

## INFLUENCE OF ACADEMIC ETHICS AND INTEGRITY PRACTICES ON TECHNICAL EDUCATION STUDENTS ACADEMIC INTEREST IN COLLEGES OF EDUCATION IN KADUNA STATE

<sup>\*1</sup> **Ariyo Samson Oluwatimilehin (Ph.D)**, <sup>2</sup> **Mamman Danladi (Ph.D)**, <sup>3</sup> **Vincent, Deborah A**,  
<sup>1,3</sup> Department of Industrial Technical Education, University of Nigeria, Nsukka  
<sup>2</sup> Nigerian Defence Academy, Kaduna

### Abstracts

The purpose of this study was to determine the influence of academic ethics and integrity practices on technical education student's academic interest in colleges of education in kaduna state. Two Research questions and hypothesis guided the study. A survey research design was adopted for the study. The population for the study was 137 Students offering Technical Education in Colleges of Education in Kaduna State. Three structured questionnaires titled Students Academic Ethics questionnaire, Students Integrity questionnaire and Students Academic interest inventory were developed by the researchers and used for data collection. Three experts validated the instruments, Two experts from the Department of Industrial Technical Education, University of Nigeria, Nsukka and one expert from the Department of Technical Education, College of Education, Gidan-Waya, Kafanchan; face validated the Instruments. The reliability co-efficiency of the instrument was found to be 0.86, 0.73, and 0.82. Data collected were analyzed using correlation analysis for the research questions, while the hypotheses were tested using simple linear regression at 0.05 level of significance. The study found significant interaction between academic ethics and integrity practices on student's academic interest in Technical Education in Colleges of Education in Kaduna State; it was discovered that poor academic interest invariably affects learner's disposition towards academic processes. Hence, the effectiveness and efficiency of academic ethics and integrity are impeded. As a corollary, it follows academic ethics and integrity favourably when linked with interest.

**Keywords:** Technical Education, Academic Ethics, Academic Integrity practices, Students Academic Interests, Colleges of Education.

### Introduction

Colleges of Education are institutions of higher learning that provides individuals with general education, vocational and technical training or professional training. The aim of colleges of education is to educate and prepare individuals with knowledge and practical skills for work in an economy as well as to integrate people with values and morals that are relevant in the society. Technical Education as one of the disciplines offered in Colleges of Education in Kaduna State is an education that prepares individuals with vocational skills, knowledge, training and attitude to be self-reliant in the world of works. Technical Education trained people to become craftsmen and technicians, these training qualifies them for employment in both public and private sectors. Technical Education is the education that provides basic technical and scientific knowledge for

employment or self-employment (Okoye & Arimonu, 2017). Gewertz (2018) described Technical Education as an education designed to prepare students for work. Technical Education offer various trades which include: Carpentry and Joinery, Brick laying, Block laying, Concreting work, Electrical Installation and Maintenance Work, Welding and Fabrication, Motor vehicle mechanical work, and among others. The aim of Technical Education is to equip its graduates with necessary theoretical knowledge and practical skills that will enable them to be employed or independent in the world of work. Hence, for technical education students to perform competently in their chosen vocation there is a need to influence their students with qualitative academic ethics and integrity practices.

Academic Integrity is an ethical and positive approach to learning, developed through introducing, training, mentoring, collegial or institutional commitment (Michael, 2019). Academic integrity is defined in terms of the commitment to the values of honesty, responsibility, trust, respect, fairness, legality and dissemination (European University Institute, 2019). Macfarlane, Zhang, and Pun (2014) described academic integrity as the values, behaviour and conduct of academics in all aspects of their academic practices. These values show principles of behaviour that enable academic communities to render ideals to action. Hence, Academic integrity is the act of demonstrating upright or moral behaviour in an academic setting. Academic integrity provides foundation for a vibrant academic life and prepares students to become responsible citizens wherever they find themselves. Academic integrity is essential to educational purposes and enhances students learning, allowing them to be involved in demonstrations, and practice that will continue to build their skills. Technical Education requires moral behaviour, truthfulness, respect, trust, fairness, accuracy in their educational processes and performances and as such need to embrace academic integrity. Academic integrity should be visible in all students' academic works such as articles writing, assignment work, test work, presentations, group discussions, examinations writing, thesis writing, project practical work and other activities that take place within and outside the classroom settings. Hence, for academic integrity to be effectively implemented, it may need to adopt code of ethics or academic ethics.

Academic ethics is essential in every kind of academic activity. Academic ethics has to do with acceptable and unacceptable behaviour. Violation of any of the academic ethics may affect the value and credibility of the activity being carried out in such academic settings. Different areas of academic work may have their own and specific codes of ethics but the essence of all academic ethics is to develop cultures of integrity practices among students. Academic ethics are standards of moral behaviour, expressed with reference to ethical theory, intended to guide all individuals employed as professionals in or working as staff or students in institutions of education. (Jordan, 2013). Academic ethics may be a written document or rules in form of a laid down broad guidelines and norms to be followed to ensure ethical practices in an academic institution. These guidelines are required to be read and accepted by every member of the academic institution. These academic guidelines may include: no cheating in the exam, no copying of other students' work or getting someone else to do the work for one, no fabrication of data or information, no lying and manipulation, no misconduct, no cheating (either copying other students' work or bringing in unauthorized materials to help with answers), no plagiarism (quoting an author's words/phrases as if they were one's own, and not giving credit

to the source), no bullying of other students, no bribery, no misrepresentation (any act or omission that is intended to deceive an instructor for academic advantage), no conspiracy (working together with one or more persons to commit or attempt to commit academic dishonesty), no disruptive behaviour in the class such as disrespecting a teacher or another student, talking, texting, or viewing material unrelated to the course during a lecture and among others. Non practice or less practicing of academic ethics in schools may accounts for pervasive indiscipline and immorality in the educational institution.

Generally, academic ethics has to do with following the rules while, academic integrity has to do with doing the right thing. Regardless of the academic rules, it is essential to be obeyed by the students and Academic ethics and integrity may be influence by the student's Academic interest. Strong Academic Interest may enhance student's attention and lead to sustainable effort in accomplishing an academic goal.

Academic Interest is the learner's susceptibility to react positively in certain ways towards certain aspects of their environment and it is usually developed in relation to basic motives. (Adeyemi & Adeyemi, 2014). Renninger and Hidi (2002) in Kpolovie et al (2014) defined interest as the mental state of having a perceive reaction and focus attention for particular content and or the relatively enduring susceptibility to engage repeatedly in particular classes of objects, or activity. Adeyemi and Adeyemi (2014) further noted that when students loss academic interest, they may engage in very many unlawful activities such as examination malpractices, cultism, stealing, prostitution and tyranny among other vices. Hence, academic ethics and integrity are hampered. Therefore, for Technical Education in Colleges of Education in Kaduna state to achieve its desired goals in academic ethics and integrity, academic interest may influence the Students.

The students are individuals, who enrolled in an educational institution, attend classes and are taught various courses to attain mastery of the particular programme under the guidance of a teacher or instructor. Students are learners who engages themselves with intensive theoretical and practical skills, knowledge, morals, norms or attitude to master a particular subject or discipline. The students are the major implementers of academic ethics and integrity. They follow the rules and regulations laid down by the school authority. Students actions or interests may have major impacts on their academic performances and as such; moral values need to be imbibe in them which are academic ethics and integrity to ensure students success in their academic endeavour and all other aspects of life.

### **Statement of the Problem**

In all areas and fields, ethical code and integrity is pertinent to ensure success. Academic setting is not an exemption. Academic ethics and integrity practices are essential in all academic institutions especially Technical Education in Colleges of Education where students are mainly trained to be mentors to promotes accuracy, knowledge, facts, and values. Academics ethics and integrity are introduced to schools to enrich the curricula, ensure successful delivery of academic programme and improve the academic interest of students but reverse is the case as students no longer keep to the school academics ethics and integrity practices because of lack of academic interests. If students of technical education do not have any interest in academics again nefarious activities such as cheating, bullying, stealing, discrimination, lies, plagiarism, examination

malpractices, and fraud can become prevalent among these students in Technical Education in Colleges of Education especially in Kaduna State. These traits impose severe penalties which prove to be distressing upon the life and career of the students and therefore, in order to avoid such kinds of penalties and consequences, the need to ensure academic ethics and integrity through academic interest are augmented and strictly integrated to the wide range of Technical Education students activities and processes, including: students learning process (theoretical and practical), test, assignment, examination, interaction with other students, teachers and administrators is paramount. It is on this realization that an attempt was made by the researchers to assess the influence of academic ethics and integrity practices on technical education students' academic interest in Colleges of Education in Kaduna state to promote academic ethics and integrity practices in Technical Education as it is imperative that students depict academic ethics and integrity in their performances to accomplish a desired result.

### **Purpose of the Study**

The main purpose of the study was to assess influence of academic ethics and integrity practices on technical education students' academic interest in colleges of education in Kaduna state. Specifically, the study sought to assess the:

1. Relationship between Academic Ethics Practices and the academic interest of students in Technical Colleges in Kaduna State
2. Relationship between Academic Integrity Practices and the academic interest of students in Technical Colleges in Kaduna State

### **Research Questions**

The following research questions guided the study:

1. Does academic ethics practices have any relationship on academic interest of students in Technical Colleges in Kaduna State?
2. Does academic integrity practices have any relationship on academic interest of students in Technical Colleges in Kaduna State?

### **Null Hypotheses**

Ho<sub>1</sub>: There is a significant relationship between academic ethics practices and academic interest of technical education students

Ho<sub>2</sub>: There is a significant relationship between academic integrity practices and academic interest of technical education students

### **Methodology**

The study adopted descriptive survey. The area of the study was Kaduna State and it was conducted in the 2 Public Colleges of Education, in Kaduna State which comprised of Kaduna State College of Education, Gidan-Waya, Kafanchan and Federal College of Education, Zaria. The population for the study was made up of all the 137 students offering technical education in the two colleges of education. Since the numbers of the students are not too large, the entire population was used because it was manageable for the study. Three sets of instruments were developed by the researchers and used for data collection in this study, they were the Student Academic Ethics

Questionnaire (SAEQ), Student Academic Integrity Questionnaire (SAIQ) and Student Academic Interest Inventory (SAII). The Student Academic Ethics Questionnaire (SAEQ) was divided into two sections, Section A and Section B. Section A contains items that sought demographic information from the students. Section B consists of 15 items that sought to assess student's level of academic ethics practices. The items were based on a four point rating scale of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD) with values of 4, 3, 2, and 1 respectively, this instrument had a reliability level of 0.86. The Student Academic Integrity Questionnaire (SAIQ) was also divided into two sections, Section A and Section B. Section A contains items that sought demographic information from the students. Section B consists of 16 items that sought to assess student's level of academic integrity practices. The items were based on a four point rating scale of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD) with values of 4, 3, 2, and 1 respectively, this instrument had a reliability value of 0.73. Finally the Student Academic Interest Inventory (SAII) was also divided into two sections, Section A and Section B. Section A contains items that sought demographic information from the students. Section B consists of 11 items that sought to assess student's level of academic interest. The items were based on a four point rating scale of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD) with values of 4, 3, 2, and 1 respectively, it had a reliability value of 0.82.

The instruments were face validated by three experts. Two experts from the Department of Industrial Technical Education, University of Nigeria, Nsukka and one expert from the Department of Technical Education, College of Education, Gidan-Waya, Kafanchan. The expert made some inputs that were integrated to improve the final copy of the instrument. Reliability of the study was determined using Cronbach Alpha method, the instruments were trial tested on technical education students in colleges of education in Niger State. The data was collected by administering the questionnaire directly on the respondents by the researchers and two research assistants.

Data analyses were carried out using SPSS 22.0 as statistical package. The statistical tools employed were, Cronbach alpha, correlation analysis and simple linear regression. The SPSS was used to determine the Cronbach alpha, correlation analyses and simple linear regression. For the test of significance, the probability ( $p$ ) value was used in comparison with the alpha value of .05, and at other relevant levels. If any item has a probability value greater than .05 ( $P > 0.05$ ) it will be concluded that there is no significant difference in the mean responses of the respondents. While Pearson correlation will be used to answer research questions 1 and 2.

### Research Questions

1. Does academic ethics practices have any relationship on academic interest of students in Technical Colleges in Kaduna State?
2. Does academic integrity practices have any relationship on academic interest of students in Technical Colleges in Kaduna State?

### Results

**Table 1:** Mean, Standard Deviation and Pearson correlations between the variables of all bank employees ( $n = 150$ )

	Mean	Standard Deviation	Academic ethics	Academic interest	Academic integrity
Academic ethics	15.82	1.94	1		
Academic interest	36.25	1.85	.324	1	
Academic integrity	36.02	1.81	.058	.128	1

The results presented in Table 1 depicts the relationships among academic ethics, academic integrity and academic interest. The table shows that there is a moderate correlation between student academic ethics and student academic interest ( $\pm .324$ ). The positive relationship between student academic ethics and academic interest indicates that when the value of one variable increases the value of the other variable also increases. The table also shows that there is a weak correlation between student academic integrity and student academic interest ( $\pm .128$ ), the positive relationship between student academic integrity and academic interest indicates that when the value of one variable increases the value of the other variable also increases.

**Null Hypothesis 1:** There is a significant relationship between academic ethics practices and academic interest of technical education students

**Table 2:** Model Summary of Regression Analysis between student academic ethics and student academic interest

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.324 <sup>a</sup>	.001	.106	2.09930

a. Predictors: (Constant), academic interest

The above Table 2 highlights the model summary of Regression analysis between student academic ethics and student academic interest. It shows the value of correlation coefficient that is R and coefficient of determination that is  $R^2$ . The value of R represents the simple Pearson's correlation. The value of coefficient of determination ( $R^2$ ) indicates how much of the variation in the dependent variable (academic ethics) can be explained by the independent variable (academic interest). The table shows that the value of R is .324 which is moderately close to 1.00; this indicates that there is moderate degree of relationship between academic ethics and academic interest. While the value of  $R^2$  is .106 which means that 10.6% variation in student academic ethics is explained by academic interest.

**Table 3: Simple Linear Regression: Coefficients**

Model	Unstandardized Coefficients	Standardized Coefficients	t	Sig.
-------	-----------------------------	---------------------------	---	------



		B	Std. Error	Beta		
1	(Constant)	46.364	3.008		15.416	.000
	Academic interest	.320	.087	.324	-.372	.011

*a. Dependent Variable: academic ethics*

The coefficient Table 3 provides details of models parameters (Beta values) and significance of these values. The unstandardized Beta coefficient gives measures of the contribution of each variable to the model. It is clear from table 3 that the value of unstandardized Beta is .320 which represents the gradient of regression line. Therefore, if the value of predictor variable (academic interest) is increased by one unit, there is .320 unit increased in the dependent variable (academic ethics). The value of unstandardized Beta also indicates that there is a positive impact of academic ethics on academic interest. This influence is statistically significant because sig. value (p) is .011 which is less than .05(95% confidence interval). Therefore, the alternative hypothesis is accepted. It may be concluded that there was a significant influence of academic ethics practices on the academic interest of technical education students.

**Null Hypothesis 2:** There is a significant relationship between academic integrity practices and academic interest of technical education students

**Table 4:** Model Summary of Regression Analysis between student academic ethics and student academic interest

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.128 <sup>a</sup>	.016	.009	3.04493

*a. Predictors: (Constant), academic interest*

The above Table 4 highlights the model summary of Regression analysis between student academic integrity and student academic interest. It shows the value of correlation coefficient that is R and coefficient of determination that is R<sup>2</sup>. The value of R represents the simple Pearson's correlation. The value of coefficient of determination (R<sup>2</sup>) indicates how much of the variation in the dependent variable (academic integrity) can be explained by the independent variable (academic interest). The table shows that the value of R is .128 which is not close to 1.00; this indicates that there is weak degree of relationship between academic integrity and academic interest. While the value of R<sup>2</sup> is .016 which means that 1.6% variation in student academic integrity is explained by academic interest.

**Table 5:** Simple Linear Regression: Coefficients<sup>a</sup>

Model	Unstandardized Coefficients		Standardized Coefficients		t	Sig.
	B	Std. Error	Beta			

1	(Constant)	44.317	4.362		10.159	.000
	Academic interest	.189	.126	.128	1.498	.037

*a. Dependent Variable: academic integrity*

The coefficient Table 5 provides details of models parameters (Beta values) and significance of these values. The unstandardized Beta coefficient gives measures of the contribution of each variable to the model. It is clear from table 5 that the value of unstandardized Beta is .189 which represents the gradient of regression line. Therefore, if the value of predictor variable (academic interest) is increased by one unit, there is .189 unit increased in the dependent variable (academic integrity). The value of unstandardized Beta also indicates that there is a weak positive impact of academic integrity on academic interest. This influence is statistically significant because sig. value (p) is .037 which is less than .05(95% confidence interval). Therefore, the alternative hypothesis is accepted. It may be concluded that there was a significant influence of academic integrity practices on the academic interest of technical education students.

**Discussion of Findings**

This paper was embarked on to seek if a relationship exists between the two dependent variables (academic ethics and academic integrity) and the independent variable (academic interest) and also to determine the influence of any of the dependent variables on academic interests in technical education. Results show that there was a positive significant relationship between academic ethics, academic integrity and academic interest. The findings were consistent with those of Kpolovie et al (2014) and Jayanthi et al (2014) who identified that interest influences what people attend to, think about, discuss and learn more about (academic ethics). This is because what student’s practice consistently will influence their interests. Similarly, Eberly (2014) pointed that clearly articulated learning goals, in other words, academic ethics may capture student’s interest. He further stated that if students do not recognize its value, they may not be motivated to create interest.

This study equally found that academic ethics and integrity are essential to enhance student’s academic interest. This is also in line with the findings of Calabrese and Roberts (2004) who sees integrity as the core factor to effectively function in a society and organizations and particularly crucial in academics such as teaching, learning and curriculum. This result is acceptable because of the role academic interest plays in various life activities most especially in educational settings. It is an established fact that the decision to engage in an activity is determined by the level or degree of interest in an individual.

**Conclusion**

From the result of the study, academic ethics has the possibility to dictate the level of student’s interest, motivation and activities. It could be concluded that academic ethics is a vital factor that can influences learner’s academic interest and integrity to have positive effects in the moral and academics performances of students in technical education.



## Recommendations

Based on the findings and conclusions drawn from this study, the following recommendations were made:

1. Since academic ethics can influence student's academic interest, thorough efforts should be made by teachers, instructors and school administrators to ensure that students obey all school academic ethics.
2. Curriculum developers, school administrators, teachers and Parents should create activities that will help to grow and sustain the interest of the students.
3. Teachers, instructors and school administrators should adopt rewards and punishment measures to students who obey and disobey the school ethics to enhance their academic interest.

## References

- Adeyemi A & Adeyemi S (2014). Institutional factors as predictors of student's academic achievement in Colleges of Education in South Western Nigeria. *International Journal of Educational Administration and Policy Studies*. 6(8), 141-153.
- Calabrese R & Roberts B (2004) Self interest and scholarly publication: The dilemma of researchers, reviewers and editors. *International Journal of Educational Management*. 18 (6). 55-69
- Eberly (2014) Explore potential strategies: Teaching excellence and educational innovation. students lack interest or motivation. Carnegie Mellon University. Retrieved on March 26<sup>th</sup>, 2020 from <http://www.cmu.edu/teaching/solveproblem/stratlackmotivation/lackmotivation-01.html>.
- EUI (2019) Code of ethics in academic research. Retrieved on February 22nd, 2020 from [www.eui.eu](http://www.eui.eu).
- Gewertz C. (2018). Career and technical education: education week. Retrieved online on March 6th, 2020 from <http://www.edweek.org/ew/issues/career-technical-education>.
- Jayanthi S, Balakrishnan S, Ching A, Abdul-Latiff N and Nasirudeen A. (2014). Factors contributing to academic performance of students in tertiary institutions in Singapore. *African Journal of Educational Research* 2 (9), 752-758.
- Jordan S. (2013). Conceptual clarification and the task of improving research on academic ethics. *Journal of Academic Ethics* (9) 243-256.

Kpolovie P, Joe A & Okoto T (2014). Academic achievement prediction: Role of interest in learning and attitude towards school. *International Journal of Humanities, Social Science and Education*.1(11), 73-100.

Macfarlane B, Zhang J, Pun A (2012) Academic integrity: a review of the literature. *Studies on Higher Education*. Routledge (8) 1-20.

Michael A. (2019) Academic integrity: An interview with Tracey Bretag, Educational Philosophy and Theory, Research Retrieved on March 2nd, 2020 from <https://www.tandfonline.com/doi/full/10.1080/00131857.2018.1506726>.

Okoye & Arimonu (2017) Technical and Vocational Education in Nigeria: Issues, Challenges and a Way Forward. *Journal of Education and Practice* 7 (3), 113-118.