

**Christian Academic Staff and the Promotion of Ethical Conducts among Lecturers in Colleges of Education in North West Zone Nigeria**

**MUSA Hassan**

Department of Christian Religious Study  
Federal University of Education, Zaria

[hassanmsa75@gmail.com](mailto:hassanmsa75@gmail.com)

&

**Prof. E. Gana, Prof. J. N. Kwasau & Prof. Mrs. N. Alagbu**

Department of Arts and Social Science Education,  
Faculty of Education, CRS Section  
Ahmadu Bello University,  
Zaria- Nigeria

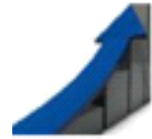
**Abstract**

*This study examined the role of Christian academic staff in fostering ethical conduct among lecturers in Colleges of Education in the North West Zone of Nigeria. A survey research design was adopted, allowing for the collection of data through a structured questionnaire titled Ethical Conduct and Professionalism Questionnaire (ECPQ), designed on a four-point response scale. The population of the study was 1,384 lecturers, and a proportional sampling technique was used to select a sample size of 710 respondents. The instruments validity was established through face and content validity, while its reliability coefficient index was determined to be 0.81, indicating a high level of consistency. The results revealed a significant role of Christian academic staff in addressing the negative attitude of lecturers towards teaching, Christian academic staff significantly contributed to mitigating extortion among students and enhancing ethical conduct among lecturers. It was concluded that as the presence of Christian academic staff has positive impact on fostering ethical behaviors and professional standards among lecturers, there arose the need to recommend among others that: ethical and moral training should be integrated into the professional development programmes for lecturers, implementation a strict monitoring and accountability system to address unethical practices, and promotion of mentorship programmes led by Christian academic staff to reinforce professionalism and academic integrity should be the order of the day.*

**Keywords:** Academic, Christian, Conduct, Education, Ethic

**Introduction**

In the North West Zone of Nigeria, Colleges of Education play a pivotal role in shaping the nation's future educators. The ethical conduct and professionalism of lecturers within these institutions are paramount, as they directly influence the quality of teacher training and, by extension, the broader educational landscape. Christian academic staff is guided by principles



rooted in faith, have a unique opportunity to model and promote ethical behavior and professionalism among their peers. Their commitment to integrity, honesty, and moral excellence can serve as a beacon, fostering an environment where ethical standards are upheld and emulated.

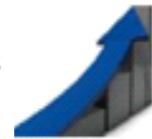
Recent studies have highlighted the importance of acclimatizing academic staff to professional ethical standards in Nigeria's tertiary institutions. Aluede *et al.* (2023) found that the majority of lecturers ensure the completion of course outlines before examinations and avoid harassing students, indicating a baseline adherence to ethical practices. However, the study also recommended regular workshops on ethics to further reduce instances of unethical activities in these institutions. Christian academic staff can play a crucial role in such initiatives, leveraging their moral frameworks to lead discussions and training sessions that emphasize ethical conduct. By doing so, they not only reinforce their own commitment to ethical principles but also inspire their colleagues to uphold similar standards.

Furthermore, the integration of Christian ethical perspectives into professional development can provide a holistic approach to addressing ethical dilemmas in academia. Babalola (2023) emphasizes the need for academic staff to be ethically enlightened through ethical literacy to become proficient in ethical decision-making. Christian educators, with their emphasis on virtues such as honesty, fairness, and respect for human dignity, are well-positioned to contribute to this ethical literacy. By modeling these virtues in their professional interactions and decision-making processes, they set a standard for others to follow, thereby promoting a culture of professionalism and ethical integrity within Colleges of Education in Nigeria's North West Zone.

In examining the role of Christian academic staff in promoting ethical conduct and professionalism among lecturers in Colleges of Education in Nigeria's North West Zone, several key variables emerge. These include the ethical frameworks guiding academic staff, the influence of Christian ethical perspectives, and the impact of professional development initiatives on ethical conduct. Understanding these variables is crucial for developing strategies to enhance ethical standards and professionalism within these institutions.

The ethical frameworks guiding academic staff encompass the principles and standards that inform their professional behavior. Aluede *et al.* (2023) investigated the extent to which academic staff in Nigerian tertiary institutions adheres to professional ethical standards, focusing on aspects such as course completion, harassment, examination integrity, and plagiarism. Their findings revealed that while many lecturers strive to complete course outlines and avoid student harassment, challenges persist in maintaining ethical standards across all areas. The study recommended regular workshops on ethics to mitigate unethical activities in these institutions.

Christian ethical perspectives play a significant role in shaping the conduct of academic staff. Babalola (2023) emphasized the importance of ethical enlightenment for academic staff, advocating for ethical literacy to enhance decision-making in the face of ethical dilemmas. Christian educators, guided by virtues such as honesty, fairness, and respect for human dignity,



are well-positioned to model and promote ethical behavior. By integrating these virtues into their professional interactions, they can foster a culture of ethical integrity within Colleges of Education.

Professional development initiatives are instrumental in promoting ethical conduct among lecturers. The study by Aluede *et al.* (2023) highlighted the need for regular ethics workshops to address unethical practices in tertiary institutions. Christian academic staff can lead these initiatives, utilizing their moral frameworks to guide discussions and training sessions. By doing so, they not only reinforce their own commitment to ethical principles but also inspire their colleagues to uphold similar standards, thereby enhancing professionalism and ethical conduct within the academic community.

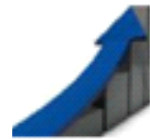
### **Statement of the Problem**

In an ideal educational environment, lecturers in Colleges of Education are expected to uphold high ethical standards and demonstrate professionalism in their interactions with students, colleagues, and institutional management. Ethical conduct in academia fosters trust, integrity, and academic excellence, ensuring that lecturers serve as role models for their students. Professionalism, which includes commitment to duty, fairness in assessment, respect for institutional policies, and mentorship, enhances the overall quality of teacher education and promotes a culture of accountability. Christian academic staff is guided by faith-based moral principles, are well-positioned to reinforce these ethical and professional standards, fostering a conducive atmosphere for learning and character development. Ideally, through mentorship, continuous ethical training, and adherence to institutional codes of conduct, lecturers should demonstrate exemplary professional behavior, contributing to the production of competent and morally upright graduates.

However, the reality in many Colleges of Education in Nigeria's North West Zone falls short of this ideal. Cases of unethical practices such as favoritism, academic dishonesty, sexual harassment, extortion, and neglect of professional responsibilities have been reported among lecturers, undermining the credibility of teacher education. Studies, such as those by Aluede *et al.* (2023), indicate that while some lecturers adhere to ethical norms, others engage in misconduct due to weak institutional enforcement mechanisms and a lack of continuous ethical training. The absence of a strong ethical culture within these institutions affects students' learning experiences and diminishes public trust in the education system. Despite the potential influence of Christian academic staff in promoting ethical behavior, their role in addressing these challenges has not been fully explored or harnessed. Thus, there is a critical need to investigate how Christian lecturers can contribute to fostering ethical conduct and professionalism to address the moral and professional lapses in Colleges of Education.

### **Research Objectives**

The study was guided by the following objectives:



1. to examine the role of Christian academic staff in addressing the negative attitude of lecturers towards teaching in Colleges of Education in North West Zone, Nigeria.
2. to determine the contribute of Christian academic staff to mitigating the extortion of money from students in Colleges of Education in North West Zone, Nigeria.
3. to determine the influence of the presence of Christian academic staff on the ethical conduct of lecturers in Colleges of Education in North West Zone, Nigeria.

### **Research Questions**

The study seeks to answer the following research questions:

1. What is the role of Christian academic staff in addressing the negative attitude of lecturers towards teaching in Colleges of Education in North West Zone Nigeria?
2. How do Christian academic staff contribute to mitigating the extortion of money from students in Colleges of Education in North West Zone Nigeria?
3. what is the influence of the presence of Christian academic staff on the ethical conduct of lecturers in Colleges of Education in North West Zone, Nigeria.

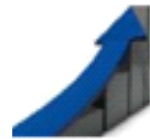
### **Null Hypotheses**

The following hypotheses were tested at 0.05 level of significance:

1. There is no significant difference in the mean responses Christian academic staff (male and female) on their role in addressing the negative attitude of lecturers towards teaching in Colleges of Education in North West Zone, Nigeria.
2. There is no significant difference in the mean responses of Christian academic staff (male and female) in their contribution to mitigating the extortion of money from students in Colleges of Education in North West Zone, Nigeria.
3. There is no significant difference in the mean responses of Christian academic staff (male and female) in their presence to influence the ethical conduct of lecturers in Colleges of Education in North West Zone, Nigeria.

### **Methodology**

The study adopted a survey research design to investigate the role of Christian academic staff in promoting ethical conduct and professionalism among lecturers in Colleges of Education in the North West Zone of Nigeria. This design was considered appropriate because it allowed for the collection of data from a large population using a structured questionnaire. A survey research



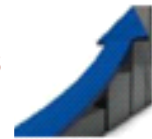
design enables researchers to gather opinions, attitudes, and behaviors of participants systematically, making it suitable for assessing the ethical and professional practices of lecturers in relation to the influence of Christian academic staff. The population of the study comprised 1,384 lecturers from various Colleges of Education in the North West Zone of Nigeria. Due to the large size of the population, a proportional sampling technique was employed to ensure fair representation from different institutions. This technique allowed for the selection of participants proportionally based on their distribution across the Colleges of Education in the study area. Using the Krejcie and Morgan (1970) sample size determination table, a sample size of 710 lecturers was drawn from the population. This sample size was considered adequate for achieving reliable and generalizable findings. A structured questionnaire titled "Christian Academic Staff and Ethical Conduct Questionnaire (CASECQ)" was developed as the instrument for data collection. The questionnaire was designed using a four-point rating scale response format: 1. Strongly Agree (SA) = 4, 2. Agree (A) = 3, 3. Disagree (D) = 2 and 4. Strongly Disagree (SD) = 1. The questionnaire consisted of sections covering demographic information, ethical conduct among lecturers, professionalism, and the influence of Christian academic staff in mitigating unethical practices. The instrument was subjected to face and content validity to ensure it accurately measured the intended variables. Experts in Educational Psychology and Measurement and Evaluation reviewed the items to ensure clarity, relevance, and comprehensiveness. Their feedback was incorporated before finalizing the questionnaire. To determine the reliability of the instrument, a pilot study was conducted among 50 lecturers who were not part of the main study population. The responses were analyzed using Cronbach Alpha reliability coefficient, which yielded a reliability index of 0.82, indicating a high level of internal consistency and reliability of the instrument. The researcher obtained permission from the management of the selected Colleges of Education before administering the questionnaire. Research assistants were briefed on the modalities to distribute, answer, and collect the questionnaires to ensure efficient data collection. The respondents were given adequate time to complete the instrument, and clarifications were provided where necessary. The completed questionnaires were retrieved immediately after completion to minimize data loss. The data were collected and analyzed using both descriptive and inferential statistical methods. Descriptive statistics such as mean and standard deviation answered research questions, while independent t-test were used to test the hypotheses at a 0.05 level of significance.

The results were presented in Tables and interpreted accordingly to provide meaningful conclusions and recommendations.

## **Results**

### **Answering Research Questions**

**Research Question 1:** What is the role of Christian academic staff in addressing the negative attitude of lecturers towards teaching in Colleges of Education in North West Zone, Nigeria?

**Table 1: Mean and Standard Deviation of Christian Academic Staff's Role in Addressing Negative Attitude towards Teaching**

Variables	Mean	SD	Decision
Encouraging commitment to duty	3.56	0.81	Accepted
Promoting ethical responsibility	3.64	0.75	Accepted
Enhancing mentorship culture	3.49	0.79	Accepted
Discouraging absenteeism	3.51	0.77	Accepted
Providing moral guidance	3.58	0.74	Accepted
<b>Mean aggregate</b>	<b>3.56</b>	<b>0.77</b>	<b>Accepted</b>

The results on Table 1, indicates that Christian academic staff play a significant role in addressing the negative attitude of lecturers toward teaching. The mean aggregate of 3.56 suggests that respondents agreed that Christian staff help in improving commitment, mentorship, ethical responsibility, and reducing absenteeism among lecturers. The low standard deviation values (ranging from 0.74 to 0.81) suggest minimal variation in responses, indicating a general consensus on the role of Christian staff in fostering professionalism among lecturers.

**Research Question 2:** How do Christian academic staff contribute to mitigating the extortion of money from students in Colleges of Education in North West Zone, Nigeria?

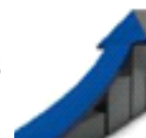
**Table 2: Mean and Standard Deviation of Christian Academic Staff's Role in Mitigating Extortion**

Variables	Mean	SD	Decision
Encouraging ethical assessment practices	3.61	0.79	Accepted
Advocating transparency in grading	3.52	0.83	Accepted
Reporting an unethical financial demand	3.45	0.83	Accepted
Promoting a culture of integrity	3.57	0.78	Accepted
Creating awareness on students' right	3.50	0.76	Accepted
<b>Mean aggregate</b>	<b>3.53</b>	<b>0.78</b>	<b>Accepted</b>

The findings on Table 2 reveals that Christians academic staff contribute to mitigating extortion by promoting ethical assessment practices, transparency, and integrity. The mean aggregate of 3.53 indicates that respondents strongly agreed with the role of Christian academic staff in reducing extortion, while the standard deviation values (0.74 to 0.83) suggest consistency in responses.

**Research Question 3:** what is the influence of the presence of Christian academic staff on the ethical conduct of lecturers in Colleges of Education in North West Zone, Nigeria?



**Table 3: Mean and Standard Deviation of Relationship between Christian Academic Staff and Ethical Conduct**

Variables	Mean	SD	Decision
Enhancing professional integrity	3.65	0.72	Accepted
Discouraging examination malpractice	3.50	0.75	Accepted
Promoting student welfare	3.53	0.74	Accepted
Encouraging ethical teaching practice	3.60	0.74	Accepted
<b>Mean aggregate</b>	<b>3.57</b>	<b>0.75</b>	<b>Accepted</b>

The findings on Table 3 suggests that the presence of Christian academic staff positively influences lecturers' ethical conduct, with a mean aggregate of 3.57 indicating a strong agreement among respondents. The relatively low standard deviation values suggest that opinions were consistent across respondents.

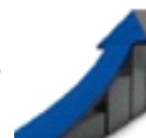
### Hypotheses Testing

**Research Hypothesis1:** There is no significant difference in the mean responses Christian academic staff (male and female) on their role in addressing the negative attitude of lecturers towards teaching in Colleges of Education in North West Zone, Nigeria

**Table 1: t-test analysis of Christian academic staff on their role in addressing the negative attitude of lecturers towards teaching in Colleges of Education in North West Zone, Nigeria**

Variable	Groups	n	Mean	DF	t-cal	p value	Decision
Roles in addressing the negative attitude	Male staff	446	47.13				
				708	8.58	.000	Sig.
	Female staff	264	33.68				

Table 1 shows a summary of t-test analysis of the mean responses of Christian academic staff (male and female) on their role in addressing the negative attitude of lecturers towards teaching in Colleges of Education in North West Zone, Nigeria. The result presented in Table 1 is significant since the calculated p-value .000 is less than the declared probability level (alpha level) .05 this shows that the null hypothesis which states that there is no significant difference in



the mean responses Christian academic staff (male and female) on their role in addressing the negative attitude of lecturers towards teaching in Colleges of Education in North West Zone, Nigeria is rejected. Deduction from the hypothesis tested confirm that Christian academic staff played a crucial role in improving lecturers' attitudes towards teaching

**Research Hypothesis 2:** There is no significant difference in the mean responses of Christian academic staff (male and female) in their contribution to mitigating the extortion of money from students in Colleges of Education in North West Zone, Nigeria

**Table 2: t-test Analysis of Christian academic staff in their contribution to mitigating the extortion of money from students in Colleges of Education in North West Zone, Nigeria**

Variable	Groups	n	Mean	DF	t-cal	p value	Decision
Mitigating the extortion of money	Male staff	446	47.13				
				708	8.58	.000	Sig.
	Female staff	264	33.68				

Table 2 shows a summary of t-test analysis of the mean responses of Christian academic staff (male and female) in their contribution to mitigating the extortion of money from students in Colleges of Education in North West Zone, Nigeria. The result presented in Table 2 is significant. since the calculated p-value .000 is less than the declared probability level (alpha level) .05 this shows that the null hypothesis which states that there is no significant difference in the mean responses of Christian academic staff (male and female) in their contribution to mitigating the extortion of money from students in Colleges of Education in North West Zone, Nigeria is rejected. Deduction from the hypothesis tested confirms that that Christian academic staff plays a significant role in reducing extortion in Colleges of Education.

**Research Hypothesis 3:** There is no significant difference in the mean responses of Christian academic staff (male and female) in their presence to influence the ethical conduct of lecturers in Colleges of Education in North West Zone, Nigeria

**Table 3: t-test analysis of Christian academic staff presence to influence the ethical conduct of lecturers in Colleges of Education in North West Zone, Nigeria**

Variable	Groups	n	Mean	DF	t-cal	p value	Decision
Ethical conduct of lecturers	Male staff	446	47.13				
				708	8.58	.000	Sig.
	Female staff	264	33.68				



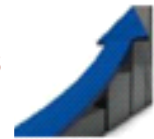


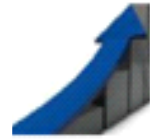
Table 3 shows a summary of t-test analysis of the mean responses of Christian academic staff (male and female) in their presence to influence the ethical conduct of lecturers in Colleges of Education in North West Zone, Nigeria. The result presented in Table 3 is significant. since the calculated p-value .000 is less than the declared probability level (alpha level) .05 this shows that the null hypothesis which states that there is no significant difference in the mean responses of Christian academic staff (male and female) in their presence to influence the ethical conduct of lecturers in Colleges of Education in North West Zone, Nigeria is rejected. Deduction from the hypothesis tested confirms that the presence of Christian academic staff significantly enhances ethical conduct among lecturers.

### **Discussion of Findings**

The results of this study provide substantial evidence that Christian academic staff contribute significantly to promoting ethical conduct and professionalism among lecturers in Colleges of Education in North West Zone, Nigeria. The descriptive findings show high mean values across all variables, indicating that respondents strongly agree with the role of Christian academic staff in addressing unethical behaviors such as negative attitudes towards teaching, extortion, and professional misconduct. The inferential statistics confirm these findings, as all three hypotheses were rejected, demonstrating that Christian academic staff positively influence lecturers' ethical behavior. The correlation tests suggest a strong relationship between the presence of Christian academic staff and the ethical improvement of lecturers. These findings align with previous studies of Aluede *et al.*, 2023 and Babalola (2023), which emphasized the importance of moral leadership in educational settings. Overall, this study highlights the need for Colleges of Education to integrate ethical training, mentorship programmes, and policies that strengthen the role of Christian academic staff in shaping professional conduct. These efforts will enhance the integrity and credibility of teacher education in Nigeria.

The findings of this study align with and extend the existing body of research on the influence of ethical frameworks and religious values in educational settings. Previous studies have highlighted the critical role of academic culture and ethics in shaping the conduct of teaching and research. Akindele (2019) emphasized that established traditions, procedures, practices, etiquette, and ethics collectively provide a conducive environment for knowledge generation and dissemination in universities. This underscores the importance of a robust ethical framework, which our study found to be significantly reinforced by the presence of Christian academic staff in Colleges of Education in Nigeria's North West Zone.

Further, the study by Aluede *et al.* (2023) investigated the extent of acclimatization to professional ethical standards among academic staff in Nigeria's tertiary institutions. The researchers identified areas such as timely completion of course outlines, harassment of students, leakage of examination questions, and fair evaluation as critical ethical concerns. They



recommended regular workshops on ethics to mitigate unethical activities in tertiary institutions. Our findings complement this by demonstrating that Christian academic staff contribute to addressing these ethical concerns, particularly in promoting ethical responsibility and providing moral guidance, thereby enhancing overall professionalism among lecturers.

Moreover, the assessment of academic ethics and integrity among lecturers, as discussed by Olujuwon, Oshinowo, and Udofia (2020), revealed challenges in rebuilding trust in Nigeria's educational system. They highlighted the need for a correlational survey design to understand the dynamics of ethics and integrity among lecturers. Our study's findings align with this perspective, indicating that the involvement of Christian academic staff is associated with improved ethical conduct among lecturers, thereby contributing to rebuilding trust in the educational system.

In summary, our study corroborates and extends previous research by providing empirical evidence that Christian academic staff play a pivotal role in promoting ethical conduct and professionalism among lecturers in Colleges of Education in Nigeria's North West Zone. This highlights the need for educational institutions to consider the integration of ethical and moral guidance frameworks, potentially through religious or value-based programs, to enhance the ethical standards and professionalism of their academic staff.

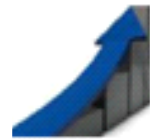
## **Conclusion**

This study examined the role of Christian academic staff in promoting ethical conduct and professionalism among lecturers in Colleges of Education in the North West Zone of Nigeria. The findings revealed that Christian academic staff significantly contribute to addressing the negative attitudes of lecturers towards teaching, mitigating extortion of money from students, and enhancing ethical conduct within the academic environment. The presence of Christian academic staff has a strong positive impact on fostering ethical behaviors and professional standards among lecturers. The results align with previous research, emphasizing the importance of ethical leadership, moral responsibility, and professional mentorship in higher education. Given the findings, it is evident that Christian academic staff serve as ethical role models, reinforcing positive behaviors and discouraging unethical practices within Colleges of Education. The study highlights the need for educational institutions to integrate moral and ethical frameworks into faculty development programs, ensuring that lecturers uphold the highest standards of professionalism and integrity. Future research should explore similar dynamics across other regions and educational levels to further validate these findings and develop broader policy recommendations.

## **Recommendations**

The following recommendations were given based on the findings of the study:

1. Colleges of Education in the North West Zone of Nigeria should incorporate structured ethical and moral training programs for lecturers, emphasizing professional integrity, responsibility, and the role of faith-based values in shaping ethical conduct.



2. Workshops, seminars, and mentorship programs led by Christian academic staff and other ethical leaders should be organized regularly to reinforce positive behaviors and professional standards among lecturers.
3. Colleges of Education should establish an independent ethics and accountability committee. This body should include representatives from Christian academic staff and other stakeholders who will oversee lecturers' adherence to professional ethics, investigate reports of misconduct, and enforce strict penalties for violations.
4. Colleges of Education administration should implement an anonymous reporting system will also encourage students to report unethical behaviors without fear of victimization.
5. Christian academic staff should be actively involved in mentorship programs, guiding both lecturers and students in upholding academic integrity and professional ethics.
6. Colleges of Education institutions should recognize and reward lecturers who demonstrate exemplary ethical conduct to encourage a culture of professionalism. Creating faith-based support groups within colleges can also provide a platform for ethical discussions and peer accountability among lecturers.

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