ASSESSMENT OF ACADEMIC ETHICS AND INTEGRITY AMONG LECTURERS IN REBUILDING TRUST IN NIGERIA'S EDUCATIONAL SYSTEM

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Abstract: The study assessed how academic ethics and integrity among lecturers in rebuilding trust in Nigeria's Educational System. Two hypotheses guided the study. Correlational survey design was used for the study and the population was all lecturers in Lagos State tertiary institutions. Sample of 200 respondents was drawn using simple random sampling technique. A 20 item self-constructed questionnaire with a 4-point Likert scale titled "Assessment of Academic Ethics and Integrity in Nigeria's Educational System Questionnaire" (AAEIRTNESQ) was used as instrument for data collection. The items on the questionnaire were validated by three experts; two in Educational Management, and one in Educational Measurement and Evaluation of the University of Lagos. There was a pilot study of the final draft of the questionnaire with a sample of twenty respondents not used in the main study. A reliability index of 0.87 which showed suitability and relevance was derived using Cronbach Alpha method. The hypotheses were tested at 0.05 significance level using Pearson Product Moment Correlation. The findings revealed that the two null hypotheses were rejected showing that there exists a significant relationship between academic ethics and integrity of lecturers on rebuilding of trust in educational system. The study concluded that, involvement of lecturers in bribery, improper or biased grading of students' work, grade fraud, deliberate negligence towards cheating or assistance in cheating, plagiarism, data falsification, sexual harassment of students among others are what academic ethics and integrity frowns at vehemently. It then recommended that, a total evaluation of ethical principles should be carried out at intervals in the schools system in other to instill some level of confidence in the educational system.

Keywords: Academic ethics, Integrity, Education, Plagiarism, Assessment, Rebuilding trust

Introduction

Education remains the tenable tool for man's emancipation. That is why the Federal Republic of Nigeria (2013) has regarded education as an instrument par excellence in effecting national development. Thus, no nation can achieve any meaningful development if its educational sector is plagued with incessant strike actions, poor remuneration of teachers, under staffing, deplorable working conditions, un-conducive working conditions for teachers and students, increase in unemployment rate, unavailability of instructional materials in schools, poor salary package, unstable promotion routines, faulty recruitment process, and un-attainment of UNESCO's margin

(26%) for nation's educational sectors. All these could lead to increase in the unemployment and rebuilding the educational sector could be difficult (Adeolu, 2018). Although, Okunola and Obadare (2016) maintain that one of the crucial and sensitive pulse for assessing the level of development of a Nation is through her educational sector. That is why education has been regarded in Nigeria as "an instrument par excellence" in effecting national development. Thus, education provides lifelong services useful to achieve life accomplishments, and it is a unique tool for the transformation of lives, economy, business, relationship and ties among others.

However, literature had shown that Nigerian citizens are suffering from social degeneracy. There is confusion in governance, moral decadence, corruption and corrupt practices, un-wanton destruction of lives and properties as a result of Boko Haram insurgency in the North-East of the country, the nefarious acts of Fulani herdsmen and kidnapping for ransom which has its untold effect on teaching and learning. There is degradation of dominant core values, which have been trampled upon in the educational sector and society (Alozieuwa, 2012; Anyadike, 2013; Odunayo and Olujuwon, 2010; Olujuwon, 2016). These actions have affected educational quality and delivery. Odunayo and Olujuwon (2010) examine corrupt practices and educational values attainment in Nigeria society and noted that, Nigerians have shifted away from cherished core values and embraced a new culture that is detrimental to the nation. Those that would be the embodiment of integrity or the enforcer of such laws are the culprits themselves. Through the moral principles of ethics, such corrupt practices can be curtailed. According to Nwabueze, Oragwu and Diara (2018), ethics could be seen as moral principles and practices that govern a person's behaviour or the person's way of conducting an activity. It is the branch of knowledge that deals with moral principles affecting how people make decisions and live their lives; what is good for individuals and society, which is equally described as moral philosophy (Ukala & Nwabueze, 2016).

Ethics may cover the way individuals live good lives, individuals' rights and responsibilities, the language of right and wrong, as well as moral decisions. According to Hoy (2005), ethics is a branch of philosophy that involves systematizing, defending and recommending concepts of right and wrong conducts within an organization and society at large. According to Ukala and Nwabueze (2016), ethics can be seen as actions and attitudes of people (who we are to people, how we treat people, who we are when no one seems to be looking at us). Anyaogu (2008) defines it as, the science that places value on human conduct. It is a set of principles that guide people's attitudes, choices, and actions. These principles determine the purpose, destiny and course of people's lives.

Academic ethics could be seen as an idea that depends on the help of both faculty members and students who together, understand the needs to live decently and take action when necessary to uphold the academic integrity of their institutions. Thus, it is a moral code that guides the behaviour of academics in any given academic establishment. Meanwhile, Kayode and Adeyinka (2009) inform that ethics is concerned about human behaviours and ways of thinking, especially in situations whereby the choices made can affect the dignity and wellbeing of others. Casmir, Izueke and Nzekwe (2014) regard ethics as a set of moral principles that define right or wrong for a

person or groups. It could be the study of what is right or wrong. Similarly, it could rule of conducts and behaviour which relates to the questions of right or wrong, good or evil (Pollitt, 2003). Bewaji (2004) describes ethics as the character or attribute of an individual dealing with what is good or evil. Also, it dictates the working of a social system by pointing out the application of principles of morality and laying down a set of codes that people must follow. According to Knowles and Smith (2006) ethics relates to values commonly adhered to and fundamentals in the immediate surroundings.

The synthesis of the above definitions reveal that, ethics is a moral code of behaviour that could be established by a society, organisation, individual or group to protect their values (Casimir et al, 2014). It is also, a set of guidelines or code of conduct that define acceptable behaviour and practices of a member of a group. Ethics is important in every society or organisation because it serves as the essential fabric of the foundation in which such is built and thus, safeguards the culture of the people and their ways of life. In formal organisations, ethics are published in a document to protect public values such as accountability, justice, impartiality, responsiveness in order to enhance good governance. In addition, there are codes of conduct established for financial regulations, public procurement, due process or transparent initiative. Thus, ethics and integrity are two expectations that are needed to enhance effective teaching and learning as well as in the development of the society and achievement of organizational goals (Obanya, 2002).

Though the term morality, integrity and ethics are often used interchangeably, but they could be distinguished. Morality is the tradition of laws, rules and practices that exist in every society use to describe, persuade and require certain forms of behaviour while proscribing others. However, there are prescribed sanctions for violations of any of the laws. According to Kayode and Adeyinka (2009), ethical issues are set of customary principles and practices embodying some sort of normative codes (behaviour or values) that need to be adhered to as a member of that society or body. Omisore and Adeleke (2015) regard it as a discipline dealing with the study of what is good and bad, right and wrong and with moral duty and obligation to the individual and organisation.

Integrity remains one of the indices used for compliance level to a collection of rules and regulations, particularly in academic environments. Integrity is a behavior that is fair and responsible. It is an act of being honest and just sharing your academic successes and accomplishments for yourself and others. Academic dishonesty includes cheating, plagiarism, misrepresentation and obstruction. Integrity is a strict adherence to set out rules and regulations, societal norms and expectations, principles and guidelines that regulate the activity of the organization with little or no monitoring (Adeyemo, 2001; Obanya, 2002; Boundless, 2016).

There are diverse views of the importance of academic integrity in the Nigerian education system and what constitutes academic integrity. Academic ethics cover the integrity involved in academic behaviour from teaching, learning and evaluation to educational process management. Most of the time, when academic honesty is regarded in the Nigerian education system; this is viewed on the basis of the parties involved in the honest practices (Orim, 2017). This is generally kept in relation to students and their academic behaviour, with less focus on ethics of teachers, lecturers or other staff members. The view is commonly held across all educational levels. Many academics

view integrity in the light of evaluation and particularly in exams as a type of dishonesty that includes actions such as deception, conspiracy, impersonation, bribery among others. This perspective is incomplete as it focuses primarily on the students and also mainly on assessment and a specific method of assessment.

There is the perspective of academic integrity as a form of accountability and self-discipline in any academic activity, which is expected of all stakeholders (students, teachers, and administrators). Olasehinde-Williams (2005) provides the view of openness and self-discipline. Yet in some of the Nigerian education sector this view is not widely held. The obvious perception of many includes:

a) Inclusion: Most of the time, when academic integrity is perceived in the Nigerian educational system, it is viewed based on the parties included in the required honest practices. It is usually held in relation to students and their academic conduct, with less emphasis on teachers, lecturers, or other staff members Integrity. This view is widely held in all the sectors of learning: primary, secondary and tertiary institutions.

b) Academic performance: Many academics perceive integrity in the light of assessment and particularly as a form of dishonesty in examinations which include acts like cheating, collusion, impersonation, bribery among others. This view is incomplete as it focuses only on the students and also predominantly on assessment and a particular form of assessment.

c) Behavioural: This is a form of transparency and self-discipline in any academic activity which is required of all stakeholders (students, teachers and administrators). This view of transparency and self-discipline was presented by Olasehinde-Williams (2005). However, this view is not widely held in some of the Nigerian educational sectors, such as the primary education sector. The prevalent behavioural forms of academic misconduct in Nigerian universities were identified by Olujuwon (2008) in relation to examinations such as insulting/assaulting examination officials, irregular activities inside and outside the examination hall, smuggling in answers, contracting someone else to sit for the exam (paying someone to sit in), refusing to submit the answer script at the end of the examination, examination networking (exchanging answers using electronic devices), dubbing (copying another's written exam paper), taking in microchips (taking in notes/scribbles into the examination hall), leaking examinations questions by the officials, mass cheating, collusion, taking in a hi-tech microcomputer, "super print," "bullets" or "missiles" (taking in notes/scribbles), and exposure (having access to the questions ahead of the examination).

d) Climatic: It applies to the agreed way things are done in the education sector in Nigeria. There appears to be some debate around honesty in relation to examinations, but not about other forms of academic misconduct. This has provided the common way of doing things which may not be entirely acceptable in the Nigerian education systems.

In the broadest context, academic ethics and integrity are seen as one intended to cover the institution's ethical identity, including how it recognizes and articulates its principles and how those principles are expressed in policy and practice. According to

Tauginienė , Gaižauskaitė , Glendinning , Kravjar, , Ojsteršek , Ribeiro , Sivasubramaniam (2018), academic integrity is the compliance with ethical and professional principles, standards and practices by individuals or institutions in education, research and scholarship. It transcends all kinds of practices conducted at and by a university that might become sensitive due to ethical issues and related disputes. Similarly, academic honesty is the trust that society has in the standard of the education and scientific research outcomes. More broadly, it affects integrity, respect for ethical standards and equal conduct of the members of society (Anohina-Naumeca, Tauginienez, & Odineca, 2018).

These ethical and integrity principles mentioned above should apply to all and any of the school's operations such as purchasing, estate management, research and teaching. Despite the negative challenges been faced in Nigeria Education sector, the Edelman Trust Barometer report of (2014) established that these malady often experienced by nation's educational system cannot be generalized. The study asked 33,000 people from 27 countries in Africa about their trust in academics because they remain one unit that is known for upholding ethics in their profession. Surprisingly enough, about 22,110 respondents representing 67% of them claimed to see academics as credible spokespersons, a particularly high mark in comparison to other groups. It is important for academics to be cognizant of this, and not to damage this reputation. The Trust Barometer also lists four clusters of 16 attributes that are keys to building trust in academics and these include integrity, engagement, products and services, purpose and operations.

In a report by the committee on ethics and grievances of the Obafemi Awolowo University, Ile-Ife, Nigeria, major ethical challenges regarding teaching and teachers' conduct were identified as follows: integrity, hard work, astute pedagogy, academic and moral excellence, honesty, justice, truth, equity, transparency and accountability (ASUU 2005). These and other values that aid social harmony, sound education, fair play, economic development are seriously being threatened in Nigerian society. The committee further discussed the following unethical behaviours which do not conform to professional standards of academics:

1. Lectures (absenteeism, and time wasting on irrelevant stories)
2. Levies (collection of unauthorized levies from students, sale handouts and irrelevant materials.
3. Examinations (leakages of questions, improper invigilation)
4. Harassment (sexual and physical harassment, use of abusive language)
5. Poor grading and bad computation of results (direct or indirect demand for gratification, favouritism based on ethnicity, religion or sex, delayed or careless grading).

The documentary by the BBC have shown that some teachers have deviated from the stated norms of teaching and learning that would be useful to students in life transformation has been neglected and also the teachers are exploiting the system (Olujuwon,Isiaka & Muideen, 2013). Olujuwon et al (2013) revealed the pattern of professional abuse or unethical behaviour by lecturers in a college of education in Lagos. These abuses include verbal assault on students in the form of threats, foul language and use of abusive words, sales of exorbitant text books, sexual abuse, poor

relationship with students, and extortion. Casimir, Izueke and Nzekwe (2014) state that, governance in Nigeria's public sector has become more problematic and ethically tasking as a result of endemic corruption which has permeated the entire facet of the society. The authors noted the collapse of institutional measures and codes put in place to ensure high standard of behaviour deepens daily. Also, lack of effective ethical organizational framework to coordinate the activities of various institutions has astronomically worsened unethical practices such as corruption in the Nigerian public service.

In order to stem the tide of dishonesty in financial procurements, products and services, the Nigerian government has put in place agencies such as the Independent Corrupt Practices Commission (ICPC), Economic and Financial Crimes Commission (EFCC), National Agency for Food, Drug Administration and Control (NAFDAC), Standard Organisation of Nigeria (SON), the Due Process Office, the Code of Conduct Bureau for Assets Declaration amongst others, and these are extended to lecturers too. Similarly, it is enshrined in Section, 3, 8 and 9 of the Fifth Schedule of the Nigerian 1999 Constitution (a code of conduct for public officers) not to offer bribes, abuse their office or maintain foreign account. It is a known fact that there has been a flagrant abuse of this code as many politicians and public officers have been jailed or being investigated.

However in the school system, there are standards, behaviour and rules of interaction expected from students, teachers and administrators. These have to do with moral, attitudes, self control and practices in achieving set goals (Reyes, 2006). Similarly, there are codes of conduct for teachers which borders on their relationship with students, colleagues, employers and the society. The code of conducts emphasizes on the need for teachers to be an exemplary citizens, demonstrates high sense of integrity and discipline in the development of the teaching profession (Teachers' Registration Council of Nigeria, 2013). The code enjoin teachers to maintain professional standard of practice and conduct that are universally acceptable and also meet the demands of Teachers' Registration Council of Nigeria regarding ethics and quality of professional practice and guided by the rules of professional practice stated in the Code of Conduct. Any violation by any teacher would be investigated by the Teachers Investigation Panel and later referred to the Teachers Disciplinary Committee for appropriate sanctions.

Therefore, The Teachers' Registration Council of Nigeria (TRCN) Code of Conduct 2013 edition has listed the following as a form of flagrant abuse of teachers' professional ethics. These include facilitating, aiding, abetting or assessor to examination malpractice, taking advantage of students or teachers, the negligence to duty by not going to classes as at when due, unauthorized absenteeism, habitual coming late to school, harassment (sexual or otherwise), sex for marks, irregular or unauthorized award of marks and many more. Similarly, loss of interest in teaching, unnecessary exploitation of the students and system, voluntary absenteeism from programmes and workshops that would develop their efficiency and proficiency in classrooms among other constitute professional dishonesty. There are laws, constitutional provisions and code of conduct enacted to enhance integrity of a profession as no society can function effectively without the existence of laws and order. These laws serve as a template for

societal regulation and discharge of specific functions and roles deem fit in the society (Academic Staff Union of Universities, 2002).

There are sanctions attached to violations irrespective of the position of the offender. To enforce this, these measures must be understood by all and it is thus, a control measure for all stakeholders in the system. Therefore, the purpose of enforcing standards in schools is to enable pupils learn freely and willingly the community norms, principles and ways of life as stated in Nigeria's philosophy of education (Federal Republic of Nigeria, 2013). Thus, ensuring standards will enhance progress, peace and tranquillity and will make pupils to refrain from anti-social behaviour. In addition, it will ensure transformation in the school and in the life of the pupils thereby achieving the goals of the school (Lagos State Government, 2010). Orim, (2017) stated that among the stakeholders of most of the Nigerian institutions of learning, there is a lack of awareness on the components of academic ethics and integrity. It is surprising though that this is not only among the students' group, but also among some of the school teachers and lecturers. However, a few of the teachers, lecturers and management staff that have this awareness believe that students must be aware of these academic ethics and integrity and all its constituents with well information possible. This relates to the academic climate prevailing in these educational institutions. Although cheating is viewed as a form of academic misconduct, Olasehinde-Williams (2006) argue that the climate of academic integrity may be the most important factor affecting the incidence of student cheating. Therefore, there is the need for more enlightenment or advocacy by the anti-corruption agencies on what constitutes corrupt practices and proper sanctions for violators of the code and not just dismissal from office as the offender has violated the confidence reposed in him/her. All these necessitate potent reasons why there is need for assessment of academic ethics and integrity as cardinals responsible for the rebuilding of Nigeria's education system.

Statement of Problem

In recent times, educational system in Nigeria has been experiencing a downward trend which has become worrisome to stakeholders. There are issues of non compliance to academic ethics and there are suspects to the integrity of staff. In addition, educational sector becomes plagued with incessant strike actions, poor remuneration for teachers, under staffing, deplorable working conditions, uncondusive working conditions for teachers and students, increase in unemployment rate, falsification of data, corruption, indiscipline, unavailability of instructional materials in schools, poor salary package, unstable promotion routines, faulty recruitment process among others. There are unwholesome practices in the polity and in the academia and these have eroded the integrity, honesty and the moral fabric of the society. Due to the above problems, maintaining of standards and quality could be difficult in achieving educational goals. To this end, this study seeks to assess how academic ethics and integrity can help rebuild confidence in the educational system.

Purpose of the study

The aim of this study in to assess academic ethics and integrity among lecturers in rebuilding trust in Nigeria's Educational System. Specifically, the objectives are to:

1. examine the extent to which academic ethics provide support to build trust in Nigeria educational system; and
2. justify how integrity of lecturers can revamp trust in rebuilding Nigeria educational system.

Hypotheses

The following hypotheses were tested at 0.05 level of significance.

$H0_1$: There is no significant relationship between academic ethics and rebuilding of trust in educational system.

$H0_2$: There is no significant relationship between integrity of lecturers and rebuilding of trust in educational system.

Methodology

This study adopted a correlational survey design. The population included all lecturers in public tertiary institutions in Lagos State, Nigeria. A simple random sampling technique was used to draw institutions for this study and they include University of Lagos, Lagos State University, Adeniran Ogunsanya College of Education, Federal College of Education, Akoka and Micheal Otedola College of Primary Education, Epe respectively. However, a sample of 200 academic staff was drawn using proportionate stratified random technique, of which 40 academic staff were drawn from each of the five institutions irrespective of their faculties and schools. A 4-point Likert scale self-constructed instrument titled "Assessment of Academic Ethics and Integrity in Rebuilding Trust in Nigeria's Educational System Questionnaire" (AAEIRTNESQ) was used for data collection. The items on the questionnaire were validated by 3-experts in the department of Educational Management, and Measurement and Evaluation respectively in the University of Lagos, Akoka, while the final draft of the Questionnaire was pilot tested to an equivalent sample of twenty respondents not used in the main study. A reliability index of 0.87 was derived using Cronbach Alpha. The index depicts suitability and highly reliable. Ethical consideration for the study was adhered to in conducting the research. Respondents were informed about the aims of the research, data management and their expected role in the research which enable them to give their informed consent. Above all, they were assured of confidentiality and the use of pseudonyms if necessary. The data collected was analysed and tested at 0.05 significant level using Pearson Product Moment Correlation, a parametric statistic type.

Results
Testing of Hypotheses

$H0_1$: There is no significant relationship between academic ethics and rebuilding of trust in educational system.

Table 1: Pearson Product Moment Correlation showing relationship between academic ethics and rebuilding of trust in educational system

Variables	*Mean*	*SD*	*df*	*Sig.*	*r-cal.*	*P-value*	**Decision**
Academic ethics	64.2	45.2					
Rebuilding trust in educational system	76.9	52.4	198	0.05	0.768	*0.006	Reject $H0_1$

r-critical = ±0.50

From table 1 above, it shows that academic staff had mean score of 64.2 on academic ethics which is lower than the mean score of 76.9 on rebuilding of trust in educational system. However, at 198 degree of freedom and 0.05 significant level, the r-calculated value of 0.768 is greater than the r-critical of ±0.50, which shows a positively strong relationship between academic ethics and rebuilding of trust in educational system. However, since P-value of 0.006<0.05, it depicts that the null hypothesis be rejected while the alternative, which states that, there is a significant relationship between academic ethics and rebuilding of trust in educational system be retained.

$H0_2$: There is no significant relationship between integrity of lecturers and rebuilding of trust in educational system.

Table 2: Pearson Product Moment Correlation showing relationship between integrity of lecturers and rebuilding of trust in educational system

Variables	*Mean*	*SD*	*df*	*Sig.*	*r-cal.*	*r-Critical*	*P-value*	**D**
Integrity of lecturers	73.5	41.1						
Rebuilding trust in educational system	76.9	52.4	198	0.05	0.685	±0.50	0.002	Reject $H0_2$

From table 2 above, it shows that mean score of 73.5 on integrity of lecturers is lower than the mean score of 76.9 on rebuilding of trust in educational system. However, at 198 degree of freedom and significant level of 0.05, the r-calculated value of 0.685 is greater than the r-critical value of ±0.50 which shows a positively strong relationship between integrity of lecturers and rebuilding of trust in educational system. Since, P-value of 0.002<0.05, it depicts that the null hypothesis be rejected while the alternative hypothesis which states that there is a significant relationship between integrity of lecturers and rebuilding of trust in educational system is retained.

Discussion of Findings

Hypotheses one, revealed that, there is a significant relationship between academic ethics and building of trust in Nigerian educational system. This outcome is in conformity with the study of Academic Staff Union of Universities (ASUU, 2005) and Institute of Business Ethics (IBE, 2014) that, through effective and efficient adherence to these academic ethics; it would go a long way in rebuilding the lost trust from all stakeholders with regards 'to the failing educational system. Academic ethics clearly states what is expected of a student, teachers and lecturers, as the whole essence of formulating these ethics is to enhance the programme (educational system) for which it

was designed. Green book, rules and regulations formulated by National University Commission (NUC), TRCN Code of conduct among others are documents stating the 'dos' and 'don'ts' of lecturers in our institutions. Strict adherence to the instructions in these academic documents by lecturers goes a long way in rebuilding the lost confidence by parents and other stakeholders in our educational system.

From hypothesis two, it was revealed that, there was a significant relationship between academics integrity and revamping of trust in Nigeria educational system. Integrity is one important element expected of any academic staff. An institution where its members of staff display a high degree of discipline and integrity will automatically instill some level of confidence on the system. This finding is in consonance with that of Adeyemo (2001); Obanya (2002); Boundless (2016) that, academic integrity allows for strict adherence and compliance to set out rules and regulations, societal norms and expectations, principles and guidelines that regulate the activity of the organization with little or no monitoring. Due to this adherence, it would necessitate the revamping of negative attitude that had being built on the educational system (Adeyemo, 2001; Boundless, 2016).

Conclusion

The study examined the concept of academic ethics and integrity as values expected of respective stakeholders in fostering trust in the educational system. The study concluded that, the involvement of lecturers in bribery, improper or biased grading of students' work and grade, fraud, deliberate negligence towards cheating or assistance in cheating, plagiarism, data falsification, sexual harassment of students among others are what academic ethics and integrity frowns at vehemently. Also, there is need to enforce ethical standards as enshrined in the code of conduct and conscious efforts must be made to enable stakeholders be aware of the code.

Recommendations

Based on the findings, recommendations were put forward.
1. Parents should be enlightened on the need to discourage their wards from engaging in any form of gratification(s) both in their pursuit for higher education or society as it would only lead to academic backwardness in the long-run.
2. Total evaluation of ethical principles should be carried out at intervals on the educational system in other to forestall confidence.
3. Finally, erring staff should be punished as it would help restrict other academic staff from engaging in indiscriminate behaviours.

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Academic integrity means avoiding plagiarism and cheating, among other misconduct behaviours. To promote the academic integrity, publication ethics, and responsible research in the higher education system in India, the University Grants Commission (India) enacted the "UGC (Promotion of Academic Integrity and Prevention of Plagiarism in Higher Educational Institutions) Regulations, 2018" on July 23, 2018.[24]:1 The Regulations then recommend some institutional mechanisms to eliminate the scope of plagiarism. The system also provides as a function of analyzing the readability of academic works and serve as an assignment collection system and database. Despite these advances, academic dishonesty still plagues the university. Academic ethics is an umbrella concept which encompasses many issues. On an institutional level, there is much discussion about the nature of a university, and whether it is affected by the commercial pressures to get more students (paying or paid for), whether business/university partnerships affect academic freedom, and what type of investments it is appropriate for a university to have. On an individual level, the main focus of discussion in recent years has been on academic integrity, and the need to maintain a culture of honesty in all aspects of teaching and research. If you are already promoting the principles of academic integrity, you can discuss honesty as part of that, explaining how cheating harms other students. Academic Integrity means the practice of honest and responsible scholarship. It's a key part of everything we do at university. Academic Integrity consists of the "fundamental values of honesty, trust, fairness, respect, responsibility, and courage," which are "central to the building, nurturing, and sustaining of an academic community" (see the Centre for Academic Integrity). It is your responsibility to adhere to the principles of academic integrity. The study assessed how academic ethics and integrity among lecturers in rebuilding trust in Nigeria's Educational System. Two hypotheses guided the study. Correlational survey design was used for the study and the population was all more. The study assessed how academic ethics and integrity among lecturers in rebuilding trust in Nigeria's Educational System. Two hypotheses guided the study. This study assesses the job satisfaction among chief lecturers in Colleges of Education in Kaduna State, Nigeria. The study was guided by three (3) research question and three (3) null hypotheses. This study adopts a survey design. The population comprises of one thousand, seven hundred and fifty one (175-1) of chief lecturers in Colleges of Education. Retrospectively, our educational system then was the envy of many here in Nigeria and elsewhere (Babalola 2009). In an article headed -Education in Nigeria: Same putrefying story of Rot'" written by Suleiman Olarewaju and Kimle Awosiyan. Published in the Tribune of 3rd October 2008 quoted as follow Lacks of qualified teachers is also another factor affecting Nigeria educational system in playing its role in the Nigeria transformation agenda. The teaching profession is not regarded as much in high esteems as other professions, this couple with low salary of teachers.