Level of Discipline among University Academic Staff as a Correlate of University Development in Nigeria

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Abstract

This study entitled "Level of Discipline Among University Academic Staff as a Correlate of University Development in Nigeria" adopted the correlation design with a population of 2,301 academic staff purposively selected from four Universities in the North-Central Geo-Political zone of Nigeria. The Stratified Random Sampling Method was used to select 287 and 289 senior and junior academic staff respectively (giving a total of total 576). A four-point scale rating Discipline Inventory Questionnaire was used to collect data. Mean scores, Standard Deviations and Pearson Product Moment Correlation (r) were used in answering the research questions while Pearson Product Moment Correlation (r) and t-test were used to test the hypotheses at 0.05 level of significance. The results showed that there is low level of discipline among the academic staff of Nigerian universities; a positive relationship exists between level of discipline among university academic staff and level of development of the universities; academic staff in universities located in urban areas had a higher level of discipline than their counterparts in universities located in the rural areas; and that junior academics have better level of discipline than their senior counterparts. Based on the findings, it was recommended amongst others that the government should ensure that the teaching of moral education be intensified at the University level.

Keywords: Discipline, Academic Staff, University Development And Nigeria

The Context and Problem

Staff members in every University in Nigeria are classified into three main categories; the administrators, the academics and the non-academics. These personnel are specialized in various fields and play complementary roles in the overall running of the University system. Effective collaboration can exist among these three arms of personnel when the philosophy of live and let live and transparent discipline are allowed the full rein. The absence of discipline and respect for the integrity of any one group can create disharmony and breakdown in the flow of information; it may also cause instability, stagnation and unprecedented problems among members and the institution as a whole. The educational system of Nigeria is geared towards the promotion and instilling of discipline in the minds of the citizenry. This is because, the policy is hinged squarely on the main national goals of Nigeria, which essentially are the building of "a free and democratic society; a just and egalitarian society; a united, strong and self-reliant nation; a great and dynamic economy; and, a land full of bright opportunities for all citizens" (National Policy on Education, 2004).

The National Curriculum Conference held in September, 1969 and came up with the following purposes for University education in Nigeria :

➢ Take part in the process of national development through the basic faculties:
➢ Develop and transmit the national cultural heritage and blend this with the larger world heritage;
➢ Provide intellectual life sustained by an intellectual community;
➢ Develop national consciousness and loyalty to truth and academic honesty;
➢ Provoke and promote an enlightened and informed public opinion;
➢ Re-establish old and new values worthy of sustaining the nation;
➢ Co-ordinate national research under its umbrella;
➢ Become a catalyst for change;
➢ Engineer a spirit of national and community services;
➢ Develop and encourage Nigerian human resources talent to the full;
➢ Encourage and develop critical and analytical attitudes;
➢ Create an atmosphere for love of learning and the use of knowledge;
➢ Foster international relationship through scholarship ;
➢ Pursue the goal of free inquiry after truth ; and,
➢ Disseminate knowledge for the use of humanity (Okecha, 2008).

Indiscipline within the context of this work is interpreted as when an individual exhibits a behaviour which is not worthwhile, considered unacceptable and incongruent with the norms of a given society. In the University environment, acts such as misappropriation of funds, cliquing, blackmailing, to name just a few, constitute indiscipline behaviours. Consequently, any academic staff that is engaged in the above acts shall be guilty of misconduct.

Misconduct according to Obafemi Awolowo University (OAU, 1990:8) is defined as "general misbehaviour to the prejudice of the proper administration of the university. This includes corruption, dishonesty,

drunkenness while on duty, false claims against the university or any of its constituent parts; insubordination, negligence of duty, falsification, suppression or unauthorized dissemination or disclosure of University information or records; conviction for criminal offences other than traffic offences ; absence from duty without excuse, the performance of any other acts which are inconsistent with acts which are essential to proper execution of the duties for which the employee was engaged ; failure to appear before or to answer questions satisfactorily in any investigation before any person or body designated by the University or any of its constituent bodies for the purpose of investigating any matter provided for in or arising out of any of the affairs of the university , or the condition of service in the Code of Conduct. For the avoidance of doubt, misconduct includes any act or omission which has the effect of embarrassing or tarnishing the good name of, or bringing into ridicule, the university, including the Senate, Council and the officers of the University" (OAU, 1990). Due to the indiscipline behaviour exhibited by some University academic staff, Dike (2004) observed that in some of the universities, the motive of some people's relentless struggle for leadership is not that of patriotism or the desire to serve the University honestly. Rather, it is due to their wish to gain opportunities to embezzle funds.

The issue of development   in Nigerian Universities has posed a great concern to many scholars, stakeholders and successive governments since University education was introduced in the country. Many questions have often been raised as to what factors inhibit progress   and realistic development of the universities. A number of factors have been identified to be partially or fully responsible for the slow pace but the most glaring is indiscipline which takes different forms in different institutions at different times. Today, a great deal of concern has been shown by government, parents and educators on the need for the provision of doctrine in homes, school, businesses and places of work. This concern is performed considering the importance of discipline to any establishment that cares to achieve its objectives for which it was established.

Successive governments in Nigeria have at one time or the other introduced various measures to eliminate or at least reduce the ills of indiscipline so as to foster discipline in the minds of the citizenry but have not actually found it easy. Examples of such measures designed include the War Against indiscipline (WAI), the Obasanjo Jaji Declaration, the present Economic and Financial Crimes Commission (EFCC), the independent Corrupt practice Commission (ICPC), the code of conduct Bureau (CCB) and a host of others. However, the measures seem to have failed, and the problem of discipline has continued to linger in the society and the Universities. The problem of this study posed in a question form, therefore, is: why have the previous attempts at promoting discipline not achieved their objectives?

Purpose of the study
The purpose of this study broadly stated was to determine the level of discipline among the academic staff of universities as a correlate of University development in Nigeria. Specifically, the study aimed at;
1. Determining the level of discipline among academic staff of Nigerian Universities;
2. Determining the level of development of Nigerian Universities;
3. Examining the relationship between the level of discipline and level of University development
4. Finding out possible ways of promoting discipline among the academic staff of Nigerian Universities;
5. Determining the difference in the level of discipline of academic staff in the Universities located in urban and rural areas in Nigeria;
6. Determining the difference in the level of discipline between junior and senior academic staff in Nigerian Universities.

Research Hypotheses
The following hypotheses were formulated to further guide the researcher in this study and were tested at the 0.05 level of significance:
Ho₁: There is no significant relationship between level of discipline among University academic staff and level of development in Nigerian Universities.
Ho₂: There is no significant difference in the level of discipline of academic staff in Universities located in the urban and rural areas in Nigeria.
Ho₃: There is no significant difference in the level of discipline among junior and Senior Academics in Nigerian Universities.

Research Model
This research was fastened on the Containment theory by Reckless (1961), Discipline with dignity theory, by Richard Curvin and Allen Mendler (2003), and the Functionalist theory of change by Max Weber and Emile Durkheim. According to the Containment theory inner containment is a positive sense of self; while outer containment is seen as supervision and discipline. The basic proposition is that there are 'pushes'' and 'pulls'' that can produce delinquent behaviour unless they are counteracted by containment. The Discipline with Dignity Theory developed by Curvin and Mendler (2003) supports the idea that good discipline starts by keeping

individual's dignity intact and by providing practical strategies for administrators to share responsibility for discipline with their subjects. According to the functionalists' theory society is like a biological organism that has parts and these parts work harmoniously in the overall interest of the organism.

From the above theories, it show therefore that academic staff indulges in indiscipline acts because they did not form their self-image during their childhood period, which is being manifested at their later life. Some of them misbehave due to the 'pushes'' and 'pulls'' mentioned by Reckless (1961); for example, discontentment with living conditions (salaries, accommodation, office space and equipment) and family conflicts-within his (lecturer's) immediate family, with school administrators or colleagues at the job site. Consequently, administrators should instil in their subjects a sense of responsibility by using partnership to develop and share clear rules, provide daily opportunities for success, and administer in-school suspension for non-compliant members. This is because the academic staff of Universities form the highest social strata of individuals of any society; they are the reference point to all, they serve as role models to others, and so they are the reference point to all, they serve as role models to others, and so they cannot be treated as people who do not deserve to be accorded the highest respect of the nation.

Methodology
This survey was carried out within Universities of the North Central Geo-Political Zone (commonly referred to as the Middle Belt) of Nigeria. A total of 2,301 University academic staff was established as the target population for the study. From this, a sample of 576 academic staff was drawn from the 2301 population. The purposive sampling technique was used to select four universities. The four Universities (University of Jos, University of Agriculture-Makurdi, Benue state University-Makurdi and Nasarawa state University-keffi) were selected because they are cited in the three states of the zone with the highest indiscipline acts. Stratified Random Sampling Technique was used to draw 287 senior academic staff and 289 junior academics. The instrument used for data collection was a 52 item researcher-designed questionnaire using the Likert scale. A trial test was conducted using 20 subjects in Bingham University, Jos which is in the zone under study. The reliability coefficient stood at 0.884. The Direct Delivery Technique (DDT) was applied in the administration of the instrument to all the respondents. Data obtained for this study was analysed using mean (X) and standard deviations (SD) to answer research questions 1,2,4,5 and 6, whereas Pearson r was used to analyse the data required to answer research question 3. Hypothesis one was tested using Pearson r statistics whereas hypotheses 2 and 3 were tested using t-test statistics. The hypotheses were tested at the 0.05 level of probability.

Findings
The results of data analysis are presented in this chapter. Research questions were analysed alongside with the corresponding hypotheses.
Research Question One*: What is the level of discipline among the academic staff of Nigerian universities?*
Table 2: Mean and Standard Deviation of the mean responses of the respondents on the level of discipline among the academic staff of Nigerian universities

Name of Institution	N	$\overline{X}$	SD	Decision
University of jos, Jos	209	2.09	0.31	Low level
University of Agriculture, Makurdi	116	2.15	0.58	Low level
Benue state University, Makurdi	131	2.18	0.50	Low level
Nasarawa, state University, Keffi	95	1.96	0.41	Low level
Total	**551**	**2.10**	**0.44**	**Low level**

Data presented on table 1 indicate that the level of discipline in all the Nigeria Universities studied is low, this is indicated by the mean score of 2.09 for University of Jos; 2.15 for University of Agriculture, Makurdi; 2.18 for Benue State University, Makurdi; 1.96 for Narasawa state University, Keffi, and the overall mean of 2.10. These mean scores were below the 2.50 at four point rating scale and therefore suggested that the level of discipline in all universities studies was low. The standard deviation which ranged between 0.31 and 0.58 suggested that the respondents' scores clustered around the mean and the responses are homogenous.
Research Question Two*: what is the level of development in Nigerian universities?*
Table 3: Mean scores and Standard deviation of the respondents on the level of development in Nigerian Universities.

Name Of Institution	N	$\overline{X}$	SD	Decision
University of Jos, Jos.	209	2.15	0.38	Low level
University of Agriculture, Makurdi,	116	2.11	0.58	Low level
Benue State University, Madurdi	131	1.80	0.37	Low level
Nasarawa State University, Keffi	95	2.39	0.34	Low level
Total	**551**	**2.10**	**0.46**	**Low Level**

Data on table 2 reveal that the level of development in Nigerian Universities studied is low. This is shown by the mean score of respondents from the different universities which are less than 2.50 at four point rating scale. The mean score for university of Jos is 2.15; for University of Agriculture. Makurdi, is 2.11; for Benue state University, Makurdi, is 1.80; for Nasarawa State University, Keffi, is 2.39 and the overall mean score is 2.10. The data indicate that individually and collectively, there is low level of development in the Universities studied. The standard deviations which range between 0.34 and 0.58 show that there was much variation in the scores of the respondents and as a result suggest homogeneity in responses.

Research Question Three: What is the relationship between discipline and development in Nigerian universities?

Table 4: Calculated **r showing the relationship between discipline and development of Nigerian Universities.**

Name Of Institution	Level Of Discipline	Level Of Development	Decision
University of Jos, Jos	Person correlation sig. (2-tailed) N	0.199** 0.004 209	S
University of Agriculture, Makurdi	Pearson correlation Sig. (2-tailed) N	0.662** 0.000 116	S
Benue State University	Pearson correlation Sig. (2-tailed) N	0.378** 0.000 131	S
Nasarawa State University, Keffi.	Pearson correlation Sig. (2-tailed) N	0.160 0.12 95	NS
Overall	**Pearson correlation Sig. (2-tailed) N**	**0.266** 0.000 551**	**S**

NB: **=Correlation is significant at the 0.01 level (2-tailed)

S=Significant at the 0.05 level of significance

NS= Not significant at the 0.05 level of significance.

Data on table 3 show that there is a positive relationship between level of discipline of academic staff in universities and the level of development in the Universities. This is shown by the calculated r of 0.1999 for universities of Jos, 0.662 for University of Agriculture, Makurdi, 0.378 for Benue State University, and calculated r is significant at 0.000 level of significance which is less than the 0.05 level of significance which was originally proposed.

Hypothesis 1: *There is no significant relationship between level of discipline and level of development among University academic staff in Nigerian Universities.*

Data on table 3 indicated a significant positive relationship between level of discipline and development of Universities. This was shown by the overall calculated r of 0.266 which was significant at 0.01 level of probability and also significant at 0.05 level as stated for the study. This suggested that the higher the level of discipline the higher the level of development in the universities and vice versa.

Research Question Four: *How can the educational system in Nigerian promote of discipline among University academic staff?*

Table 5: Mean Scores and Standard Deviation of Responses o the respondents on ways of promoting Discipline within the Universities

Item Statement	N	$\bar{X}$	SD	Decision
1 Moral education should be intensified	551	3.78	0.48	SA
2 Guidance and Counselling services should be encouraged	551	3.75	0.47	SA
3 Teacher-Students ratio should be maintained to guide against overcrowding	551	3.70	0.48	SA
4 Every academic staff should have some teacher education	551	3.69	0.54	SA
Total	**551**	**3.70**	**0.32**	**SA**

Data on table 4 indicated the mean scores and standard deviations of the respondents on the ways of gearing the educational system in Nigeria towards promoting discipline among University academic staff. The respondents strongly agreed that moral education should be intensified, there should be guidance and counselling services, teacher-students ratio should be maintained, and that every academic staff should be exposed to teacher training for professionalism. This is because, the items with the mean score of 3.78, 3.75, 3.70.3.69, and 3.70 respectively met the judgemental base of 2.50 and above at four point rating scale.

Research Question Five: *What is the difference in the level of discipline of academic staff in urban and rural Universities?*

Table 6: Level of Discipline of Academic Staff located in urban and rural Universities

Location of Universities	$\overline{X}$	t-cal	Df	Sig-level	Decision
Urban	2.13				
Rural	1.96	-3.47	549	0.001	S

Data on table 5 show the difference in the level of discipline of academic staff in urban and rural universities under study. Academic staff in universities located in the urban areas had a mean score of 2.13 and a standard deviation of 0.45 on a four point rating scale whereas the academic staff from universities located in the rural areas had a mean score of 1.96 and a standard deviation of 0.41l also on a four point rating scale. Based on these mean scores, academic staff from universities located in the urban areas had higher level of discipline than those in the rural area; though this difference was observed, both academic staff in urban and rural areas was found to have low level of discipline.

Hypothesis 2: There is no significant difference between the level of discipline of academic staff of universities located in the urban and rural areas in Nigeria.

Data on table 4 indicate a significant difference between the level of discipline among the academic staff in universities located in urban and rural areas. The difference was in favour of academic staff in universities located in the urban areas. This was shown by the calculated t-cal of -3.47 at 549 degree of freedom which was significant at 0.001 exact probability level and also significant at 0.05 level of significance.

*Research Question Six***:** what is the difference between the level of discipline of junior and senior academics in Nigerian Universities?

Table 7: Difference in the Level of Discipline between Senior and Junior Academic Staff of Nigerian Universities

Rank Of Academic Staff	X	t-cal	Df	Level of Significance	Decision
Junior Academics	2.18				
Senior Academics	2.02	-4.25	549	0.000	S

Data on table 6 show the difference in the level of discipline of academic staff in urban and rural universities. Junior academics had mean score of 2.18 and a standard deviation of 0.47 on the four point rating scale whereas senior academics had mean score of 1.96. These data show that junior academics demonstrate higher level of discipline than their senior counterparts even though their mean scores suggest that both groups had low level of discipline.

Hypothesis 3:There is no significant difference in the level of discipline of junior and senior academics in Nigerian universities.

Data on table 6 indicate that there is a significant difference in the level of discipline of junior and senior academics and the difference was in favour of junior academics. This was indicated by the calculated t-value of -4.25 which at 549 degree of freedom was significant at 0.000 exact level of probability and also significant at the 0.05 level of significance.

Discussion

The level of discipline in all the Nigerian Universities studied is low

It was discovered that the level of discipline is low. This could be the reason for Radda (2009) in his article on unethical practices in Nigerian university system: Pattern, Causes and Solutions, argue that, academic staff of universities commit unethical practices such as indiscriminate urge for sexual gratification, ill-gotten money and items of value from parents, guardians and students. In line with Radda's opinion, it was also discovered that, University academic staff do not teach their causes at scheduled times, they sometime engage in the act of plagiarism, do not attend official meetings regularly and promptly, they are not concerns about violators of rules and regulations within the university environment, they sometimes disclose the content of confidential document, to mention but a few. The findings established showed that the universities are still far from achieving fundamental objectives of a well-established University such as those contained in the mission statement of Nnamdi Azikiwe.

The level of development of Nigerian Universities studied is low

It was discovered that the level of development of Nigerian Universities studied is generally low. With regards to academic staff, many are not well trained intellectuals in their areas of specialization, a situation where a considerable number of first degree holders constitute most part of the teaching staff. Some of the teaching staff do not have well-furnished offices, the lecture halls are not enough nor spacious, students'-teacher ratio is not maintained, and since some academic staff are not satisfied with their pay package, some do not engage in serious research. With all that, Mukhtar (2001) in his paper 'the State of Nigerian Universities'' attributed that set back of Nigerian universities to poor funding, lack of infrastructures, lack of frequent curriculum review, inadequate staff training and welfare, students over population, frequent strikes by the academic staff, to mention only a few. He lamented that necessary facilities that could lead to the development of the universities in Nigeria are virtually inadequate. In the same vein, Baty (2008) writing on the topics, 'The Giant of Africa Awakened

from Slumber'' sceptically postulated that Nigeria intended to join the international elite within a decade. In view of the slow pace in development in nearly all the Nigerian universities, the meeting of Vice Chancellors vehemently set a target for Nigeria to have at least two of their institutions ranked among the top 200 universities in the world ranking by 2020 in accordance with vision 2/100/2020.

There is a positive relationship between level of discipline of academic staff and the level of development of Nigerian Universities

It was observed that there is a significant relationship between level of discipline among academic staff of universities and the level of development within the universities. It was based on this finding that hypothesis l was rejected. This is because after the computation of data obtained from the respondents, Pearson r for all the universities studied stood at 0.266 which was significant at 0.000 level of significant and also significant at 0.05 level of significance. That is to say, when there is increase in the level of discipline, there will be increase in the level of development or vice versa, all things being equal.

This, according to the researcher supports the fundamental law of magnetism which states that like poles attract, unlike poles do not attract. Thus, Dian (2003) in her book entitled 'Discipline and Development: Middle Classes and Prosperity'' puts it succinctly that discipline ought to be taken seriously as a contributing factor to any form of development with a given society. To further stress on this point, the motto of Nnandi Azikiwe University (2008) states that, discipline is set forth as a pre-requisite condition for the achievement of set goals. Discipline, according to this motto embodies endurance, continuity, and determination to start afresh when previous efforts fail. Their (Nnandi Azikiwe University) stance is that, discipline gives rise to self-reliance which entails confidence in one's self and his abilities. The amalgam of disciplined mind with self-confidence yields excellence.

Moral education, guidance and counselling services can promote discipline among the university academic staff

The result in respect of this question indicated that the opinion of the respondents was that moral education should be intensified, guidance and counselling services should be encouraged in all universities, especially the ones under study, that appropriate teacher-students' ratio should be maintained in all lecture halls to guide against over-crowdedness and that every academic staff should have some teacher education. The findings were very unfortunate because, if the respondents unanimously agreed that moral education should be intensified for the University lecturers who have been charged with the formation of character in the youths of the nation, then something is wrong. It also challenges the Nigerian philosophy of education which is based on the integration of the individual into a sound and effective citizen. This further brings a worry in the mind of the researcher; does it mean then that, the philosophy of Nigerian education is just documented and not properly implemented? If not, why should we be talking about how the educational system could be re-arranged to promote moral values in the minds of the highest educated cadre of the nation, in fact, those who are in charge of educational affairs of the nation? If this is the case, then this will go contrary to what is written in the bible that train up a child in the way he should grow, and when he grows up he will not depart from it (Proverbs, 22:6).

There is a significant difference in the level of discipline of academic staff in the urban and rural Universities in favour of academic staff from urban universities

The result showed that there was a marked difference in the level of discipline of academic staff in universities located in the urban and rural areas. This difference was in favour of academic staff in universities located in urban areas. Furthermore, the results from the computations in table seven negated the hypothesis and upheld the alternative that there exists a significant difference in the level of discipline of academic staff in universities located in urban and rural areas. This observation is supported by Mukhtar (2001) who pointed out and affirmed that part of the problems facing academic staff in rural institutions of higher learning include the lack of human facilities such as insufficient power supply, inadequate lecture halls, basic chemicals and equipment in laboratories, poorly equipped libraries with outdated reading materials, and so forth. The question is, why should there be a disparity between the Universities in the first place? Does it mean that academic staff who are working in those universities located in rural areas are not as qualified as those located in the urban areas and deserve the same treatment in all aspects of life? Is a University, no matter where it is located, not a University?

Junior academics had higher level of discipline than their senior counterparts

Details presented in table six rejected the null hypothesis and held that there exists a significant difference in the level of discipline of junior and senior academics in Nigerian Universities most especially those covered in this study. From the computations of the respondents' opinions, the result showed that junior academic exhibited higher level of discipline than their senior counterparts. The findings are confirmed by the calculated t-value of -4.25 which at 549 degree of freedom was significant. This indicates that the senior academic take lead in both positive and negative activities to demonstrate their supremacy. This means that if care is not taken it can create confusion among those who look up to them as role models and could create chaos in the universities and the society as a whole. But this findings shows that as the academic staff move to a higher position, his level of discipline drops. Marks (2006) supports this assertion when commenting in a publication of an American Society

for Clinical Investigation showed how professor Tonegwa was accused of e-mailing a potential recruit and discouraging her from joining the MIT faculty because he was allegedly uncomfortable with the competition her laboratory would provide to his work research endeavours.   This finding goes contrary to the Position Classification Standards of academic staff in most Universities in the world. These standards are generic statements used to describe the broad categories of responsibilities attached to academic staff at different levels.

Implications of findings

The implication in the variations is a clear testimony of the fact that the behaviour of academic staff in the four universities differ significantly from one institution to the other. This explains that despite their being academic staff, they can never tackle discipline problems in the same way. The findings serve as a pointer to policy makers and government to always take cognizance of individual differences, potentialities and abilities of this academic staff. The low level of discipline among academic staff also has a bearing on their students who are expected to be future leaders of Nigeria. These may include the possibility of non-recognition and rejection of certificates presented to other universities outside the country with reasons that the graduates have been poorly trained.

The positive relationship between the level of discipline of academic staff in universities and the level of development of these universities implies that when level of discipline increases, level of development within the university will also increase. It means that the development of any university depends mostly on the behaviour of its academic staff. This calls on the National Universities Commission (NUC) and other concerned stakeholders to sit up in their policies on accreditation of programmes of universities in the country. Activities of persons who run schools as money making ventures should be scrupulously checked to control exploitations of citizens and foreign collaborators through the high fees charged for their selfish aims.

Furthermore, the implication here is that, though the philosophy on Nigerian education is well-spelt out, aspects that concern the morality are not well implemented at the various levels of education since respondents unanimously advocated for such.   Finally, there is no uniform development of Nigerian universities in terms of quality of graduates, infrastructural materials, staff strength, and all that takes to develop the universities. This means that, discipline must be wholesome, i.e. both senior and junior academics must display the highest level of moral rectitude in order for the universities to meet up with the challenges of a developed university.

Recommendations

Based on the findings of this study, the researcher made the following recommendations:

❖ The various levels of government (local, state and federal), educational philosophers, curriculum planners and developers should from time to time review the curriculum to inject into school experiences much of the moral and societal values.

❖ In keeping with the goals of the National Policy on Education, any person involved in or itching to become a teacher at any level of the Nigerian educational system should be encouraged to go to a teacher training college before being certified to teach in any of the nation's schools.

❖ The concept of discipline and development as far as the university is concern should be taken seriously such that anything that may jeopardise their good intentions should be avoided as much as possible by all stakeholders.

❖ Allowances for research should be modified upward to match with the high rate of Nigerian currency (the naira) when compared to international currencies like the dollar, the euro, the British pound, the French francs to mention just a few.

❖ Universities should be provided with facilities such as well equipped libraries and laboratories for the sciences, good housing facilities for staff, good classroom and hostel accommodations for students.

Conclusion

From the major findings of this study, it was concluded that there exist low level of discipline in Nigerian universities, especially those studied; there is low level of development in Nigerian universities, especially in those from the North Central Geo-Political zone of Nigeria; there exist a positive relationship between level of discipline of academic staff of Nigerian universities and the level of development of their environment; moral education, guidance and counselling services, appropriate teacher-students' ratio and teacher education were found to be among the ways to be in promoting discipline among university academic staff; academic staff in universities located in rural areas exhibit low levels of discipline due to inadequate availability of basic amenities in the rural areas; and the inequitable distribution of relevant facilities. Consequently, trained personnel migrate to other areas of the country in order to curb hardships.

As a result of the unethical practices taking place in the universities, the academic world is at crossroads and on trial. Consequently, academic life and community life as well are becoming less dignifying due to the misconduct of some academics. Clearly, the academic world is fast losing its credibility, integrity and honour. This is largely, due to decline in its hitherto known cherished values of objectivity, fairness, services to humanity, nationalism, patriotism, productivity and search for the truth at all costs. Multi-facet pattern of malpractices are

taking root in the Nigeria's academic world thereby threatening the system and its operators. Granted that there is a systematic failure in Nigerian universities, the academic staff in the universities must continue to be the conscience and brain (engine room) of the society no matter the odds. University academics should be aware that, they are the nation's eye in all aspects of life; they are expected to be role models to their students and the society at large. They are like the Kilimanjaro Mountain which cannot be hidden, such that what ever they say or do is imitated by their students and other citizens in the general society. Their acts or behaviours have great impact on the image of the universities and the nation as a whole. They are therefore expected to show level of self-discipline whatever the situation may be in order to meet up with the challenges of development as their colleagues are doing in other universities the world over. It may not be easy but it is a task worth pursuing.

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