

ACADEMIC DISHONESTY AMONG UNIVERSITY LECTURERS AS VIEWED BY UNDERGRADUATE STUDENTS IN UNIVERSITIES IN RIVERS STATE

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ABSTRACT

The study examined views of undergraduates in universities in Rivers State concerning lecturer's involvement in academic dishonesty. Three objectives and three research questions guided the study. The design for the study was a survey design. The target population for the study involved undergraduate students in Rivers State. To this end, multi-stage stratified sampling method was adopted in the selection of undergraduate students from the three universities. The sample size for the study was 4, 818 undergraduate students. The instrument for data collection was Academic Dishonesty Questionnaire (ADQ) and was validated by three experts in Educational Measurement and Evaluation. To make sure the reliability of the questionnaire, the draft instruments were subjected to pilot testing on 90 undergraduate students of the three universities with each one contributing 30 undergraduate students randomly selected. Furthermore, the scores obtained were exposed to Cronbach Alpha technique for an estimation of the internal consistency of the instrument. A reliability coefficient of 0.86 was gotten which was considered high enough to warrant the use of the questionnaire for field work. Data collected and collated were analyzed and presented with simple descriptive statistics of frequency count (percentage) in tables and bar chart. The study shows that a larger proportion of the undergraduates see their lecturers as being tangled in dishonest practices academically. The study also shows that inflation of continuous assessment/examination scores as a maximum on the lists in the view of the students' as ways that lecturers contribute to academic dishonesty. The next on the list is conspiracy of lecturers with both students and examination officials in the course of examinations, exchange of answers for monetary/substantial gains (including sex) and

impersonation in that order. Thus, it was recommended among others that, lecturers should spend more time in course content coverage with practical (real life) examples and students preparation for semester examinations. If they do it, it is likely that lecturers would not be intimidated or influenced by immoral minds to do what they would not naturally want to do.

KEYWORDS: *Academic Dishonesty, Lecturers, Universities, Undergraduate Students*

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