

*Research On
Contemporary Issues in*

**MEDIA RESOURCES AND INFORMATION
AND COMMUNICATION
TECHNOLOGY USE**

A Festschrift

in Honour of

**PROFESSOR IYABO
MOTOLAGBE MABAWONKU**



Edited by

**WOLE MICHAEL OLATOKUN
AMOS OYESOJI AREMU
AIREN ADETIMIRIN**

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PROFESSOR IYABO
MOTOLAGBE MABAWONKU



Profile of Professor Iyabo Motolagbe Mabawonku

Early Life

Professor Mrs Iyabo Motolagbe Mabawonku was born on 3rd April, 1948 at Ile-Ife, Nigeria. She started schooling at Christ Church, Mapo Day School, Ibadan in 1954. She attended Ekiti Anglican Girls' Secondary School (now Christ's Girls School) Ado Ekiti from 1960 to 1964 and Christ's School, Ado Ekiti for the Higher School Certificate programme between 1965 and 1966. She was the Senior Prefect (Girls) in 1966.

She attended the University of Ife (now Obafemi Awolowo University) from 1967 to 1970 and graduated with B. A. Hons in English and Philosophy. She proceeded to the University of Ibadan to study for the Post Graduate Diploma in Librarianship and graduated in 1971. She obtained a Master's degree in Educational Media Technology from Michigan State University, USA in December 1975. She was awarded the PhD degree in Library Studies by the University of Ibadan in 1986.

Career in the University

In January 1976, Prof. Mabawonku was employed as an Assistant Lecturer at the then Department of Library Studies, now the Department of Library, Archival and Information Studies of the University of Ibadan. She was promoted to the rank of senior lecturer in 1985, Reader in 2000 and Professor with effect from October 2004. As an academic, she conducted many research studies in library and information science (LIS) alone and jointly with colleagues. Her areas of interest are: Research Methods, Audiovisual Media, Oral Archives and Indigenous Knowledge Studies and Information and Communication Technology. Professor Mabawonku has published many articles in scholarly journals and papers in conference proceedings. She has supervised over 200 Master's degree projects and supervised 13 doctoral students who have graduated. Some of her former students and supervises are professors, university librarians and top LIS professionals in Nigeria and in diaspora. She received the Senate Research Grant of the University of Ibadan twice to conduct research in her chosen field of study.

Prof. Mabawonku is a member of some professional associations including the Nigerian Library Association and the International Federation of Library Associations and Institutions (IFLA). She has served on the editorial board of many scholarly journals. Presently, she is the Publishing Editor of and the African Journal of Library, Archives and Information Science, the flagship journal of the information profession in Africa.

She served the Department and the University in many ways. She was the Acting Head of Department of Library, Archival and Information Studies between 2007 and 2008 and Head of Department from 2008 to 2011. She was a member of the Faculty of Education Board of Studies and was a member of the

Senate of the University for over fifteen years.

Outside the University of Ibadan, she has served as an external examiner in some Nigerian and African universities. She has served as member or Chairman of the National Universities Commission (NUC) accreditation teams to some universities in Nigeria. She belongs to the African Network on Information Ethics (ANIE) which was formed in 2007 to promote ethical use of information in this age of high technology use. She has travelled widely and has attended workshops and presented papers at many conferences outside Nigeria. She has mentored many staff and students in the Department, Faculty of Education, the University and Nigeria.

Prof. Mabawonku retired from the services of University of Ibadan on 3rd April 2018, her 70th Birthday. She was immediately offered a contract appointment at Ajayi Crowther University, Oyo. She is the Head of the Department of Library, Arts and Social Sciences where the Bachelor of Library and Information Science Programme has commenced. Prof. Mabawonku, even in retirement, is still actively engaged in teaching, research and public service. She has been and is still a mentor to many in the library and information science profession in Africa. Many of her mentees notably work in the government, academic and private sectors nationally and internationally.

Foreword

One of the challenges of librarianship profession in Africa when it was imported wholesale into the continent, was the lack of local books to support the practice as well as the development of the profession. Despite the support of the colonial government and the immediate post-independence government in Nigeria for librarianship, through the development of public libraries all over the country, establishment of a training school and the enactment of relevant policies to govern the profession, the lack of local content inhibited the development of the profession.

It is heartening that the lack of local content is now a problem of the past as many local books are now being produced in Nigeria. The latest addition is entitled, "Research on Contemporary Issues in Media Resources and Information and Communication Technology Use: A Festschrift in honour of Professor Iyabo Mabawonku". The Honouree is undoubtedly one of the greatest library and information science educators in Africa. She was formerly of the Department of Library, Archival and Information Studies, University of Ibadan. Professor Mabawonku has produced many librarians in the continent across all levels - Diploma, Bachelors, Masters and PhD degrees holders. Her past students are holding important positions in the profession, many of them are professors and university librarians, not only in Nigeria but also outside Nigeria. It is therefore not surprising that a large number of her past students and her associates, including many experts in related disciplines, and distinguished scholars from other African countries have come together to produce this epoch-making book.

Library and information science profession is a dynamic profession, new areas of the profession are emerging on a regular basis. While books published abroad keep pace with such emergent areas in the profession, it has always been very difficult for librarians in Nigeria to respond effectively to such demands because of paucity of funds to conduct research in the emergent fields. But this new book has come to fill the void. Topical issues like: big data and library management, ethics in library and information science, social media use in libraries, institutional repositories, cloud computing technology, digital literacy and technology, knowledge production ethos, open and distance learning, open educational resources initiatives and open access publishing are covered in this book. Each of the contributors is a scholar in his/her own right. The contributors have lucidly written each chapter which makes it easy to read. The contributors are giants of the profession and as experts in their various fields, they have provided a background of each topic, carried out copious literature reviews, discussed the challenges of the topics and covered each topic comprehensively.

Professor Mabawonku is a scholar, a first class researcher and a versatile teacher. Professor Mabawonku and I, have come a long way. We have collaborated in many research investigations into many areas of the profession

in Africa. We have worked together in over 20 research projects that have resulted in many publications. We both pioneered the publication of the African Journal of Library, Archival and Information Science in 1991. It is the only library and information science journal in Africa covered by the Web of Science. It is therefore a well-deserved honour to this great scholar. This book is definitely a welcome addition to the literature of library and information science profession. The highlight of this book is that it has covered many areas of the profession hitherto neglected in the continent. I thank the editors and authors of this book for giving me the opportunity to write the foreword.

There is no doubt that the editors of this book have done an excellent job. The editors deserve the commendation of all librarians in Nigeria and indeed Africa. I have no hesitation in recommending this book to all librarians and trainees in library and information science throughout Africa.

Professor Lenrie Olatokunbo Aina

National Librarian/ Chief Executive Officer

The National Library of Nigeria.

8 February 2019

Preface

It is our pleasure to edit this festschrift in honour of an outstanding and erudite scholar, primus inter pares researcher, a teacher and mentor par excellence, Professor Iyabo Motolagbe Mabawonku who just retired from the Department of Library, Archival and Information Studies, University of Ibadan. The title of the festschrift, *Research on Contemporary Issues in Media Resources and Information and Communication Technology Use: A Festschrift in honour of Professor Iyabo Mabawonku*, is apt and reflective of the Honouree's interdisciplinary research orientation in the information sciences. She is a scholar who has pioneered interdisciplinary studies in the use of media and Information and Communication Technologies in libraries, archives and other information centres. The focus of her inaugural lecture titled "From Tablet to Tablet: Information, Media and Technology Acceptance" which she delivered on Thursday 20 April, 2017 lays credence to her bias for issues surrounding media and technology.

This festschrift contains twenty-nine (29) well researched and well written essays by contributors who are seasoned scholars and experts in the field of library, archival and information science as well as from other cognate disciplines. The papers in this festschrift have been carefully selected and cover a wide range of topics including big data and library management, ethics in library and information science, social media use in libraries, institutional repositories, cloud computing technology, digital literacy and technology, knowledge production ethos, open and distance learning, open educational resources initiatives and open access publishing are covered in this book. Other topics are archives, medical records, ICT and preservation, health information management and gamification and students achievement.

All papers were reviewed blindly (that is, with author information removed) by between two and three reviewers. Reviewers were matched to papers based on a formula to minimise the distance between reviewers' expertise and interest and the issues discussed in the paper. No reviewer was required to review more than two papers except in a few occasions. In all, the review process used the services of thirty-nine reviewers. Reviewers were instructed to mentor the authors by providing feedback on how to improve each submission and to determine whether or not a paper is fit for publication. The authors of all papers, whether accepted or not, were provided with the reviewers' feedback, as part of process of mentoring authors.

We believe that the papers in this festschrift represent a great contribution to scholarship particularly in the field of library, archival and information science and are indeed useful addition to the literature of library and information science profession in Nigeria and the whole of Africa. We recommend this festschrift to all librarians, educators and trainees in library and information science throughout Africa and beyond. To readers outside the library and

information science profession, we assure you that you will surely find the issues discussed in this book not only interesting but also enriching and insightful.

Finally, we appreciate all the contributors for a job well done and the reviewers for their thoroughness and objectivity during the review process.

Professor Wole Michael Olatokun

Professor Amos Oyesoji Aremu

Dr Airen Adetimirin

(The Editors)

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Predictors of Academic Dishonesty among Postgraduate Students in Southwest Nigeria

Oyesoji Amos Aremu, Adetola Olubisi Adeyemi and Nkechi Ozurumba

Abstract

The university system is supposed to be in all sense of responsibility a place where there should be undiluted intellectualisation. This confers integrity on all spheres of life including students especially, postgraduate students. Anything to the contrary could lead to academic dishonesty. This study, therefore, investigates the prediction of self-control, attitude, motivation and perceived norm on academic dishonesty of postgraduate students in universities in Southwest Nigeria. These variables were measured with the following instruments: Academic Ethical Scale ($r=0.93$), Postgraduate Students 'Self-Control Scale ($r=0.76$), Postgraduate Students Attitude Scale ($r=0.75$), Postgraduate Students' Motivation Scale ($r = 0.76$), and Postgraduate Students Perceived Norms Scale ($r = 0.79$). Using a sample of 200 postgraduate students from eight universities from the Southwest Nigeria, results showed that the four predicting variables significantly contributed to academic dishonesty of postgraduate students. However, motivation and attitude made the most contribution to the criterion measure. The findings and implications are discussed in the paper.

Keywords: Academic dishonesty, Postgraduate students, Southwest Nigeria

Introduction

Dishonesty is generally referred to as a socially unapproved behaviour. It is an avowed way of condemning any socially and culturally unapproved way of life. It, therefore, receives sanctions, be it socially or in criminal justice. Just like any other human institution, the subject of dishonesty is receiving uncomplimentary attention in higher institutions of learning. It is, therefore, called academic dishonesty to underscore the negative relationship of the subject of dishonesty to academic. Operationally, academic dishonesty refers to any academic act that is contrary to the rules governing the conduct of any academic activities. Weaver, Davis, Look, Buzzanga and Neal (1991) define it as a violation of an institution's policy on honesty. Mullens (2000) describes it as anything that gives a student an unearned advantage over another. Von Dran, Callahan and Taylor (2001) say it as intentionally unethical behaviour. Unabashedly, and from these definitions and as earlier posited by us, academic dishonesty frowns at anything unethical in academe either by the academics or by the students.

Generally, and on face value, academic dishonesty among university students is a common occurrence given the number of students' disciplinary cases that are related to academic cheating. For instance, in 2012, the University of Ibadan in South West, Nigeria published a comprehensive list of students who faced its Central Student Disciplinary Committee for various

offences. In the publication, it was reported that the University expelled 17 and rusticated¹⁸ of the students. Among those rusticated were two students in the Master's degree class. Similarly, and most unfortunate, the university also withdrew the Doctorate Degree of another individual who had graduated (University of Ibadan Official Bulletin, 2012). These cases and many others not cited are part of dishonesty that is associated with the academia. In what looks like a general verdict on the subject, Saana, Ablordeppey, Mensah and Karikari (2016) report that academic dishonesty is a serious problem affecting educational institutions in Africa. Supporting the contention that it is not limited to Africa, and also not peculiar to higher institutions, Simmons (1999) reveals that cheating is widespread at college campuses in the United States of America. Decoo (2002) also affirms this by noting, that in the United States of America, 56% of middle school students and 70% of high school students have cheated. McCabe (2005) also records high rates of cheating of around 71%. Similarly, Academic Paradigms (2016) reports that almost 80% of college students admit to cheating at least once in their college careers. In the same vein, Jacob and Levitt (2003) find that some 35% of respondents in their study have witnessed cheating by their colleagues. While academic dishonesty appears general and borderless, our research focus in this study is on the problem of the subject matter in Nigerian universities.

The challenge of academic dishonesty in higher institutions is obvious and documented in literature. For instance, Adeniyi and Taiwo (2011) report that academic dishonesty among Nigerian college of education students is rife. They show that more than 70% of the respondents confirmed incidences of cheating. There are several reasons why university students cheat. These include, but not limited to, peer influence (Gaberson, 1997) and pressure from school (Tanner, 2004). There are other reasons such as lack of preparation for the academic tasks being examined, academic fatigue, emotional drains, and spiritual dryness. While these factors are also not exhaustive, this paper examines four other factors that could predispose students to academic dishonesty. They are self-control, attitude, motivation and perceived norms.

Self-control is the ability to exercise restraint or control over one's feelings, emotions or reactions. Hyles (2013) defined self-control as the will conquering attention. This implies that it is the will that conquers desire for impulsive behaviours. Man is governed by emotions which could be displayed in various forms. Ability to regulate, especially socially unacceptable behaviour, is self-control. This can be sufficiently linked to academics especially during examinations which could be anxiety prone. Bolin (2004), on the role of self-control and attitude toward academic dishonesty among university students, explains that attitude toward academic dishonesty mediated the relationship between self-control and academic dishonesty. Supporting this, Arneklev, Grasmick, Tittle and Bursik (1993) assert that people who lack self-control have personalities that predispose them to commit deviant acts. Therefore, a strong sense of control among postgraduate students could inhibit academic dishonesty and enhance accomplishment of academic goals.

In the study, we also considered the predicting influence of attitude. Attitude as a variable is innate and could also be a function of environmental dispositions. Attitudes are related to how people perceive the situations in which they find themselves; and whether positive or negative, attitudes will, to some extent, affect the degree of behavioural reactions. Nonis and Swift (2001) associate increasing levels of student dishonesty with changing attitudes toward education. The authors argue that universities are now regarded by students more as credentialing institutions than as educational institutions, allowing students to easily rationalise cheating the more. In addition to changing attitudes towards education, changing attitudes towards what constitutes acceptable behaviour in the business world has also been suggested as contributing towards a decline in student honesty (Brimble and Stevenson-Clarke, 2006). Confirming this statement, Love and Simmons (1998) find a relationship between cheating and negative attitudes towards professional standards among graduate students, including attitudes supporting cheating and plagiarism. A postgraduate student with negative attitude towards education and learning may prefer to cheat and cut corners, as he or she views hard work and commitment as difficult tasks. Such students usually have low aspirations and weak commitment to their academic pursuits. In addition, student attitudes about cheating were identified as an important correlate of cheating behaviour in a meta-analysis (Whitley, 1998). Three categories of cheating attitudes were examined: neutralizing attitudes (justifying cheating behaviour), semantic differential attitudes (in which the concept of cheating is rated positively or negatively), and other attitudes towards cheating that were not classifiable.

The construct, motivation, is well rooted in many works by psychologists. As a construct, it is given much attention by researchers. Several scholars (Schater, 2011; Murdock and Anderman, 2006) have attempted to explain motivation and how it functions. It is important to note that motivation is a multifaceted concept. From the psychological point of view, motivation is described as a feature that arouses an organism to act towards a desired goal, and elicits, controls and sustains certain goal-directed behaviours. It can be considered a driving force; a psychological one that compels or reinforces an action toward a desired goal. Motivation is the purpose or psychological cause of an action (Schater, 2011). For example, hunger is a motivation that elicits the desire to eat. Salami (2008) described motivation as the force that gives impetus to behaviour by arousing, sustaining and directing behaviour towards the successful attainment of goals. In the perspective of Schunk, Pintrich and Meece (2014), it is a process that is not observed directly but rather inferred from actions and verbalisations. Like many other psychological factors that could have impact on learning, motivation has been strongly linked to teaching and learning. Pintrich (2003) has established a strong reciprocity between motivation and learning. Studies have also shown that a number of factors could affect learning and contribute to cheating. These include gender, age, personality, attitudes, motivational and goal orientations (Jordan, 2001). For instance, Anderman and Koenka (2017) posited that cheating is a deliberative act that students

make a conscious decision to engage in academic dishonesty. Similarly, Donse and Groep (2012) revealed that detection measures for cheating are effective in motivating students not to cheat when students are not intrinsically motivated. In another study, Orosz, Farkas and Roland-Lévy (2013) reported that intrinsic motivation has a negative effect, and lack of motivation could have a positive indirect effect on self-reported academic cheating. The reported findings, especially of Donse and Groep (2012) and Orosz et al. (2013), aptly underscore the efficacy or otherwise of motivation on academic dishonesty.

Perceived norm is another variable identified as a predictor of academic dishonesty. Perceived norms are laid down codes of conduct that guide behaviours in the society. They are also often referred to as social norms or subjective norms. Rimal and Real (2003) define it as codes of conduct that either prescribe or proscribe behaviours that members of a group can enact. In simple terms, they are beliefs on how people should behave in a given situation or context. Jordan (2001) identifies perceived norm as one of the significant predictors of cheating behaviour among several others. The study of Harding, Mayhew, Finelli, and Carpenter (2007) provides interesting insights into the relationship between perceived norms and cheating. In the study, subjective norms about cheating were measured and results showed that subjective norms were significantly correlated with cheating on tests and homework, suggesting that subjective norms have a similar influence on students' decisions to cheat across tasks. The fact that peer attitudes and behaviours should influence college students' cheating is no surprise, and this has been documented in the literature (Graham, Monday, O'Brien and Steffen, 1994; Kibler and Kibler, 1993; Stevens and Stevens, 1987). Thus, students' explanations for cheating often include elements of social comparison (McCabe, Treviño and Butterfield, 1999). Typically, however, these comparisons are based on students' perceptions of peer norms that may or may not be accurate. As Perkins (1997) points out with respect to alcohol use, students' perceptions of peer norms, whether accurate or not, influence their attitudes and behaviours. For example, as students' perceptions of peer alcohol use were lowered through a series of intervention programmes, drinking behaviour decreased (Perkins, 1997). In other words, the behavioural component of the actions of postgraduate students is premised on the exhibited behaviours and the extent of approval of such behaviours. Where postgraduate students perceive cheating as normal in the society, academic dishonesty is bound to occur; but where they perceive cheating as violation of societal conduct where offenders are punished, academic cheating would decrease.

Quite a number of studies (foreign and local) have explored the predictors of academic dishonesty. Most of these studies were also carried out on school children and college or university undergraduates. Academic dishonesty is a continuously growing phenomenon among university students, and postgraduate students in universities are no exception. While research on academic dishonesty in other countries such as the US is common, there are

indications that similar reports are not well documented in Nigeria, particularly among university postgraduate students.

From the foregoing, it is revealed from the avalanche of literature that academic dishonesty is a socially unapproved behaviour that is rooted across many strata of education. In line with the thesis of this study, its prevalence among postgraduate students is also well documented. As also reported above, some variables have also found to predict the study's criterion measure. Although this study limits itself to the reported variables, other variables not investigated could predict academic dishonesty among postgraduate students. Nevertheless, the study's contention is that they may also be less reported in research. This assumption notwithstanding, the objective of this paper is to investigate the predicting values of the predicting variables on academic dishonesty of postgraduate students in some universities in the Southwest Nigeria. To drive home this, the study seeks answer to the following research questions:

1. Is there significant relationship between the independent variables (self-control, attitude, motivation, and perceived norms) and academic dishonesty among postgraduate students?
2. What is the joint contribution of the independent variables (self-control, attitude, motivation, and perceived norms) to the prediction of academic dishonesty among postgraduate students?
3. What are the relative contributions of each of the independent variables (self-control, attitude, motivation, and perceived norms) to the prediction of academic dishonesty among postgraduate students?

Methodology

The study adopts the correlational survey design to establish the level of relationships of the variables on the criterion measure (academic dishonesty). Carrying out the study with the mind-set of our design, we did not attempt to manipulate the variables. The occurrences of the predicting variables are covertly in the respondents of the study.

Population

The population for the study consists of university postgraduate students from federal and state universities in Southwest Nigeria. Basically, the Southwestern part of Nigeria consists of six states, namely Oyo, Ogun, Lagos, Osun, Ondo and Ekiti. Two hundred university postgraduate students from eight universities from Lagos, Oyo, Ogun, Osun, and Ondo States were sampled using a multistage technique. Students from the only federal university in Ekiti State were not sampled because the university had not started postgraduate programme as at the period of the field work.

Instrumentation

The instrument used for collection of data for the study consists of two sections. Section A consists of the bio-demographic information of the

respondents which included gender, age, and faculty. Section B consisted of five sub-scales as follows:

Academic Ethical Scale (AES): This is a 12-item scale adapted from Eastman, Iyer and Reisenwitz (2008). The scale is structured on a five-point measure (never occurred to me, once occurred to me; has occurred to me few times; has occurred to me several times; and has occurred to me many times). The AES's reliability was found to be 0.67. Some of the items of the scale include: Used crib notes on a test and copied from another student on the test. The scale has a reliability coefficient of 0.93.

Postgraduate Students' Self-Control Scale (PSSCS): The PG Students' Self-Control Scale consists of 12 items adapted from the 24 items Grasmick, Tittle, Bursik and Arneklev (1993) Self-Control Scale. The items measured the six facets of self-control first proposed by Gottfredson and Hirschi (1990): impulsivity, preference for physical activity, risk taking, self-centred, preference for simple tasks, and temper. The scale is reported to have had internal consistency reliability estimate of $\alpha = .83$ (Bolin, 2004). Some of the items are: "I often act on the spur of the moment without stopping to think"; "I frequently try to avoid projects that I know will be difficult". It has reliability coefficient of 0.76.

Postgraduate Students' Attitude Scale: The scale contains seven items with four of the items adapted from Davis, Grover, Becker and McGregor (1992) dealing with moral evaluations of cheating, e.g. It is "wrong" to cheat; and the three other items adapted from Jordan (2001) measuring the extent to which cheating is sometimes justified; that is, justified to pass a course (to stay in school or to graduate), or is justified if a close friend asks for help. Original reliability of the scale presents a Cronbach's alpha reliability coefficient of .88 and after subjecting it for reliability was found to be 0.75, which means that the scale is reliable.

Postgraduate Students' Motivation Scale: This scale was adapted from Jurdi, Hage and Chow (2011) Academic Motivation Scale. The Jurdi et al. (2011) scale ($\alpha = .86$) is a nine-item type instrument (1 = very unimportant to 5 = very important with item such as "Intellectual challenge and interest" as a motivation factor for dishonest behaviour). However, the scale was modified by including Jurdi et al. (2011) items used to explain the motives of Cheats and Non-Cheats, e.g. heavy academic work load at this university. The scale calculated a reliability coefficient of 0.76.

Postgraduate Students' Perceived Norms Scale: The scale consists of seven items with response options ranging from Very frequently (1) to Not at all (5). The first three items were adapted from Jordan (2001) measure of perceived social norms with .79 reliability coefficient, while other items were generated. The items solicited perception of cheating, specifically, to estimate the frequency of cheating behaviour by friends, among others. Cronbach's alpha method was used to establish the reliability of this scale. The result established was 0.79 coefficient.

Results

Research Question One

Is there a significant relationship between the independent variables (self-control, attitude, motivation and perceived norms) and academic dishonesty among postgraduate students?

Table 1: Table showing the P.P.M.C. scores of each of the Independent Variables and the Dependent Variable

Independent Variables	Academic Dishonesty (Dependent Variable)
Self-control	r. calculated = 0.09 Df= 198 P = Significant
Student Attitude	r. calculated = 0.1 Df= 198 P = Significant
Student Motivation	r. calculated = 0.34 Df= 198 P = Significant
Perceived Norms	r. calculated = 0.1 Df= 198 P = Significant

Table 1 shows the results obtained from answering research question 1. From the table, it was found that there was significant relationship between self-control and academic dishonesty (r. calculated = 0.09, df = 198 $P < 0.05$); there was significant relationship between student attitude and academic dishonesty (r. calculated = 0.1, df = 198 $P < 0.05$); there was significant relationship between student motivation and academic dishonesty (r. calculated = 0.34, df = 198 $P < 0.05$); and there was significant relationship between perceived norms and academic dishonesty (r. calculated = 0.1, df = 198 $P < 0.05$).

Research Question Two

Would there be significant joint contribution of the independent variables (self-control, attitude, motivation and perceived norms) to the prediction of academic dishonesty among postgraduate students?

Table 2: Regression Table

Regression = 0.34					
Regression Square = 0.12					
Adjusted Regression Square = 0.1					
Error of Estimate = 9.01					
Model	Sum of Square	Df	Mean Square	F. Ratio	S.
Regression	2098.21	4	524.55	6.47	0.00
Residual	15819.66	195	81.13		
Total		179	17.87	199	

** (Significant at 0.05 critical region)

Table 2 showed that multiple R is 0.34; multiple R square is 0.12; adjusted multiple R square is 0.1; and standard error of estimate is 9.01. This shows that the independent variable jointly contributed 10% to the variance in the academic dishonesty of the respondents. The anova table also shows F ratio value of 6.47 which is found to be significant at 0.05 critical region.

Research Question Three

Would there be relative contributions of each of the independent variables (self-control, attitude, motivation and perceived norms) to the prediction of academic dishonesty among postgraduate students.

Table 3: Table showing the Relative Contributions of the Independent Variables to the Prediction of the Dependent Variable

Model	Standard. Coeff. B	Stand. Err. Beta	Unstandard. t. Val.	S	
Constant	16.39	2.87	5.71	0.00	
Self-control	0.02	0.08	-0.34	0.81	
Student Attitude	0.09	0.11	0.81	0.42	
Student Motivation		0.36	0.33	4.7	0.00
Perceived Norm	0.01	0.1	0.01	0.14	0.89

Table 3 shows results that standardised B ranges from 16.39 to 0.01; standard error ranges from 2.87 to 0.08; unstandardised coefficients Beta ranges from 0.33 to 0.01; and t. value ranges from 5.71 to 0.14. Based on these figures, student motivation ($\beta = 0.33$) and student attitude ($\beta = 0.07$) had significant relative contributions at -0.05 critical region to the prediction of academic dishonesty of the participants. Self-control ($\beta = 0.02$) and perceived norms ($\beta = 0.01$) did not have significant relative contribution to the prediction of academic dishonesty of the participants.

Discussion

The study as conceived reported the predicting influence of self-control, attitude, motivation and perceived norms on academic dishonesty among postgraduate students in universities in Southwest Nigeria. The study, therefore, underscores the need to interrogate academic integrity with a view to stemming academic corruption which is otherwise refers to academic dishonesty in this paper.

Our findings predicated on the research questions show that academic dishonesty could be predicted by self-control, attitude, motivation and perceived norms among the respondents. In effect, the predictors have strong relationships with academic dishonesty singly and jointly. On the relationship between self-control and academic dishonesty, Bolin (2004) reported a strong relationship between self-control and academic dishonesty. The current finding is also supported by the one reported by Masood and Mazahir (2015). Masood and Mazahir reported that self-control influenced the students' motivation towards cheating and plagiarism but has no relation with outside help. Interrogating this, it shows that self-control could strongly influence disposition to academic dishonesty as established in the current study. In effect, a strong control over self is a strong factor in academic, especially when it comes to cheating behaviour which is regulatory. Our finding also showed that there is significant relationship between attitude and academic dishonesty. The work of Balik, Sharon, Kelishek and Tabak (2010) laid credence to this. On motivation as a predictor to the criterion measure, our deduction based on the empiricisms obtained shows that it could be negatively induced. That is, students may have inclination to 'succeed' at all costs as a result of poor preparation for their studies. Here, to do otherwise is a function of what motivates an individual to success. Jordan (2001) corroborates our position by reporting that motivation could predict cheating. The finding of Orosz, Farkas and Roland-Levy (2013), however, reported the contrary by submitting that extrinsic motivation had no significant effect on academic cheating. The two positions, notwithstanding, indicate that the construct, motivation, is a function of perception. This calls for more research interrogation on the predictor of motivation on academic dishonesty. Perceived norms as a variable in the study also had significant relationship with academic dishonesty of university postgraduate students. This supports the findings of Miller and Izsak (2017) which found a strong and significant correlation between norms and academic dishonesty. Our findings show that the central factor that could determine attitudes and behaviour in the context of academic dishonesty is peer norms. This assertion appears strong, given the fact that peer relationship is crucial to the wellness of students, and could also determine academic performance.

Given the outcomes of the first research question, it is plausible to conclude that the variables jointly predicted the criterion measure, academic dishonesty. This means that academic dishonesty among postgraduate students correlated significantly with the predictor variables. In other words, self-control, attitude, motivation and perceived norms had significant joint

effect on the prediction of academic dishonesty among postgraduate students. This finding corroborates McCabe and Trevino (1997) and also supports Murdock and Anderman (2006) who reported that some individual and contextual factors were predominant predictors of academic cheating.

It is pertinent, having established that the four predictor variables could jointly predict academic dishonesty among postgraduate students, to establish their (predictors) relative criterion strengths to the measure of academic dishonesty. Interestingly, only two of the predictors (motivation and attitude) made significant relative contribution, with motivation as the stronger variable. This supports the findings of Saana et al. (2016) which identified motivation factors as one of the reasons for students' involvement in specific dishonest behaviours. Similarly, Donse and Groep (2013) also reported that detection measures for cheating are effective in motivating students not to cheat when students are not intrinsically motivated. Our findings as supported by the works of Saana et al. (2016) and Donse and Groep (2013), underscores the importance of motivation on academic dishonesty. In effect, academic dishonesty could either demotivate students if not sanctioned. It is, therefore, assumed that students could be motivated to display good measures of honesty in their academics. Similarly, Love and Simmons (1998) found a relation between cheating and negative attitudes towards professional standards among graduate students. This includes attitudes supporting cheating and plagiarism. Invariably, attitude could be linked to academic dishonesty, depending on its direction. For example, a postgraduate student with negative attitude towards education and learning may prefer to cheat and cut corners, as he or she views hardwork and commitment as difficult tasks. Ibegbulam and Eze (2015) also found that the attitude of respondents to strategies for curbing plagiarism showed that respondents favoured corrective measures over punitive measures. On the other hand, Olasehinde-Williams (2008) found that more than 50% of respondents for the study were generally carefree in their sensitivity to each of the three approaches (police, virtue and prevention) to curbing academic dishonesty, even to the approaches for which they expressed high preference. This finding supports the argument of Myers (1999) that attitude does not always infer behaviour. Although self-control is reported to show a very low contribution to the criterion measure, it cannot be wished away given its relative importance. Oftentimes, lack of it could result in untoward behaviour, especially in education where rules and regulations govern the conduct of academic activities.

Implications, Recommendations and Conclusion

The study, through the findings reported, has shown that academic dishonesty, especially among postgraduate students, is one of the challenges confronting the university system. Academic dishonesty, be it among postgraduate students or at other levels, is a corrupt behaviour. The challenge, as shown in this study, is without some implications for the university system and professional stakeholders such as counselling

psychologists, educationists, criminal justice experts and university administrators. For emphasis, academic dishonesty is not only antithetical to the growth of knowledge, its occurrence could also make a mockery of same where knowledge products are used to influence development in form of policies. Stakeholders would, therefore, find the findings useful for interventions.

We, therefore, suggest the need to put in place some proactive measures to address these unethical behaviours. These could be in form of counselling support interventions and reformation. Learning could also be made more student-centred and discovery. This would enhance the confidence level of the students and could reduce the tide of academic dishonesty.

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