying out instruction among others. He maintained that the teachers' value of honesty, integrity and responsibility may be basis for acting ethically.

However, there are instances where the agricultural science teachers put ethics aside and behave in a manner that is morally wrong while performing their official duties. This act of misdemeanor is referred to as misconduct or unethical conduct: which means a bad or dishonest behaviour by people in a position of authority or trust (Nnachi, 2010). In the context of this study, unethical conducts are the dishonest or fraudulent behaviours exhibited by the agricultural

science teachers which are contrary to teachers' code of ethics, in the execution of their official work. Various studies have revealed that teachers have been caught in the web of unethical conducts such as sexual immorality, examination malpractice, extortion of money, illegal sales of textbooks and dereliction of duty (Kalu 2001; Igwe, 1999). Teachers have also been accused of taking alcoholic drinks or smoking during school hours, exchanging grades for sex or money, disloyalty to school authorizes and absence from school without permission. (Schimmel, Stellman & Fisher, 2011). The agricultural science teacher is no exception to these allegations, Olaitan (2017), also stated that some agricultural science teacher serve as labour masters and use students for their private farms. Lang (2013) disclosed various forms of examination malpractice which teachers indulge in. They are leakage of question papers, awards of marks for money or sex and setting examination on topics not taught.

Teachers' misconducts have great social and legal implications. Their unethical conducts reduces his image and that of the school (Transparency international, 2013). Proven cases of dereliction of duties have sometimes been meted with penalty in the form of query, demotion or dismissal (FRN, 2005). Examination malpractices have social implication to the individuals and nations involved. Thus, examination may not be easily used to determine performances of students in examination and for employment (Onyechere, 2013). For Ukoha (2015), unethical conducts has both social and psychological consequences to the students as well. The consequences include loss of virginity, unwanted and unplanned pregnancy and sometimes abortion. It also brings emotional distress to the teacher and students.

There must be reasons for unethical conducts or misconducts. For instance, the teacher may resort to examination malpractices because of high work load, and insufficient time to prepare students for examination, failure by school management to punish culprits (Wonah & Beshel, 2019). Some teachers are owed several months of salaries, so they take bribe or extort money from students to survive

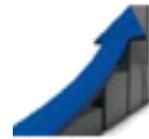


(Schimmel et al, 2011). Poor working condition, delay in payment of salaries and honoraria and poor salary structure, are other reasons for unethical misconducts (Ene, Arikpo & Albert, 2013). Agricultural science teachers are no exemption to these misconducts.

The implication of examination malpractice is that it is impossible to use examination result to determine the level of skills or knowledge of the student and it reduces the quality of education performance (Onyechere, 2013). Beside poverty, teachers' lifestyle could predispose them to unethical conduct. According to Kalu (2019), a teacher's lifestyle of drunkenness, fashion and love for other women could predispose them to embezzling public fund, extortion of money from student to meet their needs. Also provocative nude dressing by female students can lead their teachers to sexual sins (Ukoha, 2015). Again, teachers' carnal knowledge of the students may lead to loss of virginity, unwanted/and or unplanned pregnancy and sometimes abortion, as well as emotional distress to the student and the teacher (Ukoha, 2015).

The socio-economic and legal implications of unethical conducts have been highlighted. As a way of reducing misconducts among teachers, the agricultural science teacher may be asked to refund school farm revenue misappropriated. There may be sanction inform of query, reduction in rank and salary or sack (FRN, 2005). In this regard, it may dent the reputation of the agricultural science teacher or the schools. It is therefore necessary for employers of teachers, especially, the state Ministry of Education and Secondary Education Management Board, to provide code of ethics to schools. This could help the Ministry and the Board to maintain proper order and discipline in schools as well as sanction earning teachers and rewards good conducts (FRN, 2005). Again, it is necessary to organize regular seminar or workshops on schools ethics as an intervention programme to keep teachers abreast of code of conduct and guidelines for teachers (Isiwe & Asogwa, 2017).

In Abia State school system, agricultural science is taught as a subject in senior secondary schools. There is code of conduct for teachers that guide them in the conduct of their work. The code establishes principles for ethical best practices (Israelstan,2016) However, there have been instances where the agricultural science teacher abandons ethical consideration and exhibit unethical conducts including absence from school without permission from school principal, sexual immorality, and dereliction of duty among others. These misconducts have socio-legal consequences. Students and their parents suffer in the hands of these teachers while the school suffers loss of credibility. Consequently, there are poor education outcome as evidenced by performance of secondary school leavers particularly students of agricultural science. The scenario has eroded people's confidence in the education system and agricultural science. It has therefore become necessary to rebuild peoples trust in education by critical analysis of teacher's unethical practices. This truismk has informed the study. The study will be useful to teachers as it will guide them to conduct their work aright. It will also be useful to Abia State Secondary Education Management Board because it could help them to manage the school system better.



Purpose of the Study

The purpose of the study was to explore unethical conducts of agricultural science teachers in Senior Secondary Schools in Ohafia Education Zone, Abia State, Nigeria. Specifically, the study sought to:

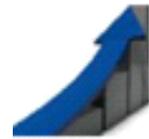
1. Identify unethical conducts among agricultural science teachers,
2. Find out reasons for agricultural science teachers' unethical practices,
3. Examine the consequences of misconducts in the society, and
4. Identify strategies for reducing unethical conducts among agricultural science teachers.

Research Questions

1. What are the unethical conducts among agricultural science teachers?
2. What are the reasons for teachers' unethical practices?
3. What are the consequences of misconduct in the society?
4. What are the strategies for reducing unethical conducts among agricultural science teachers?

Methodology

The study was conducted in Ohafia Education Zone, Abia State of Nigeria. The area was chosen for the study because agricultural science is taught as a subject and the teachers may not be free from unethical conducts. The study adopted survey research design. The design is appropriate for this study as it made use of structured questionnaire to seek the opinions of agricultural science teachers on unethical conducts amongst their members. The population is 211, made up of agricultural science teachers in public secondary schools in the area of study. The entire population was involved in the study because the number is small and manageable. A 36 – item structured questionnaire was developed by the researcher from literature reviewed and used for data collection. The questionnaire was divided into part 1 and 2. Part 1 elicited information on personal characteristics of the respondents, while part 2, was further divided into sections A, B and C. Part 2 was structured on a four point response options of strongly Agree (SA), Agree (A), Agree Little (AL) and Strongly Disagree (SD) with corresponding value 4, 3, 2, and 1 respectively. Three experts from the Department of Agricultural Education and Measurement and Evaluation, all from Michael Okpara University of Agriculture, Umudike validated the instrument. The instrument was also tested for reliability using Cronbach Alpha Reliability Method, which yielded a Coefficient of 0.87. The researchers and three research assistants administered 211 copies of the questionnaire and retrieved them on completion. Prior to the exercise, the researcher briefed the



research assistants on how to administer and retrieve the completed instruments. The data obtained were analyzed using mean and standard deviation to answer the research questions. Any item with the mean rating of 2.50 and above was considered as Agree, while those below as Disagreed.

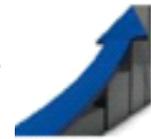
Results

Research Question1: What are the unethical conducts among agricultural science teachers?

The results of this study were obtained from the research questions answered through data collected and analyzed.

Table 1: Mean Results of Agricultural Science Teachers on unethical conducts among agricultural science teachers (N=211)

S/N	Unethical Conducts	X	SD	Remarks
1	Disloyalty to school principals by the agricultural science teacher.	3.02	0.71	Agree
2	Exposing question papers to anyone by agricultural science teachers.	3.40	0.82	Agree
3	Receiving gifts or bribes from students by agricultural science teacher after examination.	3.30	0.62	Agree
4	Sales of farm produce by the teacher without the express permission of the principal.	2.82	0.80	Agree
5	Exchange of grades for sex or money.	3.11	0.63	Agree
6	Embezzlement of money realized from the school farm is by the agricultural science teachers.	2.64	0.45	Agree
7	High handedness to students especially in the in the school farm by the agricultural science teachers.	3.10	0.55	Agree
8	Absenteeism from school by the agricultural science teachers without permission from principal.	2.71	0.62	Agree
9	Illegal use of students to work in agricultural science teacher's farm.	3.21	0.77	Agree
10	Teachers' habit of drinking alcoholic drinking or smoke while in school.	3.42	0.89	Agree



11	Agricultural Science Teachers serving as labour masters.	3.13	0.74	Agree
----	--	------	------	-------

Remarks: X = Mean, SD=Standard Deviation, N=Number of Respondents

Result presented in Table 1 revealed that all the 11 unethical conducts items obtained mean scores above the cut-off point of 2.50. This means that agricultural science teachers agree that the items are unethical conducts of agricultural science teachers in senior secondary schools. The standard deviation of the responses of respondents on the 11 items ranged from 0.55 to 0.89, implying that the respondents were not far from the mean and from the opinions of one another in their responses.

Research Question 2: What are the reasons for teachers’ unethical practices?

Table 2: Mean Results of Agricultural Science Teachers on reasons for teachers’ unethical practices. (N=211)

S/N	Reasons for Unethical Conducts	X	SD	Remarks
12	Agricultural Science Teachers indulge in examination malpractice because they prepare students poorly for examinations.	3.62	0.43	Agree
13	Agricultural Science Teachers sometimes join others to indulge in misconduct because those found to be fraudulent were not punished.	3.05	0.38	Agree
14	Very high work load could lead teachers to work in their farms.	2.62	0.73	Agree
15	Some teachers engage in extortion of money from students as a means of surviving several months of salary owed to them.	2.82	0.81	Agree
16	Strong desire for fashion often leads the agricultural science teacher to extortion money from students or steal farm produce.	3.71	0.69	Agree
17	Poor working condition discourages teachers from conducting themselves in line with teachers’ code of conduct.	2.73	0.88	Agree
18	Students’ provocative nude dressing expose the agricultural science teachers to sexual immorality.	2.63	0.71	Agree
19	Students poor attitude to school farm activities demoralize the teacher	2.47	0.44	Disagree

Remarks: X = Mean, SD=Standard Deviation, N=Number of Respondents

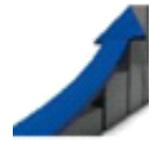


The data presented in Table 2, showed that all the 9 items except 19 obtained mean scores above the cut-off point of 2.50. This indicated that the agricultural science teachers agree that the items are reasons for teachers’ unethical conducts. The standard deviation of the responses of the teachers on the 8 items ranged from 0.38 to 0.88, which means that the respondents were not far from the mean and the opinions of one another in their responses. However, item 19 with mean score of 2.49 and standard deviation of 0.44 scored below the cut-off point of 2.50. This therefore means that the agricultural teachers disagree that the item is a reason for teachers’ unethical conduct.

Research Question 3: What are the consequences of misconduct in the society?

Table 3: Mean Results of Agricultural Science Teachers on consequences of teachers’ misconduct in the society (N=211)

S/N	Consequences of Misconducts	X ⁻	SD	Remarks
20	It is difficult to determine the true performance of students in examination because of examination malpractice	2.80	0.73	Agree
21	Examination, malpractice reduces the quality of our education in Nigeria and outside Nigeria.	3.11	0.62	Agree
22	Extortion of money from students by the agricultural science teacher could attract sanction.	2.81	0.44	Agree
23	Teachers who have carnal knowledge of their students may be dismissed on conviction.	2.91	0.64	Agree
24	Teachers use of students to work in their private farm tantamount to child abuse.	3.22	0.77	Agree
25	The randy agricultural science teachers may cause the female students to lose their highly priced virginity	3.44	0.71	Agree
26	Unethical conducts could lead to reduction in the teachers rank and salary of agricultural science teachers.	2.88	0.33	Agree
27	The teachers who misappropriate school farm revenue may be compelled to pay back or sanctioned.	3.01	0.72	Agree
28	Penalty for breach of ethics by agricultural may include query, demotion or penalty imposed by court for breach of provision of the law.	2.80	0.87	Agree



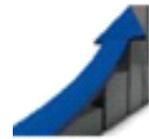
Remarks: \bar{X} = Mean, SD=Standard Deviation, N=Number of Respondents

The data presented in Table 3 indicated that all the 9 items obtained mean scores above the cut-off point of 2.50. This means that agricultural science teachers agree that all the items are consequences of unethical conducts. The standard deviation of the responses of the teachers on the 9 items ranged from 0.33 to 0.87, meaning that the respondents were not far from the mean and from opinions of one another in their responses.

Research Question 4: What are the strategies for reducing unethical conducts among agricultural science teachers?

Table 4: Mean Results of Agricultural Science Teachers on strategies for reducing unethical conducts among Agricultural Science Teachers (N=211)

S/N	Strategies for Reducing Teachers' Misconducts	\bar{X}	SD	Remarks
29	It is necessary to give teachers incentives such as cash awards.	2.02	0.74	Disagree
30	The Management Board can organize award winning – ceremony to appreciate those who have served with high level of morality.	3.21	0.82	Agree
31	Teachers' children may be offered scholarship award as a way of appreciating teachers who performs well.	2.91	0.40	Agree
32	It is necessary to take disciplinary action when code of ethics is breached.	2.42	0.66	Agree
33	Teachers who served meritoriously may be promoted to the next grade level.	2.58	0.80	Agree
34	Teachers need to be paid their legitimate entitlements such as salary and payment for extension classes.	3.25	0.93	Agree
35	Principals should make available teachers code of ethics.	3.40	0.62	Agree
36	Teachers need to be retrained on work ethics through seminar and workshops.	3.30	0.83	Agree



Remarks: \bar{X} = Mean, SD =Standard Deviation, N =Number of Respondents

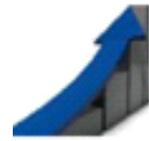
The result presented in Table 4 showed that all the 8 items, except 29, obtained mean scores above the cut-off of 2.50. This implies that respondents agree that the items are strategies for reducing unethical conducts of agricultural science teachers in senior secondary schools. The standard deviation of the responses of respondents on the seven items ranged from 0.40 to 0.93, meaning that the respondents have the same opinion in their responses. However, item 29 had a cut-off point of 2.02 and standard deviation 0.74. This means that agricultural science teachers disagree that the item is never a strategy for reducing teachers' misconduct.

Discussion of the Findings

The findings of the data presented on Table 1 (unethical conducts) revealed 11 unethical items among agricultural science teachers. They are disloyalty to school principals by the agricultural science teacher, exposing question papers, sales of farm produce without permission from the principal, exchange of grades for sex or money, embezzlement of money realized from the school farm, teachers' high handedness to students, especially in the school farm and four others. These findings agree with Kalu (2001) who found out that teachers at one time or the other have been caught in the web of sexual immorality, examination malpractice and dereliction of duty. The study also validated the opinion of Olaitan (2017) who observed that some agricultural science teachers serve as labour masters and use students for their private farms.

The findings of the data presented in Table 2 (Reasons for unethical conducts) showed that all the items except 19 were reasons for teacher's unethical practices in senior secondary schools. They are agricultural science teachers may indulge in examination malpractices because they prepared students poorly for examinations, agricultural science teachers sometimes join others to indulge in misconduct because those found to be fraudulent were not punished, very high work load could lead agricultural science teachers to use students to work in their private farm, some agricultural teachers extort money from students as means of surviving several months of salary owed them and four others. These findings are in consonant with the opinions of Wonah and Beshel (2019) who identified failure by school management to punish culprit and poverty as reasons for teachers' unethical conducts.

The findings of the data presented on Table 3 (Consequences of misconducts among science teachers) revealed nine consequences of misconducts by agricultural science teachers. They are: It is difficult to determine the true performance of agricultural science students in examination because of examination malpractice, examination malpractice reduces the credibility or quality of education, extortion of money from students by the agricultural science teachers could attract sanction, teachers whom have carnal knowledge of their students may be dismissed on conviction, teacher' use of students to work in their private farm tantamount to child abuse and four others. The findings agree with Ukoha



(2015); who said that unethical conducts have socio-economic and legal implications. It also supports the opinion expressed by FRN (2005) that query, reduction in rank and salary or sack are possible consequences of unethical conducts, among agricultural science teachers.

The findings of the data presented in Table 4 (strategies for reducing teacher's misconducts) indicated that seven out of the eight items were strategies for reducing teachers' misconducts. They are: the Secondary Education school Management Board can organize award winning ceremony to appreciate those who have served with high level of morality, teachers' children may be offered scholarship award as a way of appreciating teachers who performed well, it is necessary to take disciplinary action when code of ethics is breached, teachers who served meritoriously may be promoted to the next level and three others. These findings are in line with the submission of FRN (2005) that it is necessary for school Management Board to make copies of teachers' service manual available, sanction earning teachers and reward good conducts among teachers. Again the findings of the study agrees with Isiwu & Asogwa (2017) that it is also necessary to organize regular seminar or workshop as an intervention measures to keep teachers abreast of code of conduct. The findings are hereby sustained by the information obtained from literature reviewed as necessary for the conduct of agricultural science teachers in senior secondary schools in Ohafia Local Government Area, Abia State, Nigeria.

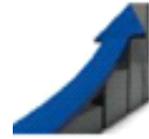
Conclusion

The study established that certain unethical practices are found among agricultural science teachers in Ohafia Education Zone, Abia State, not minding the teacher's code of ethics which serves as a guide to teachers in the conduct of their work to ensure students excel both in character and in learning. This has resulted to poor education outcome evidenced by unemployment and poor moral standard of the secondary school leavers. This development has provided research opportunity in this direction. The study was therefore carried out to find out empirically, stakeholders comments on what constitute unethical conducts among agricultural science teachers; reasons for misconducts, consequences and way out.

The study had therefore, made the following contributions to knowledge: it has provided information on unethical conducts among agricultural science teachers, its socio-legal implications and how best teachers should conduct themselves to improve their service delivery. The study also provided information on the expected standard of training that is needed for teachers to excel in their duties.

Recommendations

Based on the findings above, it is recommended that:



1. The findings of the study should be packaged to retrain agricultural science teachers on ethics in order to strengthen their skill base and service delivery in the state.
2. Teachers in the field should be allowed to benefit from organized workshops on ethics at little or no cost.
3. Disciplinary measures by the school management should be meted on teachers for proven cases of misconducts. This will serve as deterrent to teachers with unethical conducts.

References

Allen, K.R. & Mayer, E.C. (2006). *Entrepreneurship and small business management*. California: Glenocoe.

Ene, E.I, Arikpo, A.; Jeffery, J.E. & Albert, Y.D. (2013). Corruption control and political instability in Nigeria: Implications for value re-orientations in politics. *Global Journal of Human Social Science*, 13(1), 6-12.

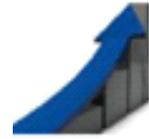
Federal Republic of Nigeria (2005). *Nigeria Teachers' Service Manual*. Lagos: NERDC Printing Press.

Federal Republic of Nigeria (2014). *National Policy on Education*. Lagos: NERDC Printing Press.

Food and Agricultural Organization (2013). *The state of food insecurity*. FAO. Retrieved 8th, November, 2013 from <http://www.who.int/trade/glossary/story>

Isiwu, E.C. & Asogwa, V.C. (2017). Competency improvement needs of teachers of agricultural education in teaching farm business management to students in Colleges of Education in South East, Nigeria. *Journal of Agricultural Education Teachers' Association of Nigeria*, 1(1), 84-92.

Israelstan, I. (2016). *Labour and Employment Manuals*. South Africa Labour guide.



Kalu, O.U (2001). *The scourge of the vandals: Nature and Control of cults in Nigerian University System*. Enugu: Joen Printing and Publishing Company.

Lang, J.M. (2013). *Cheating lessons: Learning from academic dishonesty*. Harvard: Harvard University Press.

Nnachi, R.O. (2010). Psychological strategies for fostering moral rebirth among Nigerian secondary school youths. *Journal of Nigerian society for Psychical Research*, 1(1), 125-137.

Olaitan, S.O. (2017). Policy initiatives for making agricultural education effective in the diversification of the economy of the nation. *Journal of Nigeria*, 1(1), 8-15.

Olaitan, S. O. & Mama, R.O. (2001). *Principles and practice of school farm management*. Owerri: Cape Publishers Ltd.

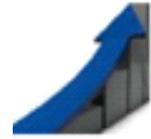
Onuka, A.U. (2016). Identification and analysis of stress factors among teachers of agriculture in Abia State. *Journal of the Nigerian Society for Psychosocial Research*, 6(2), 1-9.

Onyechere, I. (2013). *Examination ethics international: Technical and integrity skills for conduct of credible examinations*. Abuja: examination Ethics Marshall International.

Orie, S.B. & Ibekwe, I.K. (2014). *Business Policy and Strategy: A Simplified Approach*. Lagos: Green and Cherish Ltd.

Osaat; S.D. (2002). *Philosophy of Education: An assessment*. Port Harcourt: Springfield publishers.

Sharma, M.C.; Tiwari, & Sharma, P. C. (2010). *Entrepreneurship in livestock and agriculture*. New Delhi: CBS publishers and Distributors PVT.



Transparency International (2013). *Introduction to the global corruption report*. In G. Sweeney, K. Despota (eds) *global corrupt report*. New York: Routledge.

Ukoha, E.K. (2015). *Adolescence: Contemporary issues and trends*. Owerri: Chins and Chins Resources Concept Ltd.

Wonah. D.E.; Beshel, C.A. & Uangbaode (2019). Corruption in adult education in Nigeria: A case study of Cross River and Akwa Ibom States. *International Journal of Educational Benchmark*, 14(1), 29-38.