

# QUANTITATIVE AND QUALITATIVE MEASURES OF PERCEIVED PREVALENCE OF ACADEMIC INTEGRITY PROBLEMS AMONG LECTURERS OF TERTIARY INSTITUTIONS IN KWARA STATE, NIGERIA

**Olasehinde-Williams Olabisi, Henry Owolabi, Lasiele Yahaya**

University of Ilorin, Nigeria

E-mail: olabisiolasehinde@yahoo.com, henryowolabi2000@yahoo.com

## **Abstract**

*This paper presents the report of quantitative and qualitative measures of perceived prevalence of academic integrity problems among lecturers of tertiary institutions in Kwara State, Nigeria. Participants comprised 566 students, lecturers and administrative staff selected through the stratified sampling technique from four tertiary institutions; and data were collected via a Questionnaire, Focus Group Discussions and Informal Interview. Descriptive and ANOVA statistics were employed for data analysis across the variables of status, gender and type of institution. Findings of the study showed that relationship with female students, handling of text books/ handouts, project supervision and examinations were perceived by about 10% of the respondents to be the highly prevalent academic integrity problems among lecturers. It was also revealed that only small proportions of lecturers were indicted in this regard. Also, significant differences were found in the perceptions of respondents from the university, college of education and polytechnic. Based on the findings, advocacy was made for implementing laws relating to integrity and instituting academic integrity policy in tertiary institutions in Nigeria.*

**Key words:** measures, tertiary education, academic integrity.

## **Introduction**

Literature is replete with the nature, incidence, causes and remedies of academic integrity problems among students at every level of education in Nigeria (Gesinde, 2006; & Olasehinde-Williams, Abdullahi &, Owolabi, 2003). However, valuable as these and several other similar studies are, they do not seem to present a global picture of the dynamics of academic integrity problems in institutions of learning in Nigeria. This position is premised on the knowledge that perpetration of academic integrity problems among students largely subsists and succeeds with subtle and/or active collaboration of either a few members of the academic community, staff, administration or peers. In particular, the extent to which lecturers uphold the fundamental values of integrity in the discharge of their professional responsibilities have implication for the students' level of academic integrity (Teodorescu 2008; Olasehinde-Williams, 2005; Godfrey and Waugh, 1998). This is mainly because, as educators, lecturers are uniquely positioned to teach, model and assure integrity in students' academic behaviours. This position is succinctly advanced by the Senate of the University of California

(1988) in its ethical code of conduct for academic staff to:

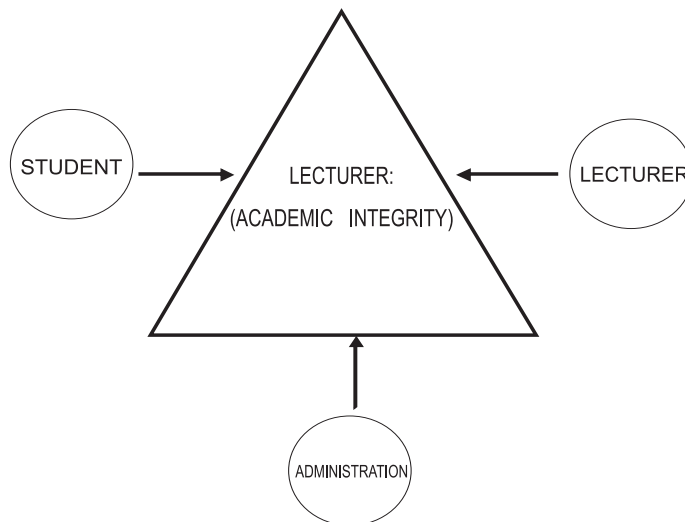
*encourage the free pursuit of learning of their students;  
hold the best scholarly standards of their discipline;  
demonstrate respect for students as individuals and adhere  
to their proper roles as intellectual guides and counsellors (p4).*

To a very large extent, most lecturers in tertiary institutions in Nigeria conform to such expectations. However, there abounds evidence in literature to suggest the involvement of a few others in academic integrity problems. For instance, on the 15<sup>th</sup> of September, 2008 the Independent Corrupt Practices Commission (ICPC) in Nigeria quizzed two lecturers of a polytechnic over allegation of extortion. The Nigerian Tribune Newspaper (2007) reported an appeal by a student of a federal polytechnic to the Honourable Minister for Education for protection from some lecturers in the habit of absenting themselves from classes and extorting money from students for grades or project supervision. Gesinde (2006) found that some lecturers fail to punish students caught cheating, and sometimes even influence students' scores, in examinations. Gesinde (2006 pp.116-117) also reported a list of unethical behaviours frowned against by the Academic Staff Union of Universities, University of Ibadan branch, in a release to the University community including sexual harassment and exploitation of students; absenteeism from lectures without justification; selling of handouts; and unfair treatment of students or colleagues based on ethnic or religious sentiments. Similarly Obimba (2002) and Okpala & Ifelumni (2001), among others, identified various forms of dishonest behaviours relating to examinations among lecturers at various levels of the Nigerian education system.

It is however informative that in each of such reports and literature reviewed; the number of lecturers indicted is usually very small compared with the number of other lecturers whose integrity is not questionable. Besides, such academic integrity problems are not limited to Nigeria. In Romania, for instance, Teodorescu (2006) called attention to reports in the media indicating that "in several private universities across the country, faculty members charge students for exam grades; administrators charge for admissions, and institutions sell diplomas to foreign students." Similarly, cases of lecturers' involvement in inflation of students' grades and/or compromising of examination standards before, during or after examinations have been reported in some other parts of the world (Axtman, 2005; Mejia, 2002).

Of more concern to these authors then was the paucity of empirical studies on measures of academic integrity problems among lecturers. A few exceptions in such faculty-centered research include those of Godfrey and Waugh (1998), who, as part of their study probed students' perceptions of reasons for cheating in regard to the behaviour of teachers in some religious schools in Australia; Teodorescu and Andrei (2008), who examined student perceptions of academic integrity among faculty and peers at a sample of public universities in Romania; Teodorescu (2006) who examined student perceptions of academic integrity and corruption among faculty, administrators, and students in Romanian Universities; and Olasehinde-Williams and Yahaya (2008) in their unpublished preliminary investigation of students' perceptions of the forms and incidence of academic integrity problems among lecturers of tertiary institutions in Ilorin, Nigeria.

**Statement of the problem:** Importantly, many of the reviewed studies were either limited to dishonest behaviours related to examinations; did not explore students' and/or administrative staff's perspectives of lecturers' involvement in academic integrity problems; were limited in scope or were solely quantitative in design. The essence of this study was therefore to make up for part of such gaps in our knowledge of this area of school psychology by investigating students', lecturers and administrative staff's perceptions of prevalence of academic integrity problems among lecturers in tertiary institutions across the variables of gender, status and type of institution. Figure 1 shows the conceptual framework, developed by the authors, to guide the study.



**Figure 1. Dimensions of perceptions of lecturer academic integrity (Copy right: Olasehinde-Williams et.al. 2009).**

As shown in the framework, focus is on lecturers in the school system. Based on Personality psychologists' views, it is recognised that lecturers are generally able to engage in self assessment of their own personality characteristics including academic integrity. It is also assumed that such self assessment may differ, in varying degrees, from other people's (Students and Administrative staff) assessment of them. Arrows in the framework thus suggest different viewpoints on prevalence of academic integrity problems among lecturers investigated in the study.

**Research Questions:** Six major questions were answered in the study:

1. What is the perception of prevalence of academic integrity problems among lecturers in tertiary institutions in Kwara State?
2. What forms of academic integrity problems are perceived to be common among lecturers of tertiary institutions in Kwara State?
3. Is there any difference in respondents' perceptions of prevalence of academic integrity problems among lecturers on the basis of gender?
4. Is there any difference in respondents' perceptions of prevalence of academic integrity problems among lecturers on the basis of status?
5. Is there any difference in respondents' perceptions of prevalence of academic integrity problems among lecturers on the basis of type of institution?
6. What are respondents' perceptions of methods of enhancing academic integrity among lecturers?

**Hypotheses:** The following hypotheses were tested in the study.

1. There is no significant difference between male and female respondents in their perceptions of the prevalence of academic integrity problems among lecturers
2. There is no significant difference among students, lecturers and administrative staff in their perceptions of the prevalence of academic integrity problems among lecturers.
3. There is no significant difference in respondents' perceptions of the prevalence of academic integrity problems among lecturers on the basis of type of institution.

**Significance of the study:** Findings of this study should, hopefully, facilitate identification of integrity challenges among lecturers and comprehensive initiatives for fostering academic integrity in tertiary institutions in Kwara State and, indeed, in Nigeria. Besides,

the quantitative and qualitative designs adopted for the study, it was believed, would enhance its ability to yield comprehensive information about this all important issue.

## **Methodology of Research**

### *Population*

The study employed the descriptive survey technique and qualitative research design using the questionnaire method, Focus Group Discussions and Informal Interview techniques for the purpose of data collection. The study population comprised all students, lecturers and administrative staff of all tertiary institutions in Kwara State, Nigeria. All such individuals in four tertiary institutions in the 2007/08 Session, selected through stratified sampling technique, constituted the target population.

### *Sample and Sampling Techniques*

Using the simple random sampling technique, 100 final year students were selected from one university, a college of education and a polytechnic in the State. Using the same procedure, 150 lecturers and 75 administrative staff were also selected across the three institutions to participate in the survey. In addition, 36 final-year students in another college of education, and the university were purposively selected to participate in four FGDs. Finally, five members of the Staff Disciplinary Committee (SDC) in the university and polytechnic were purposively selected to participate in Informal Interviews. In all therefore, 566 final year students, lecturers and administrative staff, who expressed willingness to participate in the study, constituted the sample (i.e. 525 for the survey, 36 for FGD and 5 for individual interviews).

### *Instrumentation*

Data were collected through a questionnaire developed by the researchers. Section A of the questionnaire elicits respondents' perceptions of prevalence of academic integrity problems among lecturers in seven broad categories (comprising 34 specific behaviours) relating to Examination, General relationship with students, Lecturing, Money, Project supervision, Relationship with female students, and Text books/Hand outs. Respondents indicated their perceptions of prevalence of each behaviour among lecturers in their institutions i.e. whether 'Highly prevalent', 'Fairly prevalent' or 'Not prevalent'. Section B of the questionnaire requests participants to each suggest two methods they perceive could enhance academic integrity among lecturers. The same instrument also guided the FGDs.

Two colleagues in Measurement and Evaluation confirmed the face and content validity of the instrument; after which it was administered to 25 final year students in two tertiary institutions that did not participate in the final study to ascertain the degree of its reliability. The test-retest method of reliability check was employed with a three-week retest interval. Using the Product Moment Correlation Coefficient statistic, a test-retest reliability of 0.76 was obtained.

### *Data Collection*

Three post graduate Educational Psychology students were trained as research assistants to administer the questionnaire on students in each institution. Research assistants were engaged for this purpose to forestall possible response inhibition that the presence of the researchers, being academic staff, might elicit. Administration of the questionnaire on lecturers and administrative staff was directly undertaken by the researchers. Before the commencement of data collection, the purpose of the study was explained to respondents, their informed consent was obtained, they were assured of the confidentiality of their responses, protection of their identities and right to opt out of the study at any time.

Four FGDs (2 Male & 2 Female groups) were held over a two-week period at the convenience of the participants. At each FGD, a member of the research team facilitated the discussion while

another recorded the proceedings, manually and electronically with the full consent of participants. Typically, each FGD commenced with introduction of the team, detail explanation of the purpose and objectives of the exercise. Informed consent of participants to tape-record was sought, confidentiality of data assured and the right to withdraw of participants at any stage established. Thereafter, ground rules of engagement were derived and each theme of the interview schedule discussed. On the average, each FGD session lasted approximately one and a half hour. Informal interviews were conducted with only 3 of the initially contacted SDC members. Using the questionnaire themes as guide, one of the researchers probed specific categories of misbehaviours lecturers had been accused, or convicted, of by the Committee.

### *Data Analysis*

Descriptive statistics were used for answering the research questions while ANOVA was used to test the hypotheses. In addition, records of interactions during each FGD and interview were summarised and used to corroborate findings from the survey.

## **Results of Research**

Of the 525 respondents originally selected for the survey, 422 returned viable questionnaire forms which were the only ones involved in the data analysis. These comprised 273 males (64.7%) and 149 females (35.3%) made up of 242 (57.3%) students, 128 (30.3%) lecturers and 52 (12.4%) administrative staff; whose ages ranged between 21 and 62years. Also, while 176 (41.7%) of the respondents were from the university, 136(32.2%) and 110 (26.1%) were from colleges of education and polytechnic respectively. For the qualitative measures, 36 final -year students (16males and 16 females ) whose ages ranged from 21-40years participated in the four FGDs while only 3 of the 5 members of the Staff Disciplinary Committees (all males) approached for the informal interviews, obliged. The research questions were answered one after the other as follows:

### **Research Question 1:** *What forms of academic integrity problems are perceived to be prevalent among lecturers of tertiary institutions in Kwara State?*

To ascertain respondents' perceptions of the prevalence of integrity problems among lecturers, total scores of respondents on the perceived prevalence of academic integrity problems were used to group them into three. Those who scored zero were categorized as perceiving the form of academic integrity problem to be non- prevalent; those with scores ranging from 1-34 were categorized as perceiving it to be fairly prevalent; while those scoring 35-68 were categorized as perceiving it to be highly prevalent. Summary of the analysis is presented in Table 1.

**Table 1. Perception of prevalent academic integrity problems among lecturers.**

Perception	Frequency	Percentage
Not prevalent	13	3.1
Fairly prevalent	359	85.1
Highly prevalent	50	11.8
Total	422	100

As shown in the Table , 11.8% of the respondents perceived academic integrity problems to be highly prevalent among lecturers across the institutions; 3.1% others perceived it to be non-prevalent; while all the others perceived fair prevalence of the problem. Similarly, only a few of the participants at the FGDs perceived high prevalence of academic integrity problems among lecturers in their institutions.; while others viewed the problem to be fairly prevalent among lecturers.

**Research Question 2:** *What forms of academic integrity problems are perceived to be common among lecturers of tertiary institutions in Kwara State?*

To arrive at the picture of prevalence of forms of academic integrity problems among the lecturers, respondents' perceptions of prevalence of each of the seven broad categories of academic integrity problems were grouped into three (Not, Fairly and Highly prevalent) based on their scores. The summary is presented in Table 2.

**Table 2. Perceptions of prevalence of forms of academic integrity problems among lecturers.**

S/N	Forms	Perceived Prevalence						Ranking
		Not prevalent		Fairly prevalent		Highly prevalent		
		N	%	N	%	N	%	
A	Examinations	47	12.4	327	77.6	48	10	4
B	Relationship with students	66	15.6	318	75.4	38	9.0	5
C	Lecturing	85	20.1	316	74.9	21	5.0	7
D	Money	137	32.5	258	61.1	27	6.4	6
E	Project supervision	100	23.7	274	64.9	48	11.4	3
F	Relationship with female students	113	26.8	243	57.6	66	15.6	1
G	Text books/Handouts	13	3.1	359	85.1	50	11.8	2

As shown in Table 2, the four forms of academic integrity problems perceived to be highly prevalent (ranked in the order of percentage of respondents indicating them) are *relationship with female students* 66 (15.1%), *handling of textbooks/handouts* 50 (11.8%), *project supervision* 48 (11.4%); and *examinations* 48 (10%). Conversely, the least proportions of respondents 21 (5.0%) and 27 (6.4%) perceived high prevalence of problems related to *lecturing* and *money* respectively.

**Research Question 3:** *Is there any difference in the respondents' perceptions of prevalence of academic integrity problems among lecturers on the basis of gender?*

Table 3 presents distribution of male and female respondents into the three categories on the basis of their perceptions of the prevalence of academic integrity problems among lecturers.

**Table 3. Gender differences in perceptions of prevalence of academic integrity problems.**

Perceived prevalence	Male		Female	
	N	%	N	%
Not	9	3.3	4	2.7
Fairly	233	85.3	121	81.2
Highly	31	11.4	24	16.1
Total	273	100.0	149	100

As shown in Table 3, more female than male respondents (i.e. 16.1% and 11.4% respectively)

perceived high prevalence of academic integrity problems among lecturers in their institutions. To determine whether significant difference exists in male and female respondents' perceptions of prevalence of academic integrity problems among lecturers, the ANOVA statistic was computed and the summary of the analysis is presented in Table 4.

**Table 4. ANOVA Summary table of gender differences in perception of respondents.**

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	451.081	1	451.081	2.882	0.090
Within Groups	65726.590	420	156.492		
Total	66177.671	421			

Table 4 above shows that there is no significant difference between male and female respondents' perceptions of prevalence of academic integrity problems among lecturers of higher institutions in Kwara State with an F-ratio of 2.88 at the 0.05 level of significance. Generally, feelings expressed by subjects reflect that males and females perceive prevalence of academic integrity problems among lecturers in basically the same way.

**Research Question 4:** *Is there any difference in respondents' perceptions of prevalence of academic integrity problems among lecturers on the basis of status?*

Status, as used here, refers to whether the respondents are students, lecturers or administrative staff. Table 5 presents distribution of the respondents on the basis of their perceptions of the prevalence of academic integrity problems among lecturers in their institutions.

**Table 5. Perceived prevalence of academic integrity problems among lecturers on the basis of status.**

Perceived prevalence	Students		Lecturers		Admin. Staff	
	N	%	N	%	N	%
Not	12	4.9	0	0	1	1.9
Fairly	195	80.5	113	88.3	46	88.5
Highly	35	14.5	15	11.7	5	9.6
Total	242	99.9	128	100	52	100.0

Of the three categories of respondents, students had the highest proportion (14.5%) of individuals who perceived high prevalence of academic integrity problems among lecturers; while administrative staff had the least proportion of 9.6% individuals in the same category.

*Hypothesis 2: There is no significant difference in the perceptions of prevalence of academic integrity problems among lecturers in higher institutions in Kwara State on the basis of status.*

**Table 6. ANOVA summary table of differences in perception by status of respondents.**

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	396.259	2	198.130	1.262	0.284
Within Groups	65781.412	419	156.996		
Total	66177.671	421			

With an F-ratio of 1.26, it was concluded that no significant difference exists among students, lecturers and administrative staff in their perceptions of prevalence of academic integrity problems among lecturers of tertiary institutions in Kwara State at the 0.05 significance level.

**Research Question 5:** *Is there any difference in respondents' perceptions of prevalence of academic integrity problems among lecturers on the basis of type of institution?*

Table 7 presents frequency distribution the perceptions of the prevalence of academic integrity problems among lecturers by respondents from the three types of institution involved in the study.

**Table 7. Perceptions of prevalence of academic integrity problems among lecturers on the basis of school type.**

Prevalence	Coll. of Education		Polytechnic		University	
	N	%	N	%	N	%
Not	6	4.4	6	5.4	1	0.5
Fairly	106	77.9	75	68.2	173	98.3
Highly	24	17.6	29	26.4	2	1.1
Total	136	99.9	110	100	176	100.1

More respondents in the polytechnic perceived high prevalence of academic integrity problems among lecturers of tertiary institutions than participants from either of the two other institutions. As shown in Table 7, about 26% of respondents from the polytechnic indicated high prevalence of academic integrity problems among lecturers compared with about 1.0% of respondents from the university who perceived similarly high prevalence of the problems among the lecturers.

**Hypothesis 3:** *There is no significant difference in the perceptions of prevalence of academic integrity problems among lecturers of higher institutions in Kwara State on the basis of type of institution.*

Summary table of the analysis of variance of data obtained from the respondents is presented in Table 8:

**Table 8. ANOVA summary table of difference in perception of respondents from different institutions.**

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	5363.002	2	2681.501	18.475	0.000
Within Groups	60814.668	419	145.142		
Total	66177.671	421			



F-ratio of 18.48 reveals that a significant difference exists in the perception of prevalence of academic integrity problems by respondents from college of education, polytechnic and university at the 0.05 level of significance. In order to discover the source of variation, the Duncan's Multiple Range Test was used and the summary is presented in Table 9 below:

**Table 9. Summary table of Duncan's post hoc analysis.**

Institution	N	Subset for alpha = 0.05			
		1	2	3	1
University	177	16.27684			
Coll. of Education	135	21.44444			
Polytechnic	110	24.90000			

As shown in Table 9, respondents from the university tend to perceive the lowest prevalence level of academic integrity problems among lecturers of tertiary institutions with a mean of 16.28; compared with the 24.9 highest mean score of perceived academic integrity problems by respondents from the polytechnic.

**Research Question 6:** *What are respondents' perceptions of methods of enhancing academic integrity among lecturers?*

Respondents' perceptions of methods of enhancing academic integrity among lecturers were explored. For this purpose, participants were each requested to make two suggestions. Majority of the respondents who participated in the survey and FGDs suggested proper monitoring of lecturers to ensure efficient performance of their duties. Some participants suggested that the work load of lecturers should be reduced and more time should be given to them to mark examination scripts. In addition, conference marking should be introduced alongside external supervision. These should be followed with regular and performance-based promotion to avoid psychological problems and financial stress. According to the participants, more avenues should be created for interactions between lecturers and their students and official assessment of lecturers by their students should be instituted. The planting of hidden cameras in examination halls should also be used to check examination-related academic integrity problems. It was also suggested that workshop and orientation programmes should be conducted for lecturers on issues relating to sexual harassment, relationship with students and job performance.

**Discussion**

In general, findings of the study showed that most respondents (85.1%) perceived fair prevalence of academic integrity problems among lecturers, while only 11.8% others perceived high prevalence. Similar proportions of participants in the FGDs also indicated high prevalence of the problem. Also, the findings appeared similar to that obtained in Teodorescu (2008) who reported lower prevalence level of corruption in institutions of learning than obtains in the larger Romanian society. It must however be recognized that no specific proportions were reported by Teodorescu; and no attempt was made to compare findings in the present study with the larger Nigerian society. Importantly, considering the potentially destructive long-term effect of high prevalence of academic integrity problems among lecturers, the proportion of respondents (11.8%) who perceived high prevalence of academic integrity problems among lecturers of tertiary institutions in the State should be of concern to all stakeholders in the Nigerian education sector.

The views of some of the participants at the FGDs agreed with the analysed data indicating that academic integrity problems related to *relationship with female students* was about the most prevalent among lecturers in tertiary institutions. Contributing to the FGD, a female participant in a group exclaimed (with popped eyes) that *those that look innocent are the most terrible!* at which the others all laughed.

Comparatively fewer proportion of the FGD participants indicated high prevalence of academic

integrity problems related to handling of textbooks /handouts which they reasoned were essentially *caused by lecturers' love of money*. Apart from complaints about *compelling students to purchase Handouts*, a few participants observed that some Handouts/Texts are *overpriced*, while some lecturers may not explain the contents.

Most participants across the 4 FGDs perceived academic integrity problems associated with examinations to be fairly high among lecturers. Setting questions outside the content area, giving misleading areas of concentration to confuse students only to set questions from *Genesis to Revelation*, *'La cram la pour'* (i.e. insisting on verbatim response to examination questions as provided in their Handouts), condoning cheating by favourites, giving scripts to students to mark or record, and exchanging marks for cash or body' were some academic integrity problems identified in this regard. Reflecting on particular forms of academic integrity problem relating to examination, a participant said that:

*Some lecturers are sadists. They take life out of you!  
They are biased, prejudiced or have preconceived ideas.  
They threaten us saying 'A' is for God; 'B' is for the lecturer,  
C', 'D' or 'E' is for serious students and 'F' for all. I don't know  
why they are so wicked. I wonder why 'A' is for lecturers and  
not for students! (Male participant).*

Participants in a Male FGD unanimously agreed that academic integrity problems related to money were none-existent among their lecturers. Contrary to that view however, three other Focus Groups indicated a fairly high prevalence. Buttressing their points, some participants accused some lecturers of extortion and exploitation in form of *collecting illegal fees*, *'Runs'* (i.e. payment for marks), and *'Sorting'* (i.e. opportunity to re-write an examination for pay).

Participants, across the four FGD groups, were generally agreed that a few of their lecturers were involved in academic integrity problems related to Project supervision. Many of such participants reported that *some lecturers have no time for project supervision*, *"Some demand money for supervision"*; *"Some force topics of interest to their own research on their supervisees so that the students can source materials for them"*; while some others *"Write projects for their supervisees, especially the females, in exchange for money or relationship"*.

In the perception of most of the participants at the FGDs, academic integrity problems related to lecturing prevailed only among few of their lecturers. Specific problems reportedly common in this regard include *"Starting lectures 3-4 weeks before the examinations"*; *"Joking (discussing politics) for large parts of their lectures and later dictating notes"*; *"Generally lazy at attending lectures"*; and *"Recycling old lecture notes"*.

On general relationship with students, many participants across the FGD groups reported that their lecturers were generally fair and friendly with students. However, in the view of a male participant, a few other lecturers were particularly *"Harsh, not considerate, negative to students and difficult to approach."* A few other participants agreed with him pointing out that *"Some lecturers were not interested in students' welfare."*

In general the forms of academic integrity problems reported by students in this study were consistent with most of those found by Gesinde (2006), Obimba (2002), and Okpala & Ifelumni (2001). For instance, the reported high prevalence of sexual harassment of female students in this study is consistent with the findings of Gesinde (2006), Obimba (2002), Okpala & Ifelumni (2001) and the Federal Government report on sexual harassment in tertiary institutions in Nigeria (1989). That comparable results were obtained in this and such earlier studies suggests the sociological homogeneity of tertiary institutions in Nigeria in spite of their geographical differences. Besides, they suggest that even if not overtly discussed, students are generally aware of the existence of academic integrity problems among some of their lecturers.

More important to these authors however, was the fact that some respondents also alluded to fairly high prevalence of academic integrity problems related to lecturing among some of their lecturers. Though the proportion of respondents with this perception was very low it should still be worrisome that any lecturer would be involved in such academic integrity problem at all. This finding calls to question

the primary motivation of such lecturers for taking up lecturing appointment in the first place and more importantly, their moral status since there is evidence in literature linking academic dishonesty with weak moral standing (Olasehinde-Williams, 2005; Ajidahun, 2005; Feldman, 2002). The need for the Higher Education section of the Federal Ministry of Education, administration of various tertiary institutions and indeed, their Academic Staff to be responsive to the academic integrity climate of their institutions can not be overemphasized (Olasehinde-Williams, 2005). This is in view of the potential of the findings of this study to impact negatively on students and to lead to a prevalent feeling of insecurity, underperformance in academics and emotional instability among students (Odejide, Akanji & Odekunle 2002).

While no significant differences were found in respondents' perceptions of prevalence of academic integrity problems among lecturers on the basis of gender and status; significant difference exists among respondents from the university, college of education and polytechnic. This finding is consistent with the incessant cries in national dailies by students of some polytechnics in the country concerning such problems ("Commercial Lecturers" 2007). Conversely students in other institutional types rarely speak out against forms of academic integrity problems among their lecturers. Findings of the informal interviews conducted with selected members of the Staff Disciplinary Committee pointed in this direction. According to the interviewees, rarely had any case of academic integrity problem involving lecturers been handled by them in the past several years. Similarly, many participants at the FGDs indicated that student victims of academic integrity problems rarely speak out. Teodorescu (2006) similarly reported that students in Romanian institutions would rather not report academic integrity problems either because of fear or because they are not sure whether action would be taken on their reports.

## Recommendations and Conclusion

Based on the findings of this study, the need to initiate holistic measures to curb academic integrity problems among lecturers and institute academic integrity policy in tertiary institutions in Nigeria detailing the mutual rights, obligations and responsibilities of lecturers, students and administration (Olasehinde-Williams, 2005) in every tertiary institution is here advocated (Center for Academic Integrity, 2003).

- To ensure honest discharge of their primary responsibility as lecturers, there will be the need to review the current performance evaluation of lecturers by utilizing such lecturer effectiveness scale in which students have some input.
- To empower female students to be assertive in protecting themselves from sexual harassment, it would be necessary to mainstream sexuality education into the curriculum.
- In response to the prevalence of perceived academic integrity problems related to examinations, the possibility of team teaching and grading system should be introduced; while multiple forms of assessment should be used in evaluating students' performance.
- To further deter lecturers from engaging in academic integrity problems, avenues for students to speak out rather than suffer in silence should be put in place. Besides, appropriate mechanisms for checkmating academic integrity problems among lecturers should be entrenched and promptly applied in tertiary institutions.

The limitations of this study were its small sample size and scope apparently limiting the generalizability of its findings to tertiary institutions in Kwara State, Nigeria. However, the findings of this study are profound and hold significant promise for scholarship, as spring board for future research, and as further advocacy of the need to institute academic integrity climate in tertiary institutions in Nigeria. Further study would therefore be necessary to take a broader focus on the whole country to obtain evidence of prevalence of academic integrity problems among lecturers to back up the evidence already obtained in this study.

## References

- Ajidahun, B.O. (2005). Students' perception of examination malpractices in the University of Ado-Ekiti, Ekiti State, *Ife Psychologia: An International Journal*, 14(1), 240-249.
- Axtman, K. (2005). When tests' cheaters are the teachers. *The Christian Science Monitor* (Jan.11, 2005 edi-

- tion). Retrieved on Sept.3, 2008 from <http://www.csmonitor.com/2005/0111/p01s03-ussc.html>
- Feldman, R.S. (2002). *Understanding Psychology* (6<sup>th</sup> Ed.). New York: McGraw-Hill.
- Gesinde, A. M. (2006). A survey of Teachers' unethical practices Sustaining examination malpractice in South-western Nigeria. *Ife Psychologia: An International Journal*, 14(1), 109-132.
- Godfrey, J.R. & Waugh, R.F. (1998). The perceptions of students from religious schools about academic dishonesty. *Issues in Educational Research*, 8(2), 95-116.
- Hummelvoll, J. K. & da Silva, A.B. (1998). The use of the qualitative research Interview to uncover the essence of community psychiatric nursing. *Journal of Holistic Nursing*, 16 (4), 453.
- Mainka, C. & Raeburn, S. (2006). Investigating staff perceptions of academic misconduct: First results in one school. *SpringerLink Journal*. Retrieved on Feb. 20, 2009 from <http://www.jiscpas.ac.uk/documents/paper/2006Papers19.doc>.
- Mejia, F. (2002). Cheating teachers .New York: *Cable News Network*. Retrieved Oct. 5, 2008 from <http://www.cnn.com/2000/fyi/sb/05/04/cheating>
- Obimba, F.U. (2002). Periscoping examination malpractice in Nigeria from the viewpoint of secondary school students. *The Counsellor*, 19(1), 202-211.
- Okpala, J. & Ifelumni, I.C.S. (2001).The adolescent and examination malpractice in A.M.Gesinde (2006) *ibid*.
- Olasehinde-Williams, O. (2005). Instituting academic integrity climate in Nigerian universities: Psychological perspectives of morality and motivation, *Journal of Sociology in Africa*, 4(2), 152-166.
- Save us from "Commercial Lecturers" at Federal Polytechnic Offa (2007, November 27). *The Nigerian Tribune* p.9.
- Teodorescu, D. (2006). An assessment of corruption and academic dishonesty in Romanian universities. *SpringerLink Journal*. Retrieved on Feb.20, 2009 from <http://www.irex.org/programs/stg/research/05/Teodorescu.pdf>.
- Teodorescu, D. & Andrei, T. (2008). Faculty and peer influences on academic integrity: College cheating in Romania. *SpringerLink Journal*. Retrieved on Feb. 20, 2009 from <http://www.springerlink.com/content/363617rp40074381>
- The Center for Academic Integrity (2003).*CAI Research*. Retrieved on Apr. 12, 2005 from <http://www.academicintegrity.org/index.asp>.
- The Federal Ministry of Education (1989). Sexual harassment and examination malpractices. *Unpublished Report*.
- The Senate, University of California (1988). The faculty code of conduct. App IV, APM 015. Retrieved on Feb. 20, 2009 from <http://www.universityofcalifornia.edu/senate/manual/apm015.pdf>

*Advised by Boris Aberšek,  
University of Maribor, Slovenia*

**Olabisi Olasehinde-Williams**

Senior Lecturer with specialization in Educational Psychology in the Dept. of Arts & Social Sciences Education, Faculty of Education, and University of Ilorin, PMB 1515, Ilorin, Nigeria.  
E-mail: [olabisiolasehinde@yahoo.com](mailto:olabisiolasehinde@yahoo.com)  
Phone: 234-080-3356-0994  
Website: <http://www.unilorin.edu.ng/>

**Henry Owolabi**

Senior Lecturer with specialization in Educational Research Measurement and Evaluation in the Dept. of Arts & Social Sciences Education, Faculty of Education, and University of Ilorin, PMB 1515, Ilorin, Nigeria.  
E-mail: [henryowolabi2000@yahoo.com](mailto:henryowolabi2000@yahoo.com)  
Website: <http://www.unilorin.edu.ng/>

**Lasiela Yahaya**

Senior Lecturer with specialization in Educational Guidance and Counselling in the Dept. of Counselor Education, Faculty of Education, and University of Ilorin, PMB 1515, Ilorin, Nigeria.  
Website: <http://www.unilorin.edu.ng/>