

**INFLUENCE OF ACADEMIC ETHICS AND INTEGRITY ON REBUILDING TRUST
IN BUSINESS EDUCATION STUDENTS AT ENUGU STATE UNIVERSITY OF
SCIENCE AND TECHNOLOGY, ENUGU STATE, NIGERIA**

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Abstract

The paper determined influence of Academic Ethics and Integrity on Rebuilding Trust in Business Education students Enugu State University of Science and Technology To achieve this objectives two research questions were developed and answered while two research hypotheses were formulated and tested at 0.05 level of significance. Survey design was used to carry out this study. The population for the study consisted 306 which was made up of 29 business education lecturers and 277 business education students. The entire population was used since it was small and manageable. Therefore, there was no sampling techniques. A-20 item instrument developed by the researcher tagged “Influence of Academic ethics and integrity on Rebuilding Trust in business education students Questionnaire (IAEIRBESQ) was validated by three experts in the Department of business education, Enugu state university of science and technology. Cronbach Alpha was used to recheck the reliability and the result gave a reliability coefficient of 0.95. mean and standard deviation were used to answer the research questions while independent t-test was used to test the research hypotheses at 0.05 level of significance. There was a significant influence in the mean response of business education lecturers and business education students on Influence of Academic Ethics and Integrity on Rebuilding Trust in business education students. It was concluded that institutions of higher learning should mount effective supervision/monitoring teams to investigate and enforce all sorts of malpractices in the system. It was recommended among others that Institution of higher learning should organize seminars on academic ethics and integrity, among students and teachers as this will help to sensitized the ethical code at a high point in Tertiary Institutions in Nigeria.

Keywords: Academic Ethics, Integrity, Rebuilding and Business Education.

Introduction

Western education is expected to develop several aspects of the learner's abilities, imaginations, thinking, reasoning, attitudes, good judgment and values. These are expected to be achieved within the confines of the school by the teacher through curriculum delivery to bring about a positive change in behavior in the desired direction in the learners through examination. Examinations are conducted and written by different groups of people. Some of these groups are students with different age bracket in different fields. These groups write examination either for a job, or to get promotion or to publish a journal in their working places and to obtain certificate or the other. Examination being a universal issue has attracted a lot of definitions, Hornby (2015) defined examination as a formal written, spoken or practical test, especially at school or college, to see how much one know about a subject or what one can do. In a similar stand, Encyclopedia Britannica (2012) defined examination as primarily a test of capacity of an individual success commonly indicated by an "award" of marks or grades depending on the purpose which it serves. In this context, examination is defined as a formal testing of somebody's knowledge or ability in a particular subject, especially by means of written questions or practical exercises. Examination has been the most salient aspect of our educational industry at all levels of studies from earliest times to the present time. Due to the important place examination assumed by the society today, people are involved in one form of examination or the other; people see examination as a matter of life and death. This singular perception has made people to resort to different examination malpractices. This situation predisposes the Nigerian educational system to criticism of the inherent unethical behavior or lapses of academic ethics by the different groups.

There are different sorts of examination malpractices in the educational system. Benjamin (2001) defined examination malpractice as any illegal or unethical act that students commits with the purpose to obtain grades or marks underserved. Adamu (2001) defined examination malpractice as any action taken by an individual or group of individuals or even staff in contravention of the rules and regulations guiding the conduct of examination. Jacob and Lar (2000) outlined the following as the various forms of examination malpractices. Body writing or tattoo, the knee socks, the expo, the class teacher and ex-students involvement, supervision connivance, walkie-talkie, computer Giraffe and academic alliance, plagiarism and citation without referencing.

These unethical behavior associated with examination in schools and colleges have eaten deeply into the fabrics of the society which has brought the educational system to lost its Academic ethics and Integrity. Despite the strictness in conducting examination in some institutions, Academic Ethics and Integrity still remains to be rebuild because it has been a prominent problem and it often goes unreported (Rawwas & Isakson 2000).

Academic is connected with education especially studying in schools and universities. It is at this environment that ethics and integrity should be seriously inculcated. Every profession has its own ethics that guides the activities that go on in that profession. Academic ethics is an umbrella concept which encompasses many issues on an institutional level such as avoidance of dishonesty and maintenance of integrity. Haris (2004) opined that academic ethics implies the maintenance of good behavior, principles connected with schools and its environs which influences students' behavior or profession. In this context academic ethics is the moral belief or rules about the right

or wrong, regulation expected code of conduct governing the conduct of students in schools and colleges.

Hornby (2015) defined ethics as moral principles that controls or influences a person's behavior, professional or business or is a branch of philosophy that deals with moral principles. Integrity is the moral code or ethical policy of academic this includes values such as avoidance of cheating or plagiarism, maintenance of academic standard, honesty and rigor in research and in academic publishing. (Haris, 2004).

Integrity sought to ensure academic freedom, personal autonomy, justice and equity, merit, professionalism, honesty and intellectual integrity. In this context integrity means honesty, implacable, trustworthy, upright, void of lies, transparency, respect and tolerance, responsibility, goodwill and care. Without integrity academic ethics is impossible. Aldag and Starns (2018) defined academic ethics and integrity as the extent to which students, teachers and institutions embedded the principles guiding their academic/research. In an institution where there is no moral code, such institutions are operating under dishonesty, cheating, copying and plagiarism. To minimize the menace, the educational system should institute a policy or code to guard the system through Rebuilding Trust in business education. Business education is education for practical work (Asuquo, 2012). Its aim is to equip youths with business acumen for a new economic orientation that can give the youth integrity in managing business. The rebuilding can take the modification in curriculum approach by emphasizing more on practical aspect to theoretical, this should be adopted for effective deliveries to give hope in world of work. One would imagine what would happen if business education students embed in the ethics and integrity in their businesses. The functionality of the business education, in instructional benefits, the reviewing of the curriculum from theoretical to practical programs will help contribute to the development of the society.

Concept of Rebuilding Trust

Manser (1981), defined Rebuilding as reconstructing, reforming, remolding or to put right, rehabilitating with a view to rectifying wrong. McArthur (2000), defined Rebuilding as redoing a faulty image, recreating, reviving a deteriorating building, it could mean modification of a dilapidated system. Rebuilding Trust delves deeply into research and examination. This means when the system is faulty, it has lost its worth or trust, such system needs to be sensitized in order to improve the quality of Academic Research and Examination. McArthur(2000) opined that trust are the mental sensitization that will make sense of independence and contribute to societal development in the educational system.

Purpose of the Study

The purpose of the study is to determine the Influence of Academic Ethics and Integrity on Rebuilding Trust in Business Education Students in Enugu State University of Science and Technology, Enugu State, Nigeria. Specifically, the study sought to:

1. determine the Influence of Academic Ethics on Rebuilding Trust in Business Education in Enugu State, Nigeria.
2. determine the influence of Academic Integrity on Rebuilding Trust in Business Education in Enugu State, Nigeria.

Research Questions

The study provided answers to the following research questions.

1. To what extent does Academic Ethics Influences the Rebuilding Trust in Business Education in Tertiary Institutions in Enugu state, Nigeria.
2. How does Academic Integrity Influences the Rebuilding Trust in Business Education in Tertiary Institution in Enugu State, Nigeria.

Null Hypotheses

The following research hypotheses were formulated for testing at $P \leq 0.05$ level of significance.

1. There is no significant influence of Academic Ethics on the Rebuilding Trust in Business Education in Tertiary Institution in Enugu State Nigeria.
2. There is no significant influence of Academic Integrity on Rebuilding the Trust in Business Education in Tertiary Institution in Enugu State, Nigeria.

Methodology

Survey design was used for the study. This is because the opinion of the respondents on the various items on the questionnaire formed the basic data that were used in the analysis. The study was conducted in Enugu State, using Enugu state University of Science and Technology, final year students of Business Education Department. The population of the study comprised 29 business education lecturers and 277 final year business education students given a total of 306. There was no sample because the population was small and manageable. A 20-item instrument developed tagged "Influence of Academic Ethics and Integrity on Rebuilding Trust in Business Education Students Questionnaire (IAIRTBESQ) was used to collect data. Four point scales with nominal value assigned were used. The instrument was subjected to face validation by three experts, two from Business Education Department and one from Faculty of Education all from Enugu State University of Science and Technology. The reliability of the instrument was tested using Cronbach Alpha reliability coefficient of 0.95 was obtained. Mean and standard deviation was used to answer the research questions while independent t-test was used to test the research hypotheses at 0.05 level of significance.

Results

Research Question 1: To what extent does Academic Ethics Influences the Rebuilding of Trust in Business Education in Tertiary Institutions in Enugu State, Nigeria

Table 1: Summary of Influence of Academic Ethics on the Rebuilding of Trust in Business Education in Tertiary Institutions in Enugu State.

S/N	ITEM STATEMENT	X	SD	REMARKS
1.	Ability to prepare well for examination	2.80	0.98	High extent
2.	Good self-image among students	3.0	0.40	Very high extent
3.	Ability to have self-sustainability to withstand stress	2.80	0.40	High extent
4.	Ability to research, cite correct references	3.80	0.40	Very high extent
5.	Ability to have confidence	2.80	0.75	High extent
6.	Ability to cope with school work	3.20	0.40	Very high extent
7.	Quest for Honour award	2.00	0.00	Very low extent
8.	Ability to work independently	2.60	0.80	Low extent
9.	Proper supervision during examination	3.60	0.49	Very high extent
10.	Ability to cope with school work	3.80	0.40	Very high extent

The results of Table 1 reveal that items 1-6, 8,9 and 10 have a high option ranging from 0.40 to 0.98. This indicate that these variables Influences Academics Ethics in business education in Tertiary Institution in Enugu State, Nigeria. Also item 7 has a low extent option range of 0.00. This indicates that the variables is not main Influence on Academic Ethics in the Tertiary Institution. Based on the above, this implies that ability to prepare well for examination, good self-image among students, ability to have self-sustainability to withstand stress, ability to research, cite correct references, ability to have confidence, ability to cope with school work, and others are ability to work independently, Proper supervision during examination, Influences Academic Ethics in the tertiary institution.

Research Question 2: How does Academic Integrity Influences the Rebuilding of Trust in Business Education in Tertiary Institution in Enugu State, Nigeria?

Table 2: Summary of influence of Academic Integrity on the Rebuilding of Trust in Business Education in Tertiary Institution in Enugu State

S/N	ITEM STATEMENT	X	SD	REMARKS
1.	Set a good example of citation	3.60	0.49	Very high extent
2.	Set good virtues in research	3.60	0.49	Very high extent
3.	Require up to date references	3.00	0.00	Very high extent
4.	Enforce laws on plagiarism	3.40	0.80	Very high extent
5.	A better package for teachers and supervisors	2.20	0.40	Low extent
6.	Use honest supervisors during examination	2.10	0.63	Low extent
7.	Inculcating spirit of handwork for students	4.00	0.00	Very high extent
8.	Provision of adequate e learning facilities	3.20	0.40	Very high extent
9.	Organizing seminars on examination ethics	3.40	0.49	Very high extent
10.	Instituting practical examination to theoretical	3.80	0.40	Very high extent

The results in Table 2 show that the variables influences Academic Integrity on Rebuilding Trust in Business Education in Tertiary Institution have very high extent option from 0.40 to 0.49 only 5 and 6 have low extent option. This implies that the extent of influence in Academic Integrity on Rebuilding Trust in business education in tertiary institution is imperative.

Null Hypotheses 1: There is no significant Influence of Academic Ethics on the Rebuilding Trust in Business Education in Tertiary Institution in Enugu state Nigeria.

Table 3: t-test Analysis in the mean Responses of Business Education lecturers and Business Education students on the Influence of Academic Ethics on Rebuilding Trust in Business Education in Tertiary Institution in Enugu State Nigeria.

S/N	ITEM STATEMENT	STAFF		STUDENTS		t-cal	t-tab	RMK
		X ₁	S ₁ ²	X ₂	S ₂ ²			
1.	Ability to prepare well for examination	2.00	0,59	3.44	0.89	-26.93	1.96	S
2.	Good self image among students	3.00	0,44	3.48	0.69	0.89	1.96	NS

3.	Ability to have self sustainability to withstand stress	2.52	0.51	3.51	0.78	-5.07	1.96	S
4.	Ability to research, cite correct references	3.48	0.51	4.45	0.57	-5.49	1.96	S
5.	Ability to have confidence	2.48	0.51	2.92	0.79	-4.15	1.96	S
6.	Ability to cope with school work	3.00	0.47	3.36	0.48	-12.63	1.96	S
7.	Quest for Honour award	2.00	0.50	2.00	0.61	0.29	1.96	NS
8.	Ability to work independently	3.00	0.49	2.28	0.96	-12.48	1.96	S
9.	Proper supervision during examination	4.00	0.54	3.36	0.163	-22.11	1.96	S
10.	Ability to shun plagiarism	4.00	0.59	3.64	.048	12.48	1.96	S

The results presented in Table 3 show the t-test analysis in the mean responses of business education lecturers and business education students on the influence of academic ethics on rebuilding trust in business education in tertiary institution in Enugu State Nigeria. The result revealed that the mean value of t-cal was greater than the value of t-critical of (1.96) at 0.05 level of significances with 304 degree of freedom. Since the value of t-cal was greater than the t-critical value, the null hypothesis was rejected. Therefore, there was a significant influence in the mean responses of business education lecturers and business education students on the influence of academic ethics in business education in Enugu State, Nigeria.

Null Hypotheses 2: There is no significant influence of Academic Integrity on Rebuilding Trust in Business Education in Tertiary Institution in Enugu State, Nigeria.

Table 4 t-test Analysis in the mean Responses of Business Education lecturers and Business Education students on the Influence of Academic Integrity on Rebuilding Trust in Business Education in Tertiary Institution in Enugu State Nigeria

S/N	ITEM STATEMENT	STAFF		STUDENTS		t-cal	t-tab	RMK
		X1	S ₁ ²	X2	S ₂ ²			
11.	Set good example for citation	3.32	0.51	3.64	0.48	-121	1.96	NS
12.	Set good virtues for research	3.48	0.01	3.64	0.48	1.62	1.96	NS
13.	Require up to date referencing	3.00	0.34	3.0	0.56	0.45	1.96	S
14.	Enforce laws on plagiarism	4.00	0.33	2.92	0.40	22.47	1.96	S
15.	A better package for teachers/supervisors	2.00	0.25	2.36	0.48	12.48	1.96	S
16.	Honest supervision during examinations	1.48	0.51	2.36	0.48	8.89	1.96	S
17.	Inculcating spirit of hard work for student	4.00	0.45	4.0	0.52	0.38	1.96	S

18.	Provision of adequate learning facilities	3.00	0.55	3.36	0.48	12.48	1.96	NS
19.	Organizing seminars on examination ethics	3.5	0.51	3.36	0.48	1.52	1.96	S
20.	Practical examination to theoretical	3.48	0.57	4.0	0.39	-5.49	1.96	S

The result presented in Table 4 show the t-test Analysis in the mean responses of Business Education lecturers and Business Education Students on the Influence of Academic Integrity on Business Education in Tertiary Institutions. The result reveals that the value of t-cal was greater than the value of t-critical (1.96) at 0.05 level of significance with 304 degree of freedom. Since the value of t-cal was greater than t-critical value, the null hypotheses was rejected. Therefore, there was a significant influence in the mean responses of Business Education lecturers and Business Education Students in Rebuilding Trust in Business Education Students in Enugu State Nigeria.

Major Findings

Based on the results presented in the tables, the following findings were made.

1. Influence of Academic Ethics on the Rebuilding Trust in Business Education in Tertiary Institution in Enugu state Nigeria, these items includes, ability to prepare well for examination, good self image among students, ability to have self sustainability to withstand stress, ability to research, cite correct references, ability to have confidence, ability to cope with school work, and others are ability to work independently, Proper supervision during examination and ability to shun plagiarism.
2. Influence of Academic Integrity on Rebuilding Trust in Business Education in Tertiary Institution in Enugu State, Nigeria included, Enforce Laws on plagiarism, set a good examples for citation, set a good virtues in research, require up to date references, provision of adequate learning facilities, a better package for teachers and supervisors and others are, organizing seminars on examination ethics and practical examination to theoretical.
2. There was a significant Influence of Academic Ethics on the Rebuilding Trust in Business Education in Tertiary Institution in Enugu state Nigeria
 There was a significant influence of Academic Integrity on Rebuilding Trust in Business Education in Tertiary Institution in Enugu State, Nigeria.

Discussion of Findings

The findings of this study were discussed as follows:

The finding of the study relating to Influence of Academic Ethics on Rebuilding Trust in Business Education in Tertiary Institution indicated that there are 9 items such as, ability to prepare well for examination, good self image among students, ability to have self sustainability to withstand stress, ability to research, cite correct references, ability to have confidence, ability to cope with school work, and others are ability to work independently.

Also the t-test result of the hypotheses tested in table 1.3 show that the hypotheses which stated that there was a significant influence in the mean responses of the business education lecturers and business education students on the Influence of Academic Ethics on Rebuilding Trust in Business Education In Tertiary Institution In Enugu State Nigeria.

The findings of this study revealed that Influence of Academic Ethics is based on quest for honour award, this implies that ability to prepare well for examination, good self image among students, ability to have self-sustainability to withstand stress, ability to research, cite correct references, ability to have confidence, ability to cope with school work, and others are ability to work independently.

The study also revealed that Influence of Academic Ethics in Business Education Lecturers and Business Education Students is based on proper preparation of exams. Haris (2004), stated that academics Ethics implies the maintenance of good behaviour, principles that connects schools and its environs which influences students' behaviours or profession. In a similar stand Hornby(2015) opined that ethics is a moral principle that influences person's behaviour, profession and business.

In the contrary Benjamin (2001) asserted that students commit unethical behaviour with the purpose for quest for honour award. When Business Education Students embeds in the code of Academic ethics, it will help to Rebuild Trust in Business Education in Tertiary Institution in the system. Therefore inculcating the spirit of hard work on students at the beginning of their entry into the school will incorporate the moral code of Academic ethics.

The finding of this study relating to Influence of Academic Integrity on Rebuilding Trust in Business Education in Tertiary Institution. These items included, Set good example for citation, Set good virtues for research, Require up to date referencing, Enforce laws on plagiarism, A better package for teachers/supervisors, others are Honest supervision during examinations, Inculcating spirit of hard work for student, and Practical examination to theoretical.

Also the t-test result of the hypotheses tested in table 1.4 show that the hypotheses which stated that was a significant Influence in the mean responses of the Business Education lecturers and Business Education students on the Influence of Academic Integrity on Rebuilding Trust in Business Education in Tertiary Institutions in Enugu State, Nigeria. The findings of this study is in line of Harris (2004) who stated that integrity is the moral code which includes values such as avoidance of cheating or plagiarism, honesty and rigor in research and academic publishing.

The finding revealed that Academic Integrity included, Set good example for citation, Set good virtues for research, Require up to date referencing, Enforce laws on plagiarism, others are Honest supervision during examinations, Inculcating spirit of hard work for student, and Practical examination to theoretical.

In the support of the revealed findings, Robert (2004) stated that encouraging integrity in Students, the use of "Honour award or code" to pledge both supervisors and students is imperative for those who did not give or receive aids in examination. On the contrary Harris (2004) asserted that 90 percent of students who cheat do that for promotion or to meet selfish expectation. It also revealed that tertiary institutions should have such code to give credit to those for their honesty. Therefore when such breathers are taken in the system it will be refreshed and renewed Integrity in the educational system in Tertiary Institution in Nigeria.

Conclusion

It can be concluded that Influence of Academic Ethics and Integrity on Rebuilding Trust in Business Education Students will play significant role in achieving honesty. From the findings of the study the identified items needs to be followed duly to sensitized freedom of good ethics and integrity in the educational system. Therefore it was concluded that institutions of higher learning should provide a conducive environment for learning and also enforce all sorts of unethical behavior in the educational system.

Recommendations

The following recommendations were made:

- i. Set good examples by including citation in lectures notes.
- ii. Teach students correct citation, including the difference between plagiarism and paraphrasing from on set.
- iii. Let the students know the institution's policy, on unethical conduct.
- iv. Enforcement of workable policy on offenders
- v. Organizing seminars on academic ethics and integrity among students and teachers as this will help to sensitize the ethical code at a high point in Tertiary Institutions in Nigeria.

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