

**COMPUTER VISION (CV) TECHNOLOGY AND ETHICAL
VALUE ORIENTATION AS CORRELATE OF PRODUCTIVITY OF
BUSINESS EDUCATION LECTURERS IN PUBLIC UNIVERSITIES
IN SOUTH EAST, NIGERIA**

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Abstract

This study investigated computer vision (CV) technology and ethical value orientation as correlates of productivity of business education lecturers in public universities in South-East Nigeria. Two research questions and two null hypotheses guided the study. The study adopted a correlational research design. The population comprised 128 business education lecturers drawn from nine public universities offering business education programmes in the region. Since the population was considered manageable and accessible, the entire population was studied using the census sampling technique. Data were collected using three researcher-developed instruments titled Computer Vision Technology Questionnaire (CVTQ), Ethical Value Orientation Questionnaire (EVOQ), and Business Educators Productivity Questionnaire (BEPQ) containing 10, 10, and 15 items respectively. The face and content validity of the instruments were ascertained by three experts the reliability coefficients were determined using Cronbach Alpha which yielded coefficient values of 0.82 for CVTQ, 0.87 for EVOQ, and 0.88 for BEPQ. Out of 128 copies of the questionnaires administered, 119 copies representing 93% were correctly completed and used for data analysis. Pearson Product Moment Correlation (PPMC) was used to answer the research questions and test the null hypotheses at a 0.05 level of significance using SPSS version 26. The

findings revealed a high positive and significant relationship between computer vision technology and the productivity of business education lecturers in public universities in South-East Nigeria. The study also found a moderate positive and significant relationship between ethical value orientation and the productivity of business education lecturers. The study concluded that both computer vision technology and ethical value orientation are important determinants of lecturers' productivity, with computer vision technology demonstrating a stronger relationship. It was therefore recommended that university administrators invest in computer vision facilities to enhance business education lecturers' productivity. Furthermore, university management should establish and strengthen ethical guidelines and value-orientation programmes to promote professional conduct, academic integrity, and improved productivity among business education lecturers.

Keywords: Computer Vision Technology, Ethical Value Orientation, Productivity, Business Education Lecturers

Introduction

University education plays a vital role in human capital development, innovation, economic growth, and societal transformation. As centers of knowledge creation and dissemination, universities equip individuals with advanced knowledge, skills, and competencies needed for productive participation in the modern economy. The Federal Republic of Nigeria (FRN, 2013) stated that university education is expected to contribute to national development through manpower training, intellectual development, value inculcation, and the acquisition of skills for self-reliance. Similarly, the World Bank (2021) emphasized that universities are critical drivers of technological advancement and sustainable economic development. The extent to which universities achieve these goals, however, depends largely on the productivity of academic staff responsible for implementing academic programmes.

Among the numerous programmes offered in Nigerian universities, business education occupies a strategic position because of its emphasis on entrepreneurship, employability, and vocational competence. Okeke-Ezeanyanwu and Ezenwinyi (2025) defined business education as a skill-oriented programme designed to equip learners with the knowledge, attitudes, and practical skills required for gainful employment, self-employment, and effective participation in the business world. The programme prepares students for careers in accounting, entrepreneurship, office technology and management, marketing, and related business fields while fostering innovation and economic self-reliance. Consequently, the achievement of the objectives of business education depends substantially on the effectiveness and productivity of business education lecturers who are responsible for teaching, research, curriculum development, student mentoring, and community engagement. Ile and Edokpolor (2021) asserted that business education lecturers serve as facilitators of learning and agents

of workforce development. They prepare and deliver lectures, assess students' learning, supervise projects, conduct research, and facilitate the acquisition of practical business skills required in contemporary workplaces. Given these responsibilities, their productivity has become a major concern among educational stakeholders.

Productivity refers to the efficiency and effectiveness with which individuals utilize available resources to achieve predetermined goals (Makris, et-al, 2019). In the university system, lecturers' productivity encompasses teaching effectiveness, research output, curriculum development, professional growth, and community service contributions. Productive lecturers contribute significantly to graduate quality, institutional reputation, research visibility, and national development. Despite the importance of lecturers' productivity, concerns persist regarding the performance of business education lecturers in Nigerian public universities. Ogunode, et-al (2022) noted that the rising student enrolment, increased administrative responsibilities, inadequate funding, insufficient research support, and rapid technological changes have intensified workload pressures and reduced productivity among many lecturers. Furthermore, stakeholders have expressed concern about declining professional values and ethical standards within some higher education institutions, which may negatively influence lecturers' commitment and effectiveness. These challenges suggest the need to examine contemporary factors that can enhance lecturers' productivity in the evolving university environment.

One factor receiving increasing attention is Artificial Intelligence (AI). Artificial Intelligence refers to computer systems and technologies capable of performing tasks that normally require human intelligence, such as learning, reasoning, problem-solving, and decision-making (McKinsey Global Institute, 2020; Ugosor et al., 2025). AI is systems that display intelligent behaviour by analyzing their environment and acting autonomously to achieve specific goals. AI technologies have become increasingly relevant in education because they enhance efficiency, automate routine tasks, support data-driven decision-making, and improve instructional delivery. Among the various AI technologies, this study focuses on Computer Vision (CV).

According to Chen & Lee, (2021) Computer Vision is a branch of AI that enables computers to recognize, interpret, and analyze visual information from images and videos through machine learning algorithms and image-processing techniques. Gaya-Morey, et-al (2024) collaborated the above view and stated that computer vision allows machines to identify patterns, objects, movements, and behaviours in ways similar to human vision. In educational settings, computer vision can be utilized for attendance monitoring, classroom engagement analysis, automated assessment, and instructional decision-making. As noted by Sophokleous et- al. (2021), computer vision technologies can help lecturers monitor students' participation and engagement levels while reducing time spent on repetitive administrative tasks. Likewise, Gill (2025) reported that computer vision

improves lecturers' productivity by enhancing classroom management, teaching effectiveness, time efficiency, and data-driven instructional strategies. Consequently, the integration of computer vision into business education programmes has the potential to improve teaching quality and overall lecturer productivity.

In addition to technological advancement, value orientation has emerged as another important factor that may influence lecturers' productivity. Schwartz (2021) and Rokeach (2019) defined value orientation as the set of beliefs, principles, and standards that guide individuals' decisions, behaviours, and professional conduct. Within the academic environment, value orientation shapes how lecturers approach teaching, research, student assessment, collaboration, and professional responsibilities. Umezulike and Ubaka (2024) described value orientation as the moral convictions and professional values that direct lecturers' behaviour, while John-Nelson, et-al (2024) argued that it influences teaching effectiveness, integrity, discipline, creativity, and student development. Among the dimensions of value orientation, ethical values are particularly important in higher education. In addition, Resnik (2019) submitted that ethical values encompass honesty, integrity, fairness, accountability, transparency, respect, and responsibility in professional practice. These values guide lecturers in maintaining academic integrity, conducting credible research, assessing students fairly, and serving as role models within the university community. Furthermore, Eke (2024) noted that ethical values significantly influenced lecturers' professional effectiveness because they promote trust, accountability, and responsible academic conduct. Similarly, Bakare (2024) observed that ethical behaviour enhances employee performance and organizational productivity by creating a culture of fairness and accountability. Within business education, ethical values are essential for developing graduates who possess not only technical competencies but also the moral principles required in contemporary business environments.

The relationship between technology adoption, value orientation, and lecturers' productivity has attracted growing scholarly attention. Studies have shown that AI technologies enhance teaching efficiency, research productivity, and instructional effectiveness (Emojorho, et-al 2022). Likewise, positive value orientations have been associated with improved teaching practices, stronger professional commitment, and better student learning outcomes (Walbe, 2020). However, the successful application of AI in higher education depends not only on technological availability but also on lecturers' ethical commitment and professional values. Where ethical standards are weak, the benefits of technological innovations may not be fully realized.

The South-East geopolitical zone of Nigeria, comprising Abia, Anambra, Ebonyi, Enugu, and Imo States, has long been recognized for its strong commitment to education and human capital development. Nevertheless, concerns remain regarding the productivity of lecturers in public universities within the region. Low productivity has been linked to

inadequate funding, delayed promotions, poor incentives, limited technological resources, and declining value systems (Yakubu et al., 2022; Ladipo et al., 2022). Despite increasing interest in AI and professional values in higher education, empirical evidence on the relationship between computer vision technology, ethical value orientation, and the productivity of business education lecturers in public universities in South-East Nigeria remains limited. It is against this background that this study investigates computer vision (CV) technology and ethical value orientation as correlates of productivity of business education lecturers in public universities in South-East Nigeria.

Statement of the Problem

University education in Nigeria, particularly in the South-East, is expected to contribute significantly to human capital development, technological advancement, and socio-economic growth. Business Education programmes in public universities are designed to prepare students with relevant employability, entrepreneurial, technological, and professional skills for the changing world of work. The achievement of these objectives depends substantially on the productivity of Business Education lecturers, whose responsibilities include effective teaching, conducting research, students' supervision, community service, and other academic activities. Ideally, lecturers are expected to employ emerging technologies such as computer vision (CV) to enhance instructional delivery, research activities, and administrative efficiency, while demonstrating strong ethical value orientation that promotes professionalism, commitment, accountability, integrity, and responsible service delivery. When these conditions are present, Business Education lecturers are expected to be more productive and better positioned to prepare graduates for the demands of the modern economy.

However, the researcher is worried that the expected level of productivity among Business Education lecturers may not be fully achieved in public universities in the South-East. Lecturers are confronted with challenges such as heavy workloads, inadequate technological facilities, insufficient funding, limited technical support, poor motivation, and delayed promotion, which may affect their teaching, research, and other academic responsibilities. At the same time, the use of computer vision technology in university teaching and research appears limited, partly because of inadequate infrastructure, technical expertise, and institutional support. Concerns about ethical conduct, commitment, accountability, and professionalism among some lecturers also raise questions about the extent to which ethical value orientation contributes to lecturers' productivity.

Although computer vision technology and ethical value orientation appear relevant to improving lecturers' productivity, there is limited empirical evidence on their relationship with the productivity of Business Education lecturers in public universities in South-East Nigeria. This gap in literature therefore necessitated this study to specifically examine the (1)

relationship between computer vision (CV) technology and the productivity of business education lecturers in public universities in South East, Nigeria, (2) relationship between ethical value orientation of business education lecturers and their productivity in public universities in South East Nigeria.

Research Questions

The following research questions guided this study;

1. What is the relationship between computer vision (CV) technology adoption and the productivity of business education lecturers in public universities in South East, Nigeria?
2. What is the relationship between ethical values of business education lecturers and their productivity in public universities in South East, Nigeria?

Null Hypotheses

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

1. There is no significant relationship between computer vision (CV) technology and the productivity of business education lecturers in public universities in South East, Nigeria.
2. There is no significant relationship between ethical values of business education lecturers and their productivity in public universities in South East, Nigeria.

Methods

The correlational research design was used for this study. The study was conducted in South-East Nigeria. The study population consisted of 128 business educators from seven public universities in South East Nigeria that offer business education programmes. The universities are Abia State University, Uturu with (9) business educators, Alex Ekwueme Federal University Ndufu-Alike (5), Chukwuemeka Odumegwu Ojukwu University, Igbariam Campus (7), Ebonyi State University, Abakiliki (13), Enugu State University of Science and Technology (ESUT), Enugu (6), Nnamdi Azikiwe University, Awka (28) and University of Nigeria, Nsukka (20), Alvan Ikoku Federal University, Owerri (32), Michael Okpara University Umudike (8). The population distribution was obtained from the Head of Department's office of the public universities. The sample size for the study consisted of 128 business educators in the seven public universities in South East, Nigeria. The researchers sampled the population since it was considered manageable and accessible. Therefore, census method of sampling was employed for the study.

The instruments for data collection were three structured questionnaires titled "Computer Vision Technology Questionnaire (CVTQ), Ethical Values Orientation Questionnaire (EVOQ) and Business Educators Productivity Questionnaire (BEPQ). The CVTQ contained 10 items, the EVOQ with 10 items and BEPQ with 15 items respectively. The instruments

were structured on a 4 - point rating scale of Strongly Agree (SA)-4, Agree (A)-3, Disagree (D)-2 and Strongly Disagree (SD)-1. The face and content validation of the instruments were ascertained using three experts, two from Department of Vocational Education and one expert from Measurement and Evaluation. To establish the reliability of the instrument, a trial test was carried out and data collected analysed using Cronbach Alpha reliability that yielded a reliability coefficient values of 0.82 CVTQ, 0.87 for ECOQ and 0.88 for BEPQ. The researchers with the help of six research assistants who are lecturers from the six public universities administered copies of the instruments to the respondents. A total of 128 copies of the instrument were administered, 119 representing 93 percentage were retrieved and were usable for the study. The 119 copies were used for data analysis. The Pearson Product Moment Correlation (PPMC) was used to the answer research questions while the t-test for correlation was used to test null hypotheses. For the research questions, the decision rule was based on the guidelines provided by Price et al (2017). In testing the null hypotheses, a null hypothesis was rejected if the p-value is less than 0.05 ($p < 0.05$). Conversely, if the p-value is greater than or equal to 0.05 ($p \geq 0.05$), the null hypothesis was not be rejected. All analyses were conducted using the Statistical Package for Social Sciences (SPSS), version 26.

Results

Research Question 1: What is the relationship between computer vision (CV) technology and the productivity of business education lecturers in public universities in South East, Nigeria?

Table 1

Pearson Product Moment Correlation between Computer Vision Technology and Productivity of Business Education Lecturers

Variable	$\bar{x}$	SD	r	Remarks
Computer Vision (CV) Technology	3.40	0.72	0.72**	High Positive Relationship
Productivity of Business Education Lecturers	3.23	0.71		

N = 119

Table 1 indicates that there is a high positive relationship between computer vision technology and the productivity of business education lecturers in public universities in South East Nigeria ($r = 0.72$). This implies that higher levels of computer vision technology are associated with higher levels of lecturer productivity.

Research Question 2: What is the relationship between ethical values of business education lecturers and their productivity in public universities in South East, Nigeria?

Table 2

Pearson Product Moment Correlation between Ethical Values and Productivity of Business Education Lecturers

Variable	$\bar{x}$	SD	r	Remarks
Ethical Values	3.70	0.71	0.58**	Moderate Positive Relationship
Productivity of Business Education Lecturers	3.63	0.69		

N = 119

Table 2 indicates that a moderate positive relationship exists between ethical values of business education lecturers and their productivity in public universities in South East Nigeria ($r = 0.58$). This indicates that higher levels of ethical values are associated with higher levels of lecturer productivity.

Hypothesis 1: There is no significant relationship between computer vision (CV) technology and the productivity of business education lecturers in public universities in South East, Nigeria.

Table 3: Test of Significant Relationship between Computer Vision (CV) Technology and Productivity of Business Education Lecturers

Variables	N	r	p-value	Decision
Computer Vision & Lecturer Productivity	119	0.72	0.01	Significant

Table 3 reveals a correlation coefficient of $r = 0.72$, indicating a high positive relationship between computer vision (CV) technology and the productivity of Business Education lecturers. The p-value is less than the 0.05 level of significance ($p < 0.05$). The null hypothesis is therefore rejected. This means that there is a significant relationship between computer vision (CV) technology and the productivity of business education lecturers in public universities in South East Nigeria.

Hypothesis 2: There is no significant relationship between ethical values of business education lecturers and their productivity in public universities in South East, Nigeria.

Table 4

Test of Relationship between Ethical Values of Business Education Lecturers and their Productivity

Variables	N	r	p-value	Decision
Ethical Values & Lecturer Productivity	119	0.58	0.02	Significant

Table 4 indicates that there is a moderate positive relationship between ethical values of business education lecturers and their productivity ($r = 0.58$). The p-value is less than the 0.05 level of significance ($p < 0.05$). Therefore, the null hypothesis is rejected. This means that ethical values of

business education lecturers are significantly related to their productivity in public universities in South East Nigeria.

Discussion of Findings

Findings of the study revealed that there was a high positive relationship between computer vision (CV) technology and the productivity of business education lecturers in public universities in South East Nigeria. This finding agrees with that of Sophokleous et al. (2021) which revealed that computer vision made it possible for lecturers to monitor classroom interactions and students' participation. Similarly, Gill (2025) observed that computer vision technology provides lecturers with useful engagement data that enhance their instructional delivery. Aderale, et-al (2025) in support found that lecturers gain productivity from using computer vision technology in instructional delivery. In addition, Joseph et al. (2024) found that computer vision technology forms part of AI-driven instructional innovation capable of improving classroom interaction, automated feedback systems, and visual content delivery. In the same vein, the findings of Adamu, et-al (2025) revealing that artificial intelligence positively contributed to academic productivity of lecturers. 2020; Gill (2025) noted that computer vision enhanced lecturers' productivity by automating routine tasks, improving classroom monitoring, and supporting data-driven teaching, thereby allowing lecturers to focus more on instruction, research, and student support. The findings also revealed that there was a significant relationship between computer vision technology and the productivity of business education lecturers in public universities in South East, Nigeria. This indicates that the productivity of business education lecturers is increasingly tied to their technological competencies.

Findings of the study revealed that there was a moderate positive and significant relationship between ethical values of business education lecturers and their productivity in public universities in South East Nigeria. The findings are consistent with prior empirical studies of Walbe (2020) which found that value orientation programmes positively related to lecturers' job productivity. Similarly, Weli and Okah (2024) reported that lecturers' ethical conduct, particularly in communication, behaviour and transparency, was strongly associated with effective productivity of academic staff. Abiola and Ajibade (2025) demonstrated a very strong positive relationship between work ethics of lecturers and their job productivity. This shows that ethical orientation accounts for a substantial portion of variance in productivity metrics. Sajid (2024) further indicated that lecturers' ethical values are closely linked to their teaching effectiveness, reinforcing the idea that ethical behaviour is instrumental in promoting effective teaching and learning outcomes. Moreover, Zabid (2020) found that lecturers' beliefs regarding ethics and professional moral values significantly guide both their instructional and relational aspects of academic work. Conversely, Weli and Owabie (2023) observed that unethical practices, such as plagiarism, cultism and forceful sales of textbooks, had strong negative

effects on lecturers' productivity. Nonetheless, the findings indicated that ethical values are significant contributors to the productivity of business education lecturers, as they shape teaching effectiveness, research integrity, student engagement and administrative responsibility.

Conclusion

Based on the findings of the study, it was concluded that both computer vision technology and ethical values are important factors influencing the productivity of business education lecturers in public universities in South East Nigeria. The study specifically established that computer vision technology had a high positive and significant relationship with lecturers' productivity, while ethical values also showed a moderate positive and significant relationship with productivity. This means that effective integration of modern technological innovations alongside the promotion of sound ethical standards among business education lecturers can enhance teaching effectiveness, research output, and overall productivity of business education lecturers in public universities.

Recommendations

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

1. Administrators of public universities in South East, Nigeria should invest in computer vision facilities such as smart classrooms, automated attendance systems, and visual analytics tools, since computer vision technology shows a high positive relationship with the productivity of business education lecturers. Heads of Department of business education programme in public universities in South East, Nigeria should organize regular training programmes, workshops, and seminars on the utilization of computer vision technologies to enable business education lecturers up-date their computer vision skills required for effective teaching, research, and administrative responsibilities.
2. Management of public universities in South East, Nigeria should institute clear ethical guidelines and value-orientation programmes to reinforce professional conduct, fairness, and academic integrity among business education lecturers, given the moderate but significant link between ethical values and their productivity. University administrators in South East, Nigeria should promote ethical standards among business education lecturers through regular ethics training, professional development programmes, and enforcement of institutional codes of conduct, since ethical values have a moderate positive and significant relationship with lecturers' productivity.

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