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HARNESSING SECURITY APPROACH AND ARTIFICIAL INTELLIGENCE (AI) AS TOOLS TO COMBAT CORRUPT/UNETHICAL PRACTICES IN SOCIAL WORK EDUCATION: A PARADIGM SHIFT

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ABSTRACT

The increasing complexity of educational environments, driven by digital transformation, has exposed social work education to a range of corrupt and unethical practices, including academic dishonesty, data manipulation, favoritism, and breaches of professional integrity. This paper explores how the integration of security approaches and artificial intelligence (AI) can serve as transformative tools to combat these challenges, marking a paradigm shift in the governance and ethical accountability of social work education. Security strategies such as data encryption, access controls, audit trails, and cybersecurity protocols offer mechanisms to protect sensitive information, enforce compliance, and detect misconduct in real-time. Concurrently, AI technologies such as machine learning, predictive analytics, and automated monitoring systems provide new capabilities for identifying patterns of unethical behavior, ensuring fair assessment practices, and promoting data transparency. By leveraging these tools, institutions can shift from reactive responses to proactive, systems-based approaches that reinforce ethical standards and professional values. This paradigm shift not only strengthens institutional integrity but also better prepares future social workers to navigate and challenge unethical practices in their professional

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lives. The paper concludes that embracing AI and security frameworks is not only a technical necessity but a moral imperative in preserving the credibility and mission of social work education.

Keywords: Security approach, Artificial Intelligence, Corrupt/Unethical Practices, Social Work Education

Introduction

Social work education is a critical field dedicated to preparing professionals who promote social justice, human rights, and well-being among vulnerable and marginalized populations. It combines theoretical knowledge, ethical practice, and practical skills to equip students with the competencies necessary to address complex social problems at individual, family, community, and systemic levels (International Federation of Social Workers 2014). The discipline of social work has evolved in response to the dynamic social, economic, and political challenges that affect diverse populations worldwide. This evolution necessitates that social work education continuously adapts to emerging issues such as poverty, mental health, substance abuse, discrimination, and human trafficking, among others (Dominelli, 2004). As a result, social work education programs focus not only on imparting academic knowledge but also on fostering critical reflection, advocacy, and empowerment skills essential for effective social intervention (Reisch & Andrews, 2001).

A distinctive feature of social work education is its emphasis on the integration of theory and practice, most notably through supervised fieldwork or practicum experiences. Field education is widely regarded as the signature pedagogy of social work because it bridges classroom learning with real-world social work practice, helping students develop professional judgment, ethical reasoning, and culturally competent intervention strategies (Wayne, Bogo, & Raskin, 2010). Andong, Ubana, Ebong, Igboko, Ekanga and Cecilia (2025) outlined the benefits of incorporating games and simulations in the classroom to enhance adult learners' understanding and retention, using social work educators perspective. Helen, Ubana & Grace (2025) averred that building digital literacy through social work education helps to halting academic misconduct in the institutional landscape. Ukwetang, Mbaze-Ebock, Lilian, Egba, Maria, Nnana, Grace, Ofem, Edem, Anastecia, Theresa, Okute, Felicia, Uquetan, and Eja (2025) revealed that digital literacy skills in southern Nigerian tertiary institutions significantly impact students' learning outcomes by enhancing information retrieval, expanding access to educational research, increasing collaboration and communication, and facilitating feedback and assessment. This practical component ensures that graduates are prepared to navigate the complexities of human behavior and social systems in various settings.

Globally, social work education programs align with core competencies and

ethical standards outlined by major accrediting bodies such as the Council on Social Work Education (CSWE) in the United States, the British Association of Social Workers (BASW), and the International Association of Schools of Social Work (IASSW) (CSWE, 2015; IASSW, 2014). These competencies include ethical practice, diversity and inclusion, human rights advocacy, research skills, and intervention techniques, all grounded in a commitment to social justice. Addressing these issues is essential for maintaining the integrity and quality of social work education and for ensuring that practitioners are capable of contributing positively to society. Social work education is vital for cultivating knowledgeable, ethical, and skilled professionals dedicated to advancing social justice and supporting individuals and communities in need. Its comprehensive approach balances theoretical frameworks with experiential learning, fostering graduates who can effectively respond to the multifaceted nature of social problems. Obeten, Unamba, Edeh and Echip (2024) expressed that principal's administrative effectiveness and teachers' task accomplishment in secondary schools plays a prominent role to enhancing students' academic performance. Despite its importance, social work education faces challenges including resource limitations, inconsistencies in curriculum standards across countries, and emerging ethical concerns such as corruption, academic dishonesty and the commercialization of education (Giroux, 2007; Bograd & Manta, 2014).

Corruption is a pervasive issue that can infiltrate various sectors, including social work education. Corruption in this context can manifest in the form of nepotism in admissions, grade manipulation, misappropriation of resources, academic dishonesty, and other unethical practices (Goldkind & Pardasani, 2013). These corrupt activities undermine the integrity of social work programs, erode public trust, and compromise the development of ethical social work professionals. Research indicates that corruption is a significant concern within social work education programs globally. A study by Berzin et al. (2015) found that over 30% of social work students reported experiencing or witnessing some form of corruption, such as favoritism in admissions and grade tampering. In a conceptual study conducted by Helen, Catherine & Ubana (2025) averred that evaluating the effectiveness of digital learning platforms in enhancing adult literacy skills acquisition promotes the core values of students' attitude for efficient educational attainment. Another study by Kapur (2019) revealed that corruption in social work education can lead to the admission of unqualified students, the misallocation of scholarship funds, and the procurement of substandard educational resources. A study by Andong, Ubana, Igboke & Arikpo (2025) opined that incorporating digital technology to adult literacy education programmes plays a major role for academic advancement. Asor, Ubana, & Abuokwen (2022) revealed that community engagement in internal security is a prominent tool to curbing corrupt practices in organization. Itam and Okoi (2024) asserts

that technological innovation management and the teaching of health education at the basic education level can abate unethical and corrupts practices of student

Artificial intelligence (AI) has emerged as a powerful tool with the potential to address various societal challenges, including the pervasive issue of corruption (Bryson & Winfield, 2017). Corruption, defined as the abuse of entrusted power for private gain, undermines the integrity of institutions, erodes public trust, and hinders social and economic development (Transparency International, 2020). In the context of social work education, corruption can manifest in various forms, such as nepotism in admissions, grade manipulation, misappropriation of resources, and academic dishonesty (Goldkind & Pardasani, 2013).

Researchers have explored the potential of AI-based tools and techniques to combat corruption in educational settings (Kapur, 2019). One approach involves the use of machine learning algorithms to analyze large datasets, such as student records, financial transactions, and procurement records, to detect anomalies and identify potential instances of corruption (Bryson & Winfield, 2017). By identifying patterns and outliers, AI-powered systems can help uncover fraudulent activities and support more transparent and accountable decision-making processes (Adler et al., 2018). Another application of AI in the anti-corruption effort is the development of blockchain-based platforms for secure and transparent record-keeping (Kapur, 2019). Blockchain technology, combined with AI-driven data analysis, can create immutable and tamper-resistant ledgers of academic and financial transactions, reducing the risk of manipulation and improving accountability (Cukier & Mayer-Schoenberger, 2013). While the potential of AI in combating corruption is promising, there are also ethical considerations and challenges that must be addressed (Berzin et al., 2015). One concern is the risk of algorithmic bias, where AI systems may perpetuate or amplify existing biases present in the data used for training (Barocas & Selbst, 2016). This could lead to unfair or discriminatory decision-making, undermining the principles of fairness and equity in social work education. Ubana, Glory, Undie and Elizabeth (2024) asserts that Artificial Intelligence (AI) is a tool for combating unethical practices in social work education and places a significant role to maintaining core behavioural principles among students.

Corruption in higher education including unethical grading, academic dishonesty, favoritism in field placements, and falsification of student records, poses a significant threat to the credibility and effectiveness of social work education. As a profession deeply rooted in ethics, accountability, and human dignity, social work demands the highest standards of academic and professional integrity. However, widespread challenges such as plagiarism, ghostwriting, bribery, and manipulation of assessment processes undermine the quality and fairness of

education and training in this field (Ubana, Glory, Undie and Elizabeth 2024).

With the rise of Artificial Intelligence (AI) and advanced security approaches, there is growing potential to strengthen institutional transparency, detect and prevent dishonest practices, and reinforce ethical compliance in social work education. AI tools can identify patterns of academic misconduct, automate plagiarism detection, and enhance data integrity through predictive analytics. Similarly, security approaches such as blockchain-based academic records, biometric authentication, and surveillance systems offer mechanisms to secure examination processes and credential verification (Asor, Ubana, & Abuokwen 2022). Despite these technological advancements, there remains a gap in integrating AI and security technologies in a way that aligns with the values and principles of social work, particularly in protecting student rights, promoting digital equity, and ensuring transparency. Additionally, there is insufficient empirical research on the effectiveness and ethical implications of deploying these tools in social work academic environments. Obeten, Nwosu, Ategwu and Abubakar (2024) stressed that perceptions of secondary school principals and teachers on the influence of conflict resolution strategies on school effectiveness promote student performance.

Concept of Artificial intelligence

Artificial Intelligence (AI) is one of the most transformative technologies of the 21st century. It has revolutionized various sectors including healthcare, education, finance, transportation, and social services by enabling machines to simulate aspects of human intelligence such as reasoning, learning, and decision-making. The integration of AI into educational systems, especially in professional fields such as social work, is reshaping how knowledge is delivered, monitored, and assessed. Ukwetang, et al (2025) asserts that as artificial intelligence technologies continue to evolve, their influence on academic practices becomes more pronounced, offering both opportunities and challenges. While AI can promote efficiency, accuracy, and innovation in education, it also raises ethical concerns about bias, academic integrity, surveillance, and data privacy (Floridi et al., 2018).

Artificial Intelligence refers to the development of computer systems or software that can perform tasks typically requiring human intelligence. These tasks include problem-solving, learning, perception, language understanding, and decision-making. Artificial intelligence is the science and engineering of making intelligent machines, especially intelligent computer programs" (McCarthy, 2007). Floridi et al. (2018) generally categorized artificial intelligence into two main types; Narrow AI (Weak AI): Systems designed to perform a specific task, such as facial recognition, language translation, or recommendation algorithms and general AI (Strong AI): Hypothetical systems that possess the ability to understand, learn, and apply intelligence across a wide range of tasks, similar to human

cognition. Russell & Norvig (2021) highlighted key subfields of artificial intelligence as (a) Machine learning which enables systems to learn from data and improve over time without being explicitly programmed; (b) Natural Language Processing which allows computers to understand and generate human language; (c) Computer vision enables machines to interpret visual information from the world and expert systems which emulate decision-making abilities of human experts. In the context of education, AI can be used to automate administrative tasks, personalize learning experiences, detect plagiarism, and support student engagement (Luckin et al., 2016). These applications are especially relevant in professional education domains like social work, where ethical conduct, academic integrity, and accountability are essential.

AI represents a powerful technological shift with the potential to enhance or disrupt traditional educational models. Understanding its core concepts and implications is essential for responsible integration into academic and professional fields. As institutions explore the use of AI in education, especially in value-driven disciplines like social work, it is imperative to balance innovation with ethical responsibility and human-centered values. Reamer (2021) highlight core values of artificial intelligence as transparency which operate in ways that are understandable to users, with clear explanations of how decisions are made to build trust and accountability.

Transparency is fundamental to ensure that AI does not operate as a black box (European Commission, 2019); fairness and non-discrimination which avoid bias and ensure equitable treatment across all groups, preventing reinforcement of social inequalities. Bias mitigation is critical to promote justice and equal opportunity in AI applications (Floridi et al., 2018); privacy and data protection through respecting individuals' data privacy through secure handling, consent, and compliance with legal standards is essential. Data ethics is key to safeguarding user autonomy and dignity (Reamer, 2021); accountability which ensures that mechanisms exist to audit, redress harms, and maintain system integrity. Accountability drives responsible innovation and public trust (IEEE, 2019); safety and security designed to operate safely without causing unintended harm and be protected against malicious use or cyber threats.

Concept of security approach

In the field of social work education, the security approach refers to a structured framework aimed at safeguarding the integrity, confidentiality, and ethical standards of educational processes. It encompasses strategies, policies, and tools designed to prevent corruption, academic misconduct, data breaches, and ethical violations that could undermine the quality and credibility of social work training. Importance of security in social work education prepares students for a profession that demands high ethical standards, confidentiality, and accountability. Thus, maintaining a secure academic environment

is critical to: (a) Protect student records and personal information. (b) Ensure fair and transparent assessment and evaluation processes. (c) Prevent corrupt practices such as favoritism, plagiarism, and bribery. (d) Uphold trust between educators, students, and the communities they serve. And (e) Foster a culture of professional integrity and ethical responsibility.

Components of security approach in social work education include; (a) Data Security: Implementation of robust systems to protect sensitive academic and personal information of students and faculty, using encryption, secure databases, and controlled access (Reamer, 2021). (b) Academic Integrity Systems: Use of plagiarism detection software, secure online testing platforms, and AI-driven monitoring tools to detect and prevent cheating and falsification (Cotton et al., 2023). (c) Policy Development and Enforcement: Clear institutional policies against corrupt practices, with well-defined consequences and transparent reporting mechanisms. Obeten, O. O., G. G. Kpee and I. F. Jack (2021) asserts that roles of human beautification skills on the economic sustainability serves as a tool for academic enhancement. (d) Training and Awareness: Educating students and faculty about ethical standards, responsible use of AI tools, and the importance of upholding academic honesty (Luckin et al., 2016). (e) Human Oversight: Maintaining human judgment and ethical review in decision-making processes to complement technological measures, ensuring decisions align with social work values.

Challenges addressed by security approaches as (a) Corruption and misconduct Addressing issues like bribery, favoritism in field placements, and manipulation of grades. (b) Data Privacy Concerns: Safeguarding client-related data used during fieldwork and research. (c) Technology Misuse: Preventing the unethical use of AI tools for academic dishonesty. (c) Ethical Dilemmas: Balancing surveillance and privacy to avoid infringing on student rights. A comprehensive security approach in social work education is vital to protect the profession's integrity and foster an ethical learning environment. It combines technological solutions, policy frameworks, and human ethics to create a secure, transparent, and accountable educational system aligned with social work's core values of justice, dignity, and respect for individuals.

Security, in its broadest sense, refers to the condition of being protected from or not exposed to danger, harm, or loss. A comprehensive concept of security expands beyond traditional military and physical safety concerns to include political, economic, social, environmental, and cyber dimensions. This holistic understanding is increasingly necessary in today's interconnected and interdependent global society. Security is increasingly understood as multidimensional, encompassing not only state sovereignty but also the well-being of individuals and communities" (Buzan, Wæver, & de Wilde, 1998). Obeten, O. O., G. G. Kpee & I. F. Jack (2021) opine that the roles of human beautification skills on the economic sustainability of secondary school graduates improves and fosters institutional

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security architecture. Traditionally, security was state-centric, focusing on territorial integrity, military threats, and national defense. While comprehensive security recognizes that threats are no longer limited to military aggression. It includes non-traditional threats such as: Poverty, environmental degradation, cyberattacks, public health crises and corruption and governance failure. The concept of comprehensive security broadens the agenda by emphasizing human security, economic development, environmental sustainability, political stability and educational security (Acharya, 2001).

Comprehensive security approach integrates multiple dimensions such as human security which focuses on protecting individuals from chronic threats (e.g., hunger, disease) and sudden disruptions (e.g., violence) and aimed to protecting the vital core of all human lives in ways that enhance human freedoms and human fulfillment" (UNDP, 1994). Economic security ensures people have access to basic needs, income, and employment opportunities. Political security protects people's rights and freedoms, and ensures good governance, transparency, and accountability. environmental security addresses threats from climate change, natural disasters, and environmental degradation. Ubana, Glory, Arikpo and Oku (2024) sees that administrators supervisory role on quality service secondary school delivery plays a major role for development. Cybersecurity ensures protection of digital infrastructure, data privacy, and information integrity in the digital age. Social security involves stability in society through access to education, healthcare, housing, and protection from social unrest.

Components of corruption in social work education

Admissions and enrollment: One of the key components of corruption in social work education is the admissions and enrollment process. Studies have found evidence of nepotism, favoritism, and bribery in the admission of students to social work programs (Goldkind & Pardasani, 2013; Kapur, 2019). This can lead to the acceptance of unqualified candidates who do not meet the academic and ethical standards required for the social work profession.

Grading and academic integrity: Corruption can also manifest in the grading and academic integrity aspects of social work education. Research has identified instances of grade manipulation, cheating, and other forms of academic dishonesty (Berzin et al., 2015). These corrupt practices undermine the meritocratic principles of higher education and produce social work graduates who may lack the necessary competencies.

***Corrupt practice during examinations*:** There are certain malpractices perpetrated by lecturers during examinations for the usual reasons: money; materials; sexual intercourse; or owing to certain parochial considerations. These nefarious practices take the form of connivance with the lecturer and a bright student to sit for the

examinations on behalf of the other student being used and favoured. Apart from being criminal, this is the height of immorality and degeneration by an academic member. It is a sad practice akin to a military/police man renting guns to armed robbers or a medical doctor poisoning his/her patient. This practice epitomizes professional collapse and decay. There are instances where lecturers give (especially female students) their examinations to write at home or at any convenient place long after the examination of the course is over.

Corrupt practice during results verification: There are many reasons why students want to verify their results. Students may be reported absent for a course they sat for, there could be missing scripts, there could be inaccurate recording of Continuous Assessment (C.A) or exam score, and many other human and non-human errors. Available evidence indicates that some lecturers deliberately ask the students they want to favour not to sit for their examinations, not to handover their scripts after the examinations, to ensure that their names are on the examination's attendance list, etc. If a student succeeds in doing any of these, a case for results verification is established. It is here that the lecturer gives the student whatever score he wishes for the usual reasons: money; materials; sexual intercourse; or owing to certain parochial considerations.

***Corrupt practice during marking*:** During marking, lecturers are left with their Creator, conscience and characters. This is more pronounced in courses that are not externally moderated where the lecturers wield enormously exclusive power and control in which he can make and mar as it pleases him. Even moderated courses hardly get properly scrutinized owing to general systemic debilitation and failure in the education sector. Therefore, if a lecturer builds his interest (negative or positive) into the marking process, it hardly fails. There are no reliable and transparent methods of checks and balances regarding fair and objective marking of students' scripts.

***Corrupt practice during results compilation*:** Results compilation is a very difficult undertaking that is time-consuming, energy-sapping and a source of frustration. It is usually a bad season! Some lecturers take advantage of the heat of the moment and the untidy situation to perpetrate malpractice in the form of altering students' scores and even cooking figures. It may also involve gross malpractice during Cumulative Grade Point Average (CGPA) computation and degree classification to the advantage of favoured students. Since scrutiny at departmental level is difficult and with pressure from faculties, SBC, Senate, NYSC Secretariat and the students themselves, whatever personal interest is built by a lecturer may not be detected. Malpractices are perpetrated at this level for the usual reasons: money, materials, sexual intercourse or owing to certain parochial considerations.

Resource allocation and financial management: Corruption can extend to the allocation and management of financial and other educational resources in social work

programs. This can involve the misappropriation of scholarship funds, the procurement of substandard educational materials, and the diversion of resources away from essential program components (Kapur, 2019). Such corrupt practices can negatively impact the quality of social work education and the experiences of both students and faculty.

Faculty and administrative misconduct: Corruption in social work education can also involve unethical behavior by faculty and administrative staff. This can include abuse of power, sexual misconduct, and the exploitation of students (Goldkind & Pardasani, 2013). Such actions not only undermine the integrity of the educational process but can also have serious psychological and professional consequences for the victims.

Institutional governance and oversight: The lack of robust institutional governance and oversight mechanisms can contribute to the perpetuation of corruption in social work education. Weak policies, inadequate accountability measures, and a culture that tolerates unethical practices can create an environment where corruption can thrive (Berzin et al., 2015).

Unethical practices in social work education

1. Academic Misconduct

Plagiarism or academic dishonesty: Instructors or students submitting work that is not their own or using sources without proper citation. Falsification of research data: Faculty misrepresenting or manipulating data in academic publications. Biased grading or favoritism: Grading based on personal preferences or relationships rather than merit.

2. Exploitation of Students

Unpaid or exploitative internships: Requiring extensive fieldwork without adequate supervision or compensation. Overburdening students: Assigning excessive workloads beyond educational value, often for institutional gain (e.g., unpaid labor). Using students for faculty gain: Faculty using students' work or ideas without proper credit in publications or grant proposals.

3. Discrimination and Bias

Racism, sexism, or other forms of discrimination: Allowing or perpetuating a non-inclusive environment that marginalizes certain groups. Cultural insensitivity in the curriculum: Ignoring or misrepresenting diverse cultural perspectives and issues relevant to social justice. Discriminatory admissions or grading policies: Allowing personal or systemic biases to influence decisions unfairly.

4. Breaches of Confidentiality and Professional Boundaries

Improper disclosure of student information: Sharing academic or personal details without consent. Dual relationships: Faculty engaging in personal, romantic, or financial relationships with students. Inappropriate supervision: Failing to maintain professional boundaries or using supervisory power unethically.

5. Ethical Failures in Field Education: Inadequate supervision: Placing students in field placements without trained or ethical supervisors. Lack of informed consent: Failing to educate students about the risks,

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rights, and expectations in fieldwork. Neglecting student safety: Assigning students to dangerous placements without adequate support or risk assessment.

6. Institutional Issues Cover-ups of misconduct: Failing to address or report unethical behavior by faculty or staff. Lack of grievance procedures: Not providing students with fair mechanisms to report or appeal unfair treatment. Commercialization of education: Prioritizing profit over educational integrity, such as pressuring faculty to pass students or pushing unqualified candidates through programs.

7. Misalignment with Social Work Values: Ignoring core social work ethics: Teaching or endorsing practices that contradict the NASW Code of Ethics (e.g., individualism over social justice). Failure to promote critical thinking: Discouraging dissent or dialogue on controversial issues relevant to social work.

Addressing Corruption in Social Work Education

To effectively address the various components of corruption in social work education, a multifaceted approach is required. This may involve implementing transparent and merit-based admissions policies, strengthening academic integrity measures, improving financial management and resource allocation systems, and enhancing institutional governance and oversight mechanisms (Goldkind & Pardasani, 2013; Kapur, 2019). Additionally, fostering a culture of ethical leadership, whistleblower protection, and continuous improvement can help to mitigate the prevalence of corrupt practices in social work education.

1. Research and scholarly productivity

AI can significantly enhance research and scholarly productivity by automating tasks such as literature reviews, data analysis, and hypothesis generation. AI-driven systems can rapidly sift through vast amounts of research literature, identify relevant studies, and synthesize key insights, allowing researchers to stay up-to-date with the latest developments in their fields (Gao et al., 2018). Furthermore, AI can assist in generating research ideas, formulating hypotheses, and identifying potential areas for collaboration and interdisciplinary work.

2. Predictive analytics and early intervention

AI-powered predictive analytics can enable educational institutions to identify students at risk of academic difficulties or drop-out, allowing for early intervention and targeted support (Aulck et al., 2016). By analyzing student data, such as attendance, grades, and engagement, these systems can provide early warning signals and facilitate proactive measures to improve student retention and success. (Andong, Ubana, Eloma and Musa 2025)

3. Practical considerations and challenges

While the adoption of AI in academia holds immense potential, it also presents a range of practical considerations and challenges that must be addressed. Issues such as data privacy and security, algorithmic bias, the integration of AI systems with existing infrastructure, and the need for faculty and

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staff training and development must be carefully navigated (Zawacki-Richter et al., 2019). Effective governance frameworks, stakeholder engagement, and ongoing monitoring and evaluation are crucial to ensuring the responsible and beneficial deployment of AI technologies in higher education.

Components of combating corrupt and unethical practices in social work education using Artificial Intelligence (AI) and security approaches.

(1) Ethical artificial intelligence integration: Plagiarism and content integrity tools; artificial intelligence-based plagiarism checkers detects copied academic work. Text analysis to ensure originality and intellectual honesty. Bias detection in admissions and grading such as algorithms to analyze and reduce bias in admissions, scholarship awards, and grading practices. Fairness audits of artificial intelligence systems to ensure they do not perpetuate discrimination. Predictive analytics for risk monitoring such as machine learning models to identify patterns of unethical behavior (e.g., repeated complaints, grade manipulation). Early detection of academic dishonesty or administrative irregularities (Ubana, Awah, Emmanuel, Igboke, Abuokwen, Patrick and Arikpo 2025).

(2) Cybersecurity and data protection: Data privacy and confidentiality safeguards which enables the use of encryption, secure databases, and access control to protect sensitive student and faculty information. Compliance with data protection regulations (e.g., GDPR, HIPAA if applicable). Secure digital platforms resulting to protected portals for assessments, field placement tracking, and communication. Verified logins (e.g., two-factor authentication) to prevent unauthorized access. Tamper-proof record keeping enabling blockchain or immutable logs for grade records, complaints, and evaluations. Transparent audit trails to detect manipulation of academic records (Helen, Ubana, Eki and Nkanga 2025).

(3) Anonymous and secure reporting channels artificial intelligence which enables chatbots or platforms for reporting misconduct or unethical behavior. Anonymity ensures safety for whistleblowers (students or faculty). Automated routing of complaints to ethics committees for follow-up.

(4) Artificial intelligence-driven ethics education and training: Adaptive learning systems that teach ethics through simulations and case studies. Real-time feedback on ethical decision-making in coursework. Digital certification in academic integrity and professional ethics.

(5) Monitoring and surveillance (with Safeguards): Exam and coursework integrity; Artificial intelligence - based proctoring tools to monitor exams for cheating or impersonation. Real-time flagging of suspicious behavior with privacy-compliant protocols. Online class behavior analysis

NLP tools to scan for discriminatory, abusive, or unethical communication in digital learning platforms. Alerts for faculty intervention when necessary.

(6) Governance, policy, and ethical oversight: Development of institutional

policies governing the ethical use of artificial intelligence and surveillance. Establishment of AI Ethics Committees or oversight boards. Regular review of AI models for fairness, accountability, and transparency (FAT principles).

(7) Integration with Field Education and Practice: Use artificial intelligence tools to evaluate field placement environments for ethical safety. Track and verify supervision quality using secure mobile apps. Geo-tagging and secure check-ins to monitor student safety and compliance. conclusively, ethical artificial intelligence integration bias detection, plagiarism tools, predictive analytics; cybersecurity measures encryption, access control, secure data handling; anonymous reporting artificial intelligence chatbots or platforms for secure complaints; artificial intelligence ethics training simulation-based, adaptive learning modules; surveillance and monitoring artificial intelligence proctoring, behavioral flagging (with consent); policy and oversight ethical review boards, transparency requirements and field integration secure digital tools for placement oversight

Summary and Conclusion

The integration of security approaches and artificial intelligence (AI) into social work education signifies a critical paradigm shift aimed at combating corrupt and unethical practices that threaten the integrity and mission of the profession. Historically grounded in ethical principles, transparency, and social justice, social work education now faces modern challenges including academic dishonesty, data manipulation, biased grading, favoritism, and breaches of confidentiality issues exacerbated by digitalization and a lack of accountability structures.

Security approaches such as encrypted communication systems, data protection protocols, access control mechanisms, and digital forensics are increasingly employed to safeguard the ethical foundations of academic and professional training environments. These strategies help institutions detect and prevent academic fraud, plagiarism, unauthorized data access, and unethical behavior among faculty, administrators, and students. Importantly, security frameworks also ensure compliance with legal and ethical standards, reinforcing trust in the educational process.

Simultaneously, artificial intelligence offers transformative capabilities that go beyond operational efficiency. AI tools can be leveraged to monitor institutional processes for irregularities, ensure unbiased assessment through automated grading systems, flag inconsistencies in student performance, and support ethical decision-making through predictive modeling. Furthermore, AI can be used to detect patterns of misconduct, automate auditing processes, and maintain accountability across administrative and pedagogical structures.

Together, these tools establish a new paradigm in social work education—one characterized by proactive oversight, data-informed ethics, and digital accountability. This shift empowers educators and institutions to uphold the core values of the profession while also adapting to technological realities. It enhances transparency, reduces systemic

vulnerabilities, and promotes a culture of integrity essential to preparing future practitioners.

In conclusion, the fusion of AI and security measures in social work education is not merely a technological upgrade, it is a moral and structural realignment that addresses endemic issues of corruption and unethical conduct. By embedding these tools into educational ecosystems, institutions can preserve the integrity of their mission, ensure equitable learning experiences, and reinforce the ethical standards upon which social work is built. This paradigm shift is both a necessary response to emerging threats and a bold step toward a more resilient, just, and accountable educational future.

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