



Rights and Obligations of Staff, Human Rights and Disciplinary Matters In Nigerian Universities

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ABSTRACT

The Nigerian university system continues to depreciate in the quality of discipline among staff and students. The system is characterized by a variety of unwholesome behaviour among the faculty; a situation that calls for firm disciplinary measures to address. The application of the said disciplinary measures needs to be effected bearing in mind the human right principles so that the right things are not done the wrong ways. This article examines the concept of human rights and their importance, the rights and responsibilities of university faculty with emphasis on academic freedom and the responsibilities that go with it; academic governance, teaching, research and creative activities, public service and the resolution of conflicts.

There are however various acts of misconduct found among the faculty which need to be dealt with bearing in mind the need to be guided by human rights principles. Factors that predispose academic staff to corrupt practices were listed while suggestion were made for strategies for curbing academic dishonesty among the faculty.

Keywords: *Rights and Obligations, Human Rights, disciplinary Matters.*

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INTRODUCTION

We wish to X-ray the subject of rights and obligations of staff, in the light of the demands and expectations of human rights principles, in the course of executing discipline of the university staff – (academic and non-academic). The leadership of any institution that wishes to be guided in its operations by ideals and dictates of human rights, is a visibly responsible one. Such a Vice-Chancellor is clearly an altruistic humanist, a highly intuitive and indescribably perspicacious personality who wishes well for the staff and peace in the entire University. This is so because the failure to adhere to, or respect human rights in the exercise of discipline remains a veritable trigger of internal strife and avoidable convulsive propensities in many Nigerian universities and even in the relationships between trade unions and governments in the country.

This subject is also very obviously apt for our system, especially at these austere times when the high cost of living occasioned by rising inflationary trend diminishes the purchasing power of our currency, resulting in the near irresistible temptation for staff to lose sight of or play down on their primary assignment and rather focus attention on avenues for making extra cash. It becomes necessary for any responsible university administration to constantly remind staff of their rights and obligations, wisdom would remind responsible staff to always strive to justify their salaries and recognize that every right goes with corresponding obligations. It is an unfair and unjust thinking to always strive for or demand one's rights without fulfilling ones statutory obligations. It is morally improper to fail to strike a reasonable balance between our rights and obligations in the execution of our mandates as staff of our tertiary institutions, especially the universities upon which the socio-economic destiny of our nation depends.

We shall, in the course of examining this subject matter, discuss briefly the key concepts which include:

- Background to Human rights
- Rights of university staff
- Obligations/responsibilities of university staff with emphasis or special reference to:
 - ✓ Behaviour that attract disciplinary measures,
 - ✓ Conditions that predispose staff to commit misconduct
 - ✓ Strategies for curbing indiscipline of staff in our universities
 - ✓ Conclusion.

BACKGROUND TO HUMAN RIGHT

The concept of human rights has existed for many centuries in European thought and began to crystallize more evidently when King John of England after violating several ancient laws and customs by which England was governed, was forced by his subjects to sign the famous *Magna Carta* (1215). The contents of that document formed part of the basis of what later became known as the human rights. Other countries political and religious institutions also enacted their various codes regulating responsible behaviour which also constituted their own human rights policies. References to justice, fairness and humanity are common in world religions: Buddhism, Christianity, Confucianism and Islam. Other document that asserted the rights of individuals the ideas from which formed the Universal Declaration of Human Rights included: The English Bill of Rights (1689) the French Declaration of the rights of man and citizens (1789) and the US Constitution and Bill of Rights (1791).

The Horrendous experiences of the Second World War, especially the holocaust, compelled the Western and developing nations, after the war to emphasize human rights [1].

The Universal Declaration on Human Rights adopted by the United Nations on 10th December 1948 is based on the idea of human dignity and within inherent in the person, and the principle that the human person is the central subject of human rights and fundamental freedoms [2].

The Declaration proclaimed that inherent and inalienable rights are not the privilege of a few but belong to all irrespective of race, sex, culture, language, religion or belief. It also includes civil rights (such as the rights to life, and freedom from torture, basic political rights (freedom of expression and association) and economic and social rights (rights to work and to education).

How then can we define “Human Rights”?

Human Rights are the rights people are entitled to simply because they are human beings irrespective of their citizenship, nationality race, ethnicity, language, sex, sexuality or abilities. Human rights become enforceable when they are codified as conventions, covenants or treaties or as they become recognized as customary international laws [3]. Human Rights are at times defined as the universal rights which every human being should be entitled to enjoy and have protected [4].

The UDHR was the first international document that spelled out the “basic civil, political, economic, social and cultural rights that all human beings should enjoy [5]. The UN General Assembly ratified the declaration unanimously on December 10, 1948 The vote to adopt the UDHR was considered a triumph as it unified diverse nations and conflicting political regimes.

The UDHR was not legally binding, though it carried great moral weight. In order to give the human rights listed in the UDHR the force of law, the United Nations drafted two covenants, the International Covenant on Civil and Political Rights (ICCPR) and the International Covenant on Economic, Social and Cultural Rights (ICESCR). The division of rights between these two treaties is artificial, a reflection of the global ideological divide during the Cold War. Though politics prevented the creation of a unified treaty, the two covenants are interrelated, and the rights contained in one covenant are necessary to the fulfillment of the rights contained in the other. Together, the UDHR, ICCPR, and ICESCR are known as the International Bill of Human Rights.

They contain a comprehensive list of human rights that governments must respect and promote, including:

- Right to life;
- Equality;
- Security of person;
- Freedom from slavery;
- Freedom from arbitrary arrest/detention;
- Freedom of movement and residence;
- Due process of law;
- Freedom of opinion and expression;
- Freedom of association and assembly;
- Right to safe and healthy working conditions;
- Right to form trade unions and to strike;
- Right to adequate food, clothing, and housing;
- Right to education; and
- Right to health.

WHY ARE HUMAN RIGHTS IMPORTANT?

Human rights reflect the minimum standards necessary for people to live with dignity and equality. Human rights give people the freedom to choose how they live, how they express themselves, and what kind of government they want to support, among many other things. Human rights also guarantee people the means necessary to satisfy their basic needs, such as food, housing, and education, so they can take full advantage of all opportunities. Finally, by guaranteeing life, liberty, and security, human rights protect people against abuse by individuals and groups who are more powerful. According to the United Nations, human rights:

Ensure that a human being will be able to fully develop and use human qualities such as intelligence, talent, and conscience and satisfy his or her spiritual and other needs [6].

Human rights are not just theoretical; they are recognized standards to which governments are to be held accountable [7]. There are five basic tenets underlying human rights as they apply to all people. Human rights are:

- **Universal** in that they belong to all people equally regardless of status. All people are born free and equal in dignity and rights.
- **Inalienable** in that they may not be taken away or transferred. People still have human rights even when their governments violate those rights.
- **Interconnected** because the fulfillment or violation of one right affects the fulfillment of all other rights.
- **Indivisible** as no right can be treated in isolation. No one right is more important than another.
- **Non-discriminatory** in that human rights should be respected without distinction, exclusion, restriction, or preference based on race, color, age, national or ethnic origin, language, religion, sex, or any other status, which has the purpose or effect of impairing the enjoyment of human rights and fundamental freedoms [8].

WHO IS RESPONSIBLE FOR UPHOLDING HUMAN RIGHTS?

Governments

Under human rights treaties, governments have primary responsibility for protecting and promoting human rights. But governments are not solely responsible for ensuring human rights. The UDHR states:

Every individual and every organ of society ... shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance [9].

This provision means that not only the government, but also businesses, civil society organizations, and individuals are responsible for promoting and respecting human rights. When a government ratifies a human rights treaty, it assumes a legal obligation to respect, protect, and fulfill the rights contained in the treaty. Governments are obligated to make sure that human rights are protected by both preventing human rights violations against people within their territories and providing effective remedies for those whose rights are violated.

Treaty Monitoring Bodies

There are nine core international human rights treaties. Each treaty establishes a committee of experts to monitor implementation of the treaty provisions by countries that have ratified the treaty. Some treaty bodies also are able to take complaints from individuals and others whose human rights have been violated. The following are the nine core human rights treaties and their years of adoption:

CORE TREATIES

Treaty	Acronym	Year
International Convention on the Elimination of All Forms of Racial Discrimination	CERD	1965
International Covenant on Civil and Political Rights	ICCPR	1966
International Covenant on Economic, Social and Cultural Rights	ICESCR	1966
Convention on the Elimination of All Forms of Discrimination against Women	CEDAW	1979

Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment	CAT	1984
Convention on the Rights of the Child	CRC	1989
International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families	CRMW	1990
Convention on the Rights of Persons with Disabilities CRPD 2006 International Convention for the Protection of All Persons from Enforced Disappearance	CED	2006

We need to study more closely and intensely the details of the human rights provisions. When we do, we shall be properly guided in the procedure for the dispensation of justice with the university staff. We will be able to know whether our policies on discipline are in consonance with acceptable provisions of human rights.

What are the rights of University staff which should not be trampled on in the course of administering discipline in the University system? To that we may now turn.

RIGHTS AND RESPONSIBILITIES OF UNIVERSITY STAFF/FACULTY

The rights and responsibilities of universities staff or Faculty are understandably similar but may not be identical on account of the various orientations of the founders. It is, for example, reasonable not expect similar rights and responsibilities of staff in Federal and State Universities on the one hand, and private universities on the other.

Even among the private universities, the peculiarities among the founders or proprietors would to a very large extent determine what the rights of the faculty would be. More specifically we know, for example, that many private universities would not easily grant faculty the right of freedom of association. This explains why trade unions hardly exist and/ or operate freely in private universities.

However, in most federal and state universities, the rights are more easily and freely granted by the management. We have examined the right and obligations of the faculty/academic staff in many universities in Africa, (including Nigeria), Europe and America/USA (Michigan State University, Rice University, Yale University, Durham Duke University, etc) and come up with the following which represents a summary or a synthesis of the rights and obligations of the faculty or academic staff in the institutions.

ACADEMIC FREEDOM AND RESPONSIBILITY

A typical Nigerian, European and American University endorses academic freedom and responsibility as essential to attainment of the University's goal of the unfettered search for knowledge and its free exposition. Academic freedom and responsibility are fundamental characteristics of the University environment and are always closely interwoven and at times indistinguishable. Academic freedom and responsibility are the twin guardians of the integrity and quality of universities. The University looks to its faculty members to exercise their rights responsibly and to meet their obligations fully as professionals. Faculty acceptance of their responsibilities to students, colleagues, the scholarly community, and the public explains in great part why society historically has accepted the concept of academic freedom.

For Faculty Members, The Principal Elements of Academic Freedom Include:

- 1) The right, as teachers, to discuss in the classroom any material which has a significant relationship to the subject matter as defined in the approved course description;
- 2) The right to determine course content, grading, and classroom procedures in the courses they teach;
- 3) The right to conduct research and to engage in creative endeavors;
- 4) The right to publish or present research findings and creative works;
- 5) The right to engage in public service activities; and
- 6) The right to seek changes in institutional policy through established University procedures and by lawful and peaceful means.

Academic freedom carries with it responsibilities.

For faculty members, the principal elements include:

- 1) The responsibility to carry out assigned teaching, research, and public service duties in a professional manner and in keeping with University policy;
- 2) The responsibility, as teachers, to refrain from introducing matters which are not consistent with their teaching duties and professional competence and which have no significant bearing on the subject matter of the course as approved under University procedures;

- 3) The responsibility to pursue excellence and intellectual honesty in teaching, research, and other creative endeavors and in public service activities; and in publishing or presenting research findings and creative works;
- 4) The responsibility to encourage students and colleagues to engage in free discussion and inquiry; and to evaluate student and colleague performance on a scholarly basis;
- 5) The responsibility to work in a collegial manner with appropriate individuals and bodies to encourage the free search for knowledge; its free exposition, and the University's continuing quest for excellence; and
- 6) The responsibility to differentiate carefully their official activities as faculty members from their personal activities as citizens and, when the situation warrants, to make it clear that, when speaking as private citizens, they do not speak for the University.

The above list provides a summary outline of the principal elements of academic freedom and responsibility. More detailed and explicit definitional statements applicable to specific faculty rights and responsibilities are set forth below under the following headings: Academic Governance, Teaching, Research and Creative Activity, Public Service, Relations with Colleagues, Relation to the University and the Community, and Resolution of Conflicts.

Academic Governance

The faculty members have a right and responsibility to participate in the establishment and functioning of a governance system at the department or school, college, and University levels in accordance with a typical Nigerian, European and American Universities *Bylaws for Academic Governance* to ensure academic freedom and the promotion of the goals of the institution. The University looks to the faculty for recommendations on various academic personnel matters including faculty appointments, reappointments, promotions, and salary increase guidelines; on the development of new academic programs and the modifications or discontinuance of existing programs, on academic curricula and standards; on definition of University mission and goals; on policies governing research and creative endeavors; on the formulation of annual budget requests and allocations; and on the selection and review of specified administrative officials, as well as other issues that concern the general welfare of the University, including student affairs and the academic environment.

Through the academic governance system, the University accords a central role to faculty peer review in the departments or schools, colleges, and the University. Faculty has a responsibility to participate in peer review procedures to ensure personnel recommendations which promote excellence. In accordance with established departmental or school, college, and University policies, faculty members have the right to be informed of the standards, criteria, procedures and other conditions which affect all aspects of their appointment in the tenure system, to be evaluated in a fair, objective manner, and to receive timely notice regarding their future appointment status at Nigerian, European and American University Universities.

Teaching

Because the faculty's role in the educational process is primary and central, the faculty member, as teacher, has the responsibility to make every effort to be accurate, objective, and effective. In the classroom, the teacher shall address topics and present materials consistent with the teaching assignments as defined in the approved course objectives.

The teacher has the responsibility to encourage the pursuit of learning by students by manifesting the best academic standards of the discipline or profession. To accord students respect as individuals, the teacher shall seek to establish a relationship of mutual trust and to establish an appropriate role as an intellectual guide, counselor and mentor, both in and out of the classroom. If problems arise in the relationship between teacher and student, whether on personal matters or on instructional materials or methods, both teacher and student shall attempt to resolve them in informal, direct discussions as between well-intentioned, reasonable persons.

The teacher has the responsibility not to exploit students for private advantage; the teacher also should avoid any form of discrimination or harassment, with the understanding that sexism, and other forms of bias preclude the establishment of an effective learning environment.

The teacher has the responsibility to foster and require honest academic conduct. The teacher has authority and responsibility for grades and shall assure that the evaluation and assessment of academic performance reflect each student's true achievement by good faith application of criteria appropriate to the field of study and the course. The teacher shall further protect academic freedom for faculty and students by acknowledging the contributions of students to professional work of faculty members and by assuring that each student is free to voice opinions openly and to exchange ideas free from retaliation.

Teachers have the responsibility to observe the University, college and department/school policies regarding such matters as the statement of course objectives, examination policy, office hours, course evaluations, and other provisions of *The Nigerian, European and American University Universities' Code of Teaching Responsibility*.

Research and Creative Activity

To fulfill the University's mission of advancing and disseminating knowledge for the improvement of the welfare of the public, faculty members have a responsibility to conduct research and engage in creative activity in their area(s) of appointment and professional competence. Recognition of professional competence and definition of area(s) of appointment occur in the basic academic units (departments, schools, non-departmentally organized colleges) through procedures in which established systems of peer review play a central role.

As scholars, faculty members have the right and responsibility to create, seek, and state knowledge freely and openly and to strive for scholarly excellence. The scholar has the right and responsibility to exercise critical self-discipline and judgment in generating, using, extending, and transmitting knowledge, to adhere to the highest standard of intellectual honesty, and to oversee and evaluate the research and creative efforts of students and subordinates. Faculty shall conduct all research and creative activity in a manner consistent with accepted scholarly standards and in conformity with legal, professional, and University codes, policies, and regulations governing research and creative endeavors.

Public Service

Every Nigerian University is committed to public service as an integral aspect of its mission; this entails a commitment to the creation, dissemination, and application of knowledge. Public service involves the application of the faculty member's professional training and competence to issues and problems of significance to constituencies and it is related to academic program objectives of the unit(s) in which the faculty member is appointed. Faculty members engaging in public service activities enjoy the same rights and have the same responsibilities which were previously stated as pertaining to them as teachers and scholars.

Faculty members, in accordance with University policy and regulations, can serve as valuable resources and provide valuable services by working with government, industry, public organizations, and others off-campus. Faculty members have the right to engage in a limited amount of outside work for pay in accordance with University policy and regulations.

Relation with Colleagues

As colleagues, faculty members have rights and responsibilities that derive from common membership in a community of scholars. Faculty have the responsibility to respect and right to defend the free inquiry of associates and, in the exchange of ideas and criticism, the responsibility to respect the views and rights of others. Faculty members shall acknowledge the contributions of colleagues to their own work. In the evaluation of the professional performance of a colleague, the faculty member shall provide an honest and objective appraisal in accordance with established department/school, college, and University criteria. The faculty member shall foster collaboration with and support of colleagues. Acts of ethnicity or sexism, including harassment and other forms of bias and discrimination, violate University policies, and are unacceptable.

Relation to the University and the Community

As members of a University community, the faculty have a primary responsibility to strive for academic excellence in instruction, research, and public service. When the situation warrants, faculty members acting or speaking as citizens have a responsibility to make clear that these actions and utterances are entirely their own and not those of the University or any component of the University. Faculty members have the responsibility not to abuse their standing within the University for personal or private gain nor use University employees, facilities, equipment, supplies, or other property for personal or private business.

As a member of the wider community, the faculty member has the rights and obligations of any citizen. In exercising these rights, the faculty member speaks only as an individual, either as a professional scholar with a field of special competence or as a private citizen.

Faculty members should be mindful that membership in the academic community inevitably involves identification and association with the University and that the University often is judged by the actions, performance, attitudes and expressions of its faculty members. Faculty members normally do not face a conflict between the exercise of their rights as a citizen and their responsibilities as a faculty member. If citizenship activities interfere with faculty responsibilities, faculty members should request a leave of absence, resign from their appointment, or limit those activities to ensure a complete discharge of faculty responsibilities.

Resolution of Conflicts

The University is committed to respect the rights of the faculty. Faculty members who believe that their rights have been violated have the right to seek redress through the University's established procedures for the hearing and resolution of conflicts. All internal mechanisms must be exhausted before external legal process.

The Issue of Staff Discipline/Indiscipline in the University system

Discipline is the readiness or willingness of an individual to demonstrate decent and decorous conduct, respect for authority, high sense of responsibility, love for orderliness, earnestness to discharge duties with promptitude and efficiency. When an individual fails to demonstrate these characteristics we conclude that indiscipline has occurred [10]. The word may also refer to an action or series of actions taken by an engaging authority such as the university administration, senate or Disciplinary committee to punish an offender in the institution. It may range from reprimand to expulsion. When staff are disciplined, the disciplinary actions may include a query, caution, suspension from duty, withholding of salary, forfeiture of salary, demotion in rank, termination of appointment, compulsory retirement from service, etc.

Whichever disciplinary action the university needs to apply the due process needs to be followed. Usually institutions have their laws that define what procedures constitute due process. Unless due processes are applied followed the institution may be faulted in a court of law, and that could be embarrassing to the institution.

Indiscipline, on the other hand, is the breaking of rules and regulations of the institution. It is a mode of life **not** in conformity with rules and non-subjection to control.

Whenever any act of indiscipline is reported to the university management, appropriate action should be taken to address the matter. The merit of such a prompt and decisive action is that it will check the excesses of others who would have been tempted to imitate the wrong action.

FORMS OF ACADEMIC MISCONDUCT AMONG ACADEMIC STAFF

The question may now be asked as to what specific ugly behaviour we observe in the lives of the faculty or academic staff?

Archibong [11] has listed the following twenty one acts of dishonest which she discovered to be prevalent among academic staff of Nigerian universities.

Table 1

Forms of Academic Dishonesty Associated with Academic Staff

- Forcing students to buy text books with assignments attached
- Forceful/compulsory sale of substandard text to students
- Collection of money to change grades for students
- Exchange of grades for sex
- Extortion of money as typing fee
- Writing project and seminar papers for students for money
- Leakage of examination question
- Swapping of names for publication in order to take credit
- Plagiarism/ use of students ideas
- Inclusion of name to publish paper one did not contribute to
- Falsification of data/research finding
- Taking adjunct lectureship in more than one place at a time
- Absenteeism from work
- Giving students exam without teaching
- Allowing students to cheat in examination hall through poor supervision
- Covering up exam malpractice cases
- Awarding undeserved scores to students/arbitrary award of continuous assessment scores
- Falsification of exam record
- Allowing students to mark students scripts
- Victimization of students who do not “cooperate”
- Delay in preparing students results

The list may not be exhaustive but its gives an indication of the range and nature of improper practices among faculty members in the discharge of their professional responsibilities. Any responsible university administration must

take definite and decisive steps to stamp out, or at least minimize the incidence of such behaviour. The disciplinary measures must conform to or be in consonance with human rights thing in the wrong way.

Factors That Predispose Staff to Corrupt Practices

It may be necessary as we strive to arrest the incidence of the igboble practices among faculty members, to examine briefly the factors that predispose the staff to incline to the corrupt practices. Again Archibong [11] in her study discovered the following twenty factors.

Table 2
Factors Aiding the Increase in Academic Dishonesty among Academic Staff

- Stagnation in career
- Desperation for promotion
- Emphasis in publication as basis for promotion
- Lack of research skill
- Lack of commitment to the profession(teaching)
- Greed for money
- Lack of discipline/poor moral/integrity
- Living above means(income)
- Pressure from students and their parents/guardians
- Wanting to be popular among students
- Fear of student “cult” attack/ intimidation
- Enticement by students through offering money/sex
- Get rich quick mentality/corruption in the society
- Poor supervision of academic staff
- Lack of feedback from students
- Laxity in punishing “culprit” lecturers
- Nature of staff employment-adjunct/part time
- Faulty employment procedure in academic staff employment
- Employment of incompetent lecturers
- Excess workload on academic staff

How do we solve the problem of Academic Indiscipline?

Addressing the issue and finding the solution to the challenge of academic indiscipline in the universities, the following have been suggested by Archibong [11].

Table 3
Suggested Viable Strategies for Curbing Academic Dishonesty among Academic Staff

- Ethical re-orientation seminars for academic staff
- Orientation of staff on employment
- Mandatory mentoring of younger lecturer by senior ones
- Enhancing the teaching–learning facilities
- Appropriate sanctioning of guilty lecturers
- Following the proper procedure for staff recruitment
- Proper supervision of academic staff by heads of departments
- Ensuring recruitment of qualified academic staff
- Training and re-training of academics
- Set up lecture monitoring team in each faculty
- Review of promotion criteria to be more comprehensive
- Feedback mechanism should be put in place to enable students report erring lecturers
- Employment of more qualified lecturers so as to reduce workload

In addition to the above, when I was faced with such challenges as the Vic-Chancellor of Abia State University, Uturu, I did the following:

1. Establishment of the Centre for Quality Assurance that had the responsibility of ensuring that:

- Lecturers prepared their comprehensive course outlines and distributed the same to students on commencement of lectures;
 - Lectures took off as soon as the registration of new students ended and old students returned in line with the academic calendar
 - Question papers were set covering the entire course content by the end of the first month of the semester; and (the 150 multiple-choice questions which accounted for 70% of the assessment for the course) were submitted to the examination unit.
 - Continuous assessments in form of essay type questions were conducted and the results also submitted to the examination unit that had the responsibility to produce and publish all students' results within 48 hours after the final semester examination took place.
 - Monitor the teaching of staff to ensure that the faculty taught their courses as appropriate
 - Organize student assessment of lecturers using a validated instrument.
 - By the above strategies, the marking the scripts were taken away from the lecturers as the machine scored the scripts and produced the results. The issues of victimization, exploitation, sexual harassment, delay in the release of student's result, were eradicated.
2. Creation of a Counseling Centre headed by a Professor of Clinical Counseling psychology whose duty, among others included the counseling of staff who were not performing well as teachers, as judged by their students' rating.
 3. Conducting *quarterly thanksgiving service* during which the faculty high performers, as judged by the students' rating were rewarded in a colourful ceremony.
 4. Production of Codes of Conduct Documents for faculty and students as a guide to achieving sound moral standards [12]

I trust that since these strategies assisted me to achieve a high level of success, they may also be found efficacious if given a trial elsewhere in our university system.

CONCLUSION

Let me conclude by reiterating that every faculty enjoys rights which obviously go with obligations or responsibilities. When we adhere strictly to the obligations and do our utmost best to fulfill them, we shall not fall out with the University Administration. The issue of discipline would not arise.

If, on the other hand, we fail to abide by the rules of the game, the code of professional ethics and consciously infringe the rules and regulations, we are bound to face the music of appropriate disciplinary measures in line with the approved university policy. In the administration of justice or exercise of discipline, we must be guided by the rights of the individual which we, as administrators, are expected to respect. Many universities have legal units with qualified lawyers whose duties, among others would include; to advise, the Administration on the appropriateness of measures, procedure and other issues of discipline in the university.

It remains for me to once again to appreciate the Administration of MOUAU for the honour of the invitation to speak to us. I sincerely thank all my listeners for being a wonderful audience. Thank you all!!!

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