

**ACADEMIC INTEGRITY AND ITS INFERENCE ON KNOWLEDGE SHARING
AMONG POSTGRADUATE STUDENTS AT THE UNIVERSITY OF NAIROBI**

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DECLARATION

This is my original work and has not been presented for award of a degree in any other University for examination.

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DEDICATION

This project is dedicated to the almighty God who continuously renewed my strength to complete the report write up. My beloved husband Moses Karanja and son John Kariuki for support during my study period. My parents Noah and Ekrah for the good foundation they laid during my formative years.

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LIST OF ABBREVIATIONS AND ACRONYMS

CAE	College Architecture and Engineering
CAVS	College of Agriculture and Veterinary Sciences
CEES	College of Education and External Studies
CBPS	Biology and Physical Sciences
CHS	College of Health Sciences
CHSS	College Humanities and Social Sciences
CCTV	Closed-Circuit Television
IT	Information Technology
SPSS	Statistical Packages for Social Sciences
UoN	University of Nairobi

ABSTRACT

The aim of the study was to investigate the effects of knowledge sharing on academic integrity among postgraduate students at the University of Nairobi. The study was guided by the following objectives: to find out factors affecting academic integrity; to explore effects of academic integrity; to examine institutional policies that address academic integrity; to identify challenges encountered in enhancing academic integrity and to suggest possible strategies to promote academic integrity. The study used a descriptive research design and employed triangulation approach. Purposive sampling technique was used to select Faculty administrators as respondents while stratified random sampling was used to select respondents that included lecturers and postgraduate students from the College of Architecture and Engineering, College of Education and External Studies and the College of Humanities and Social Sciences from the University of Nairobi. The sample size for the study comprised 5 Faculty administrators, 12 lecturers and 82 postgraduate students from the above mentioned colleges. Data for the research was collected by use questionnaires, interview guide and content analysis. Quantitative data was analyzed using descriptive statistics while qualitative data was analyzed using themes by quoting respondents. Statistical Packages for Social Sciences and Microsoft Excel software were used in data analysis and information was presented using pie charts, tables and graphs. A pilot study was conducted at Moi University- Nairobi campus to ensure quality research instruments before embarking on the main study. The key findings of the study indicated that examination cheating and plagiarism were the major forms of academic malpractices. In addition, poor referencing skills, laziness, poor time management and intentions to get better marks were the key factors affecting academic integrity and thus affecting knowledge sharing. Recommendations to the study included use of Closed-Circuit Television cameras in large examination rooms, sensitization campaigns about academic integrity, incorporation of information literacy sessions in the course syllabus and use of anti-plagiarism software to test students' class assignments. The study would assist Faculty administrators and lecturers to understand the factors affecting academic integrity and the implications of academic integrity on knowledge sharing. In addition, students would understand what constitutes academic integrity and consequences of not adhering to integrity measures in academic work.

CHAPTER ONE

INTRODUCTION

1.1 Introduction

This chapter comprises of the introduction to academic integrity, knowledge sharing, background information to the study, study problem, purpose and objectives of the study, research questions, assumptions, scope and limitations of the study. In addition, the chapter gives the significance of the study and discusses terms and concepts used in the study.

1.2 Background of the Study

Academic integrity is not a new phenomenon but is as old as writing although it remained hidden from the public gaze (Ison, 2014:272). Academic integrity is one of the key concerns about education in institutions of higher learning especially in the era of Information Technology (IT). Batane (2010:1) acknowledges that billions of articles are freely available on the internet where it is easy to copy and paste works from other authors. This has made it even harder for lecturers to determine where the students could have lifted the materials from and hence becoming a challenge to maintain academic integrity in academic institutions.

Institutions of higher learning have become increasingly under pressure to be competitive and excellent in research and teaching as the key players of knowledge contribution to the society. This therefore entails producing novel works that contribute to knowledge advancement (Ramayah et al 2013:133). However, excellence in research and teaching

will be unrealistic in the face of academic dishonesty that is being witnessed globally (Ercegovac, 2010:33).

Academic dishonesty is a considerable challenge for universities all over the world. In one UK study, 46% of students reported having copied an entire paragraph into their class assignments without acknowledging the information source at least once while 23% reported having done so more than once or twice (Elder et...al, 2010:158).

To echo this, Onuoha and Ikonne (2013:1) asserted that, the practice of academic dishonesty is a plague in tertiary institutions in Nigeria and the world in general especially with the advent of the internet. Shirazi et al. (2010:269) argued that although academic malpractice is a common issue in academic institutions, universities should continuously highlight issues of academic integrity and devise strategies to minimize the vice among the students and researchers. Identify forms of academic dishonesty and developing methods to combat it are central to maintaining the intellectual integrity in academic institutions.

1.2.1 Forms of Academic Dishonesty

Academic dishonesty refers to unethical methods to gain unfair advantage over other students for purposes of advancing in academics and career. The vice limits students' learning and opportunity to develop higher-level cognitive learning skills. Further to that, academic malpractices is in every human academic and educational setting ranging

from primary to university level and require thorough address to control the menace. Academic dishonesty comprises various forms that include plagiarism, collusion, fabrication and falsification, impersonation, examination cheating and breach of confidentiality (Otuola, 2014:3).

Plagiarism involves the following: copying various sections from a source without acknowledging the source of information, copying an entire source and purporting to be individual original work, paper buying, project or thesis write ups from a service bureau or other students (Ikonne & Onuoha (2013:2). Additionally (Babalola as cited in Olutola, 2014:3) reported that a reasonable number of Nigerian students participated in various forms of academic dishonesty ranging from soliciting term papers from paper mills, duplicating assignments from colleagues with or without the knowledge of the owner of the work to copying from journal articles and text books without acknowledging the sources of information.

This is an intentional effort to collaborate to hide someone else individual effort in academics and occurs when a student work jointly with other students to produce an assignment when the lecturer concerned does not authorize working as a group, an even division of tasks for group assignment leading to some students doing most of the work while others do very little and false claim of involvement in approved group work in order to deceive the lecturer, individual contribution to the work (Otuola, 2014:4).

Fabrication and falsification occurs in several ways that include: a candidate falsely claiming to have carried a research, data alteration, submitting an assignment for a class previously submitted in another class, presentation of artificial references purporting to demonstrate in-depth reading, stating wrong word count for an assignment and falsifying academic records (Otuola, 2014:4).

Impersonation is an assumption by one person identifying as another person, with the intent to deceive in an examination. The impersonator identify as the other person by use of identity card or giving information belonging to the person being impersonated. Both the impersonator and the individual being impersonated are culprits of academic malpractice (Ikonne & Onuoha, 2013:3).

Cheating in examinations may take various forms such as: A lecturer colluding with the fraudulent students to allow another student answer online test on behalf of the original student who may have continually failed a test. Copying examination from other students, taking crib sheets into examination room and use of electronic devices such as mobile phones to access answers in an examination room (Gathuri, 2014:1).

Confidentiality relates to the maintenance of anonymity of the work of the student. Breach of confidentiality therefore involves: any inclusion of names in the student work that would enable individual identification, disclosure of any information that has been given in confidence by the student to the lecturer or disclosure of students' grades by the lecturer without permission from the owner of the information (Gathuri, 2014:1).

1.2.2 Knowledge Sharing

Different authors have different views about knowledge sharing. Chmielecki (2013: 94) views knowledge sharing as a fundamental means through which organizational competitive advantage can be reached. Li (2010:40) defined knowledge sharing as an activity in which participants are involved in the joint process of contributing, negotiating and utilizing knowledge. To hand, Allmeh and Ahmad (2012: 159) stated that knowledge sharing is a set of behaviors containing knowledge and information exchange and helping others in this respect. To this end, knowledge sharing is therefore the exchange of knowledge between two parties to allow reshaping and internalization and use of knowledge in a new context.

Knowledge sharing is essential for the survival of all business organizations and institutions. Knowledge sharing process involves acquiring knowledge, reusing knowledge and developing knowledge. Once knowledge has been captured and codified it should be shared and disseminated throughout the organization (Mishra, 2009:55).

Nandeshwar and Balakrishna (2010:33) point out that sharing knowledge increases speed, lower costs of operation, accelerate innovation or widen the client base. Explicit knowledge sharing is enhanced by awareness of the knowledge available, access to knowledge and utilization of the knowledge available. Tacit knowledge sharing is enhanced through socialization.

Knowledge sharing is vital not only in the business world but also for organizations in every sector including institutions of higher learning which is crucial to long-term sustainability and success of organizations (Ramayah et al, 2013: 134). Platforms of sharing Knowledge in institutions of higher learning include knowledge contribution through written documentation such as thesis, projects, scholarly articles and books or sharing knowledge across groups of people through class discussions and group works.

Universities are the transmitters as well as generators of new knowledge and this call for increased knowledge sharing and ensuring quality of the generated knowledge (Buckey, 2012:333). It is therefore paramount to ensure quality research and knowledge creation by the institutions of higher learning. Academic dishonesty hampers the quality of knowledge which is detrimental to the society. There was therefore the need to investigate the implications of academic integrity on knowledge sharing in this study.

1.2.3 Context of the Study

The University of Nairobi (UoN) was established in 1956 as the Royal Technical College and later transformed into the second University College in East Africa in 1961 under the name Royal College Nairobi and therefore getting an admission into a special relation with the University of London. It was renamed University College Nairobi as a constituent college of inter-territorial, Federal University of East Africa in 1964. Enrolled students were to study for degrees of the University of East Africa and not London as was the case before. In 1970, the University College Nairobi was transformed into the first national university in Kenya and was renamed the University of Nairobi.

The University of Nairobi is the largest university in Kenya and one of the largest in East Africa, with a student population of over 60,000 and the largest number of senior academic members of staff in the region. The university offers more than 4,000 academic programs in full time, part time, distance learning, e-learning modules spread over six colleges and several campuses spread all over the major cities and towns in Kenya. The six colleges are namely: College of Agriculture and Veterinary sciences (CAVS), College of Architecture and Engineering (CAE), College of Biological and Physical Sciences (CBPS), College of Education and External studies (CEES), College of Health Science (CHS), College of Humanities and Social Sciences (CHSS). The University of Nairobi is also ranked position one among all public and private universities in Kenya as per July, 2015 web metric analysis (University of Nairobi, 2015).

The University of Nairobi is committed to scholarly excellence, with a mission to provide quality university education and training and to embody the aspirations of the Kenyan people and the global community through creation, preservation, integration, transmission and utilization of knowledge (University of Nairobi, 2015). In order to promote academic integrity, University of Nairobi aims to provide a research and learning environment that fosters and instills in all students and staff the qualities of independent scholarly learning, critical judgment, academic integrity and ethical practices embodied in the University policy on academic integrity (University of Nairobi, 2013:1).

The University of Nairobi has embraced knowledge sharing through institutional repository and open access initiative. All intellectual output of the University of Nairobi is stored on the Institutional repository as full text. This knowledge is accessed globally due to open access initiative that encourages global sharing of knowledge. Open access is celebrated at the University of Nairobi once an year in order to sensitize to the public the University stakeholders of the information provided by the University library both print and online information materials.

1.3 Statement of the Problem

Academic malpractices in Universities have continued to be witnessed in student's essays, term papers, reports, dissertations, projects and thesis (Imran, 2011:9). Failure of an academic institution to address the vice denies the sense of responsibility, good study skills and production of intellects to steer nations and the world to higher levels.

Lecturers find themselves grappling with increasing cases of serious academic cheating, hence the need to address the effects of the vice and find new control measures in line with technological developments. Academic dishonesty not only violate the norms of academic scholarship but also undermine the integrity of the institutions and continuous effort to investigate and address the vice takes the faculty's time and resources which could be used otherwise to enhance teaching, learning and research output in institutions of higher learning.

The existing literature clearly demonstrates that academic malpractices exist and it is vital to eliminate them for economic growth and promotion of intellectual integrity. Measures have been employed and soft wares such as Turnitin developed to control academic malpractices but the dilemma is the approach taken to prevent this menace and its effects. This study intends to give new direction to be incorporated with the already existing measures to promote academic integrity. Despite existence of preventive measures against academic dishonesty, the menace continues to thrive and hence the need to address the vice and suggest control measures in order to promote academic integrity and knowledge sharing.

Mahmud and Bretag (2013:1) acknowledges little existence of research focusing on academic integrity among postgraduate students, hence the keen interest by the researcher to investigate the issue at hand by identifying various factors affecting academic integrity and further suggest possible strategies to promote academic integrity. It is the intent of this study to shed light on the implications of academic integrity on knowledge sharing

among postgraduate students with the hope of informing the students and hence produce graduates of integrity who will be role models to the undergraduates and the society at large.

1.4 Aim of the Study

The aim of this study was to investigate Knowledge sharing and its implications on academic integrity among postgraduate students and suggest strategies to promote the virtue.

1.4.1 Objectives of the Study

The objectives of the study were to:

1. Find out factors affecting academic integrity.
- 2. Examine the inferences of knowledge sharing on academic integrity.**
3. Examine institutional policies that address academic integrity.
4. Identify challenges encountered in enhancing academic integrity.
5. Suggest possible strategies to promote academic integrity.

1.4.2 Research Questions

This research focused on answering the following questions:

1. Which factors affect academic integrity?
2. How does knowledge sharing affect academic integrity?
3. What are the institutional policies that address academic integrity?
4. What challenges are encountered when enhancing academic integrity?
5. What possible strategies would be employed to promote academic integrity?

1.5 Significance of the Study

The mission of most institutions of higher learning is to empower students through teaching, learning and research. This study hoped to contribute to the mission and values of the University of Nairobi. Finding ways to understand academic integrity and its implications on knowledge sharing is vital to the Faculty administrators and lecturers seeking to maintain high levels of academic integrity. The findings of the study were therefore to provide information to assist Faculty administration and lecturers in academic institutions to understand the magnitude and factors affecting of academic integrity. The findings of the study would also help to understand how academic integrity affects the noble duty of universities to create and share knowledge. The strategies to provided will help promote academic integrity not only at the University of Nairobi but also in other academic institutions globally.

The study would provide an understanding to students on what constitutes academic integrity and the possible consequences of indulging in academic dishonesty. The study would contribute to the scholarly literature on academic integrity among postgraduate students and form basis for further research in this field. In addition, existing institutional policies addressing academic integrity were examined with the view of modifying them.

1.6 Assumptions of the Study

The study assumed that measures that fight academic malpractices had been put in place at the University of Nairobi.

1.7 Limitation of the Study

There are over 50 universities in Kenya but the study was limited to the University of Nairobi and no comparison was possible with other universities due to time and financial constraints. In addition, the respondents were limited to postgraduate students since undergraduates were on holidays.

It was challenging to schedule for interview with the Faculty administrators due to their busy working schedule. Some of questionnaires distributed to the respondents were not returned due to busy working schedules while other targeted respondents were busy with their projects and field work. Financial limitation was also experienced since the researcher is a self-sponsored student.

1.8 Scope of the Study

The study population for this study comprised postgraduate students, faculty administrators and lecturers.

1.9 Operational Terms and Key Concepts

Academic Malpractices

Activity that undermines integrity of scholarly work and involves: examination cheating, impersonation, fabrication and falsification, breach of confidentiality, taking words and ideas of others and using them as though they were individual without acknowledging the sources of information.

Plagiarism

Practice of copying works belonging to another author without acknowledging the source of information used in that work.

Postgraduate students

Students pursuing advanced studies in various disciplines after graduating with a degree from a University.

Student performance

Academic score of a student while in class and application of knowledge obtained outside classroom.

Turnitin software

Anti- plagiarism software designed to effectively detect copy-pasting of information from the internet and thereby preventing plagiarism.

Knowledge Sharing

Exchange of knowledge between two or more persons with the aim of enlightening each other.

1.10 Chapter Summary

This chapter introduced the title of the study where background information to the study was clearly provided. In addition, various forms of academic malpractices were discussed, statement of the research problem and the aim of the study stated. The objectives of the study and research questions were clearly highlighted. Further to that, study assumptions, scope, limitations and significance of the study were discussed.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This focus of this chapter is literature related to the study of academic integrity and its implication on knowledge sharing in academic institutions. Literature review is a summary description of what other scholars have published on the area of study. Reis and Judd (2014:27) noted that review of literature aims to: define and limit the problem the researcher is working on, familiarize the researcher with the latest development of knowledge in the area of research, avoid unnecessary duplication, study research methods utilized by other scholars identifying their strength and weaknesses in order to adopt or improve them, relate research findings to previous knowledge as well as to suggest further research on the area under study.

The chapter will be arranged according to the following study themes: factors influencing academic malpractices, effects of academic dishonesty on knowledge sharing, institutional policies to address challenges of academic malpractice and strategies to control academic dishonesty. In addition theoretical framework and operational framework are discussed.

2.2 Global Academic Integrity

Academic malpractices promote lack of integrity, infringe on copyright laws and legislation and facilitate a process of moral decay in academics (Okoche, 2013:137). In Greece many students plagiarize in order to receive good marks, increase chances of receiving scholarships and bursaries and finding good jobs. In addition, students in Greece reported being forced to cheat due to loss of trust in Greek academics in terms of treating all students fairly and consistently where some students were given examination papers before the examination day by their lecturers (Lajuan, 2011:101).

In Japan, higher education institutions have a more forgiving approach to plagiarism than Western universities and the consequences that may result in plagiarism as a cultural difference can be problematic. A survey conducted among first year students at the University of Hokkaido in Japan showed that although instructions were given in both English and Japanese, Japanese students would copy information sources without acknowledging the authors. The reasons thereof were that, there is no formal training regarding plagiarism in high schools and most Japanese universities do not have policies concerning plagiarism (Imran, 2011:10).

Academic integrity is under siege not only in South Africa, but world-wide. The University of Pretoria in a survey of 150 undergraduate students, 80 % students admitted that it was a common practice for them to copy their assignments from internet (Sentleng, 2010:15). Universities in developed countries have put in place elaborate deterrent mechanisms while the counterparts in Africa have lagged behind (Glenning, 2014: 1).

Muchuku (2011:5) noted that, academic plagiarism in Kenyan Universities had increased in students work, essays, term papers, reporting writing and dissertations mainly because of lack of anti-plagiarism detection software. This has a very negative effect towards the achievement of quality education that produces original candidates with integrity that will promote innovativeness and creativity. Okoche (2013:138) asserted that, challenges in the world today require creative and innovative managers of good morals to bring solutions to the work places.

Significant amount of research has been undertaken in response to high levels of students' plagiarism in higher institutions of learning (Glenning, 2014:1). Lea & Gary (2011:36) reported on a study carried out by the said authors that, for internet related plagiarism, 16 % of the students reported turning in a paper secured from the internet, 52% admitted copying a few sentences without citing the source.

2.3 Factors Affecting Academic Integrity

Academic misconduct is attributed to absence of ethics or ignorance on academic writing skills and some students do not appreciate academic values and therefore deliberately submit works that does not belong to them (Glenning, 2014:2).

Academic Systems

Ikonne & Onuoha (2013:3) pointed out that, academic malpractices can be attributed to an educational system that seems to produce fake intellectuals who merely endure education while stealing the work of others as a cover up. Poor educational systems that are not holistic in teaching have accelerated academic cheating and poor writing skills. To echo this fact, Otuola (2014:5) noted that institutions of higher learning deemphasize a climate of honesty and ethical behaviour which should characterize learning and a teaching community as the key mission of universities. In some universities, lecturers take a luxurious mode of handling academic malpractices by ignoring the issue and assuming that their students are honest enough not to cheat.

Insley (2011:6) reported that most lecturers get tempted to ignore existence of academic malpractices due to large number of students enrollment and heavy workload. Although some students intentionally engage in academic malpractices, others unknowingly practice the vice due to unclear understanding of citation rules. In addition Brown, et al., (2011:300) noted that use of predominately punitive approaches communicates to the students that the lecturers do not care about them and their educational well-being. The negative tone created serves as a catalyst to test the lecturers, hence some students encouraged in academic malpractices.

Incidents of plagiarism have been reported at Rhode Island College and the University of Maryland. At Rhode Island College, a freshman copied and pasted frequently asked questions from a webpage about homeless without acknowledging the source since the

page did not include author information. At the University of Maryland, a student was reprimanded for copying from Wikipedia site and when questioned, the student in defense said that he thought collectively written entries such as Wikipedia needed not to be accredited since is common knowledge (Ikonne & Onuoha, 2013:5).

Lack of Research Skills

Many students fall short of information literacy skills to enable searching of sources of information such as electronic journals and e- books databases. Otuola (2014:4) noted that, students are not able to critically evaluate internet sources since not all the materials available on the internet display a conspicuous information need for proper citation of the text thus negatively influencing the students' writing. In addition, students unknowingly plagiarize because they are unclear what constitutes paraphrasing and how to properly cite sources of information used in assignment and research (Insley, 2011:2).

Brown, et al., (2011:302) noted that, although students are exposed to library orientation and information literacy at the undergraduate level, this is lacking at postgraduate level, which leaves most postgraduate students not aware of how to search for journal articles on the internet. They are also not familiar with referencing techniques. Higher institutions of learning should assist students to acquire these important skills by embedding it in the academic programs and working in conjunction with the library.

Internet and Information Technology Developments

Jones (2011:142) asserted that, high-technology cheating is gradually replacing cut-and-paste cheating with students becoming more tech-savvy with online videos that detail clever methods of cheating and daily populating the internet. Okoche (2013:141) noted that, emergence of internet and wide use of computers has led to accessibility of materials, articles, dissertations and publications across the globe that can be accessed online and these materials can easily be copied and pasted. Further to that, duplication of the articles by different authors and various stakeholders in universities has propagated the vice.

Laziness

Waiting until the last minute habits for students prompt them to cheat in their research. In haste to beat the deadlines and knowingly copy and paste information acquired from online journal articles without acknowledging the authors of the reviewed articles (Insley, 2011:3). Students cheat in their assignments because they believe it is the easiest way to get things done. The vice is carried out in the assignments and having been engrossed with the unethical behaviour, students get into examination room with written materials to help answer examinations questions. This is possibly because they were too lazy to revise and internalize information given or they spent their time in leisure activities instead of focusing on their academic goals (Okoche, 2013:142).

Lea & Gary (2011:38) noted that when students are given assignments, lack of interest in the topic given and laziness prompt them to plagiarize just to get the task done. Lack of

understanding how to do the assignment causes some students to turn to plagiarizing the assignments given in order to score higher grades while other students aim at maintaining their grade point average.

The results of a qualitative and quantitative questionnaire completed by the academic staff working in the Engineering Faculty of the Cape Peninsula University of Technology (Cape Town campus) showed that although 74% of lecturers explained plagiarism to students, academic staff members still felt that 70% of students plagiarize intentionally. 15% of academic staff was unsure about the effectiveness of their explanation of plagiarism and 23% felt students do not know what constitutes plagiarism. 65% of lecturers indicated that laziness of students leads to plagiarizing. Some academic staff members recommended that students convicted of plagiarism should be expelled permanently (Brown et al., 2010: 298).

2.4 The Inferences of Knowledge Sharing on Academic Integrity

The intents of academic dishonesty do no one any good ranging from the student, institution, nation and the world. Academic malpractice is a moral issue at the heart of academia and cutting across all sectors of the society and hinges upon learning, teaching moral development and application of ethical behaviour in day to day lives. Ercegovac, (2010:3) noted that, dishonest students in their academics carry the habit to their workplaces whereby during interviews, they hire other persons to represent them or even do office jobs on behalf of the real person. This compromises integrity at the workplace which also deters knowledge sharing among members of staff in the organization.

Knowledge sharing is considered as one of the cardinal points of knowledge management and organizations whether commercial or academic based, base their potential on distinct competencies in sharing and integrating information and knowledge. Further to that, knowledge sharing is envisaged as an important and natural activity in knowledge based environment such as institutions of higher learning where knowledge creation, distribution and sharing are embodied in the university mission statement in each institution of higher learning in order to share knowledge (Bello and Oyekunle, 2010: 20). Academic institutions deposit research output in respective institutional repositories.

Knowledge repositories in universities are considered the best assets of a university (Ramayah et al, 2013: 135). Research output is deposited in institutions repository and the open access initiative, the intellectual content of the institution is easily visible to the global community. Having involved in plagiarism with the form of cut-paste, new ideas are not generated which kills innovativeness among the global scholars. Fabricated data in research will directly poison the society.

Academic dishonesty lowers self confidence among the students because they do not get to identify their ability to perform given tasks. Engaging in plagiarism denies the students an opportunity to interact with the material at hand and therefore students are denied the opportunity to reflect and internalize their own success and failures (Batane, 2010:2). In line with this, the students lack the necessary skills and knowledge synthesis involved in integrity during class assignments which hinders quality in sharing knowledge. Getting information from the wrong sources of information due to lack of research skills hinders

quality knowledge sharing. To echo this Chmielecki (2013:95) asserts that the relationship between the source and the recipient as well as the environment of sharing information obtained greatly impairs knowledge sharing. Group discussions and open access initiatives are conducive platforms for knowledge sharing.

Zawawi et al (2011: 59) asserted that, knowledge sharing is the social interaction culture, involving the exchange of knowledge, experience and skills through individuals or the organization as a whole. Group work is a key platform in knowledge sharing but if collusion takes place, the students are not able to learn from each other due to failure to participate in such forums. Tacit knowledge is therefore left embedded in the minds of the students owning the knowledge at hand.

Open access initiative is a key platform in knowledge sharing. The available knowledge is posted on line whereby with the availability of internet, this knowledge can be accessed globally. Other scholars for example can be able to access research output in form research articles and dissertations which helps to avoid publication and also to add to the body of knowledge. This is echoed in the words of Chikoore and Ragsdell (2013: 22) who posited that students are able to learn and formulate ideas and opinions more effectively through sharing of knowledge.

2.5 Institutional Policies Addressing Academic Integrity

Jones (2011:141) reported that many institutions of higher learning have adopted academic honesty policies and acquired plagiarism software detection tools; however the research confirmed internet provided an array of opportunities for students to cheat whether intentionally or otherwise. The policies should clearly enforce adherence of the code of conduct to deal with any form of academic malpractice that include: plagiarism, collusion or fabrication. This is meant to build people of good values and high academic stature to capture job market and promote the image of academic institutions.

Mathenge (2011:25) asserts that learning is not just the acquisition of knowledge but personal development that encourages intellectual as well as moral development of the learner. Lecturers, administrators and university personnel that are custodians as well as implementers of the university policies have to guide, teach and mentor students in all aspects of learning in order to promote professionalism.

Developed countries have moved a step in putting and implementing policies that address with academic integrity. However, most East African countries may have established policies, procedures and mechanisms that deal with cases of academic dishonesty, but implementation has been an issue due to financial constraints and hence academic dishonesty continues (Okoche, 2013:140).

2.6 Challenges Encountered in Enhancing Academic Integrity

Sutherland-Smith (2010:3) reported that dishonesty issues had reached a worrisome dimension to the extent of some scholars claiming that it seemed to have defied every known solution in some universities. On another dimension, Insley (2011:1) noted that embracing existence of academic malpractices among students encourages the willingness to overcome disappointments and frustrations of admitting the vice occurring in classes. This is however necessary in order to move forward with clear, logical minds unimpeded by emotions. The other challenge is devising practical approaches to manage the problem by applying creativity and adopting methods employed by the counterparts who have demonstrated great achievements in controlling academic malpractices.

Okoche (2013: 141) reported that many academicians and administrators are reluctant to take actions against culprits of academic dishonesty. This promotes a culture of dishonesty and hence making researchers and academicians to publish for the sake of accomplishing individual goals without regard the implications on knowledge sharing. Further to that, this promotes a culture of success without integrity for individuals and institutions due to the motivational benefits of research and progress that comes with publishing.

2.7 Strategies to Promote Academic Integrity

Information Literacy skills

Otuola (2014:4) noted that, academic malpractices could be avoided if students are knowledgeable on how to search catalogues, databases or journal articles and how to correctly acknowledge the cited text. Academic malpractices such as plagiarism can become a forgotten case, if authors know when and how to cite ideas and texts cited from other authors.

Role of educators

Educators need to be proactive in countering academic dishonesty by developing instructional strategies that integrate all aspects of digital citizenship and digital ethics. Insley (2011:2) suggested that use of preventive measures could be employed to curb the vice, where the lecturers manage academic malpractices using approaches that encourage and motivate the students to uphold academic integrity. In order to control academic malpractices, Mwamwenda (2010:454) noted that educators have a legal and ethical obligation to make students aware of academic malpractices, its consequences and ways of evading the vice. Communication on academic malpractices should be done during class lessons and should also appear as a topic in the existing curriculum.

It requires combined effort of the university stakeholders to promote academic integrity.. Sutherland-Smith (2010:4) suggested that academic dishonesty can be reduced if lecturers change strategies employed over time in teaching. This implies that the topics taught must not be too generic. Same topics must not be given every year and

assignments must not be easily found on the internet. On the other hand, academicians are obliged to follow ethical, moral and legal regulations accepted by the academic community (Masaic, 2011:45). The educators have a role to ensure assignments and research reports submitted by the students are correctly referenced to avoid the spiral effect in institutions of higher learning and low academic standards.

Create a Culture of Academic Integrity

Academic integrity policies are key in preventing academic dishonesty. However, Lea & Gary (2011:39) lamented that, rather than policies and codes that are established and enforced by lecturers and administrators, honor codes should offer opportunities for students to police themselves. Increased faculty support for promoting academic integrity through more meaningful assignments will help create a culture of academic integrity.

Establishment of comprehensive policies to promote academic integrity is paramount in any academic institution. Internal quality control ensures that institutions of higher learning assume responsibility for creation of an environment that promotes standards of excellence, intellectual honesty and legality. Western Universities have policies that clearly articulate strict adherence of the code of conduct to deal with any form of academic malpractice. A student found plagiarizing at the University of Liverpool for example is subject to various ranges of penalties ranging from caution, deduction of marks and dismissal from the University (Okoche, 2013:141).

Universities should make it mandatory for students to learn plagiarism and its consequences. The emphasis to promote academic integrity should ensure students understand academic integrity and advantages of upholding honesty through proper

citation and referencing works of other authors. Trainings can be reinforced through provision materials like leaflets, orientation programs, workshops and conferences (Okoché, 2013:142).

Promotion of Ethical Publishing

Many researchers and authors benefit from publishing as a source of income. Pressure for success, competition and promotion at work place and lack of respect for intellectual property rights has led many authors whether individual or multiple authors to engage in plagiarism. Okoché (2013:145) reported that the vice could be averted by emergence of associations that work towards setting and promoting high standards in publishing. The associations should strive to ensure that in appropriate authorship and research manipulation are dealt with as legal violation with hefty punishment to those involved.

Authors and publishers should follow the golden rule by Masic (2012:46) for promoting academic honesty and integrity as acknowledgement of new ideas from other authors, proper referencing to contain full bibliographic information and ensuring that the cited texts are listed in the bibliography. Previously published work need to be put in quotation marks. Authors also need to test the articles for plagiarism on the anti-plagiarism software before submitting research to the publishers.

2.8 Theoretical Framework

Several psychological theories address how educators could make sense of rationale for student's moral conduct: Social Cognitive theory of Moral thought and action (Bandura, 1977); Deterrence theory (1975), Big five model of personality (De Read & Perugini, 2002), (Ajzen, 1991 & 2002), (Imrand & Ayobami, 2011:2). (Batane, 2010:1) noted that, self-efficacy is a key principle in social cognitive learning. According to the principle, the beliefs that people have about their capabilities influence their actions in accomplishing certain goals.

This study was guided by social cognitive theory that explains how people acquire and maintain behaviour patterns. The theory explains that people learn in two basic ways that are: through consequences of actions and social modeling. Reinforcement has an effect on behavior and learning. Social cognitive theory provides intervention strategies that help changing undesirable behaviour and direct people to a more positive behaviour. This is done by altering environmental factors that foster the behaviour and personal factors such as cognitive, affective and biological events (Imrand & Ayobami, 2011:3).

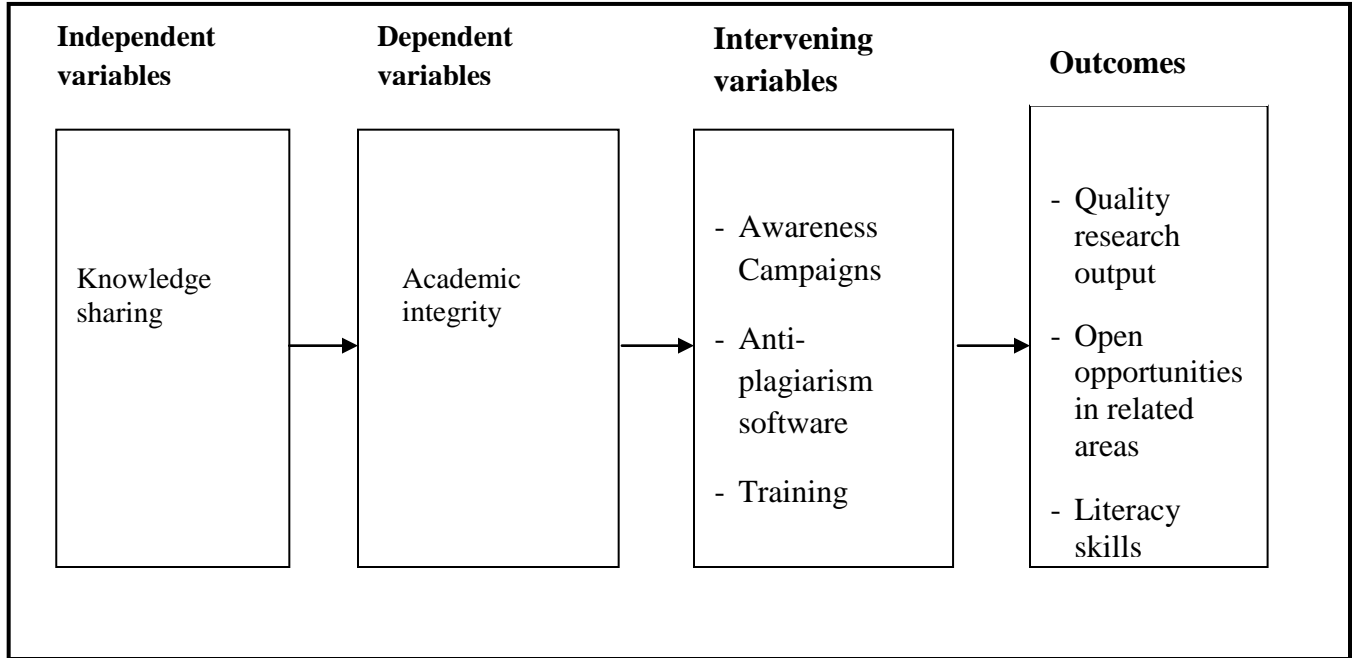
This study held the view that, in order to understand the effect of academic integrity on knowledge sharing, then it important to understand how students acquire this behavior that undermines the virtue. It is also vital to identify factors that encourage students to maintain the negative behavior which is only by then, control measures can be identified and implemented.

2.9 Conceptual Framework

Academic malpractice is a complex phenomenon that requires change of environment so the students can find it encouraging to engage in academic integrity. Measures that discourage academic dishonesty need reinforcement so that those observing are discouraged from emulating the behaviour. Environmental factors such as: institutional culture (failure to punish the culprits of academic malpractices), laziness, lack of literacy skills, internet and technology which if not improved or taken care of leads to poor academic models. The students model academic integrity through institutional culture that encourage academic integrity, proper search skills and time management which leads to knowledge sharing.

Interventions through awareness campaigns, trainings and use of anti-plagiarism software to detect cases of plagiarism help in promoting academic integrity. This leads to knowledge sharing where students produce quality research, acquire literacy skills and get jobs with ease locally as well as globally. This promotes economic growth at the national level and the world at large. This is illustrated in the Figure 1:

Figure 1: Conceptual Framework



2.10 Chapter Summary

This chapter reviewed literature from significant studies by scholars who have authoritatively written on the area basing on objectives of the study. Empirical studies from different scholars were clearly presented. Social cognitive theory was adapted for the study that depicted that social modeling is effective in ensuring quality behaviour to be used in promotion of academic integrity. Conceptual framework was also discussed.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter will elaborate on the research approach to be used in the study and will discuss research design, target population and sample size, sampling technique, data collection methods and tools and ethical considerations. Leedy & Ormrod (2013:7) defined research methodology as the general approach the researcher use in carrying out the research project with respect to sampling, data collection and analysis, such that the research can be criticized, repeated and adopted. This approach dictates the particular tools and strategy the researcher adopts to use in order to collect, manipulate and interpret data.

3.2 Research Design

Research design is a plan to guide the researcher in collecting, analyzing and interpreting observed facts from the respondents in order to answer the research questions (Ngoako 2011:25). A descriptive research design was used to assess academic malpractices among the postgraduate students at the University of Nairobi. Mixed method approach that involves use of both quantitative and qualitative methods was employed in the study.

According to Lapan et al. (2012:72), qualitative method does not produce discrete numerical data but data is in form of words and are grouped in categories. Qualitative method on the other hand allows the research to go beyond the statistical results and is normally used when studying behavior, attitudes or opinions (Silverman, 2010:13). It was

important to employ mixed method approach since according to Denscombe (2010:150) the method provides fuller description of the phenomenon under study by providing more than one perspective from the respondents. Therefore the strength of one method was used to cover-up the weakness of the other method.

The qualitative method involved conducting interviews to the faculties' administrators, while quantitative method involved distribution of open-ended and close ended questionnaires to the postgraduate and lecturers in order to collect data about various aspects of academic malpractices.

3.3 Target Population and Sample Size

Target population refers to the group of people which is the object of research that the researcher wants to make some inferences (Silverman, 2010:14). The target population for this study comprised of Faculty administrators (Academic registrar, Deans of students and Heads of departments), lecturers and postgraduate students drawn from the College of Architecture and Engineering, College of Education and External studies and College of Humanities and Social Sciences at the University of Nairobi.

A sample is a part of a whole measurement drawn from defined population in which the researcher is interested since it is not possible to include the entire population in the study due to constraints of time and costs (Silverman, 2010:14). According to Connaway, (2010:128) it is advisable to use a larger sample size as the rule of thumb in research in order to ensure better presentation of the target population, statistical analysis and

accuracy. Respondents for this study were a 100 in total which comprised of 5 Faculty administrators, 12 lecturers and 83 postgraduate students as illustrated on Table 3.1.

Table 3.1: Target Population and Sample Size of the Study

RESPONDENTS	POPULATION SIZE	% SAMPLE SIZE	SAMPLE SIZE
Faculty administrators	12	4.96	5
Lecturers	30	12.40	12
Post graduate Students	200	82.65	83
TOTAL	242	100	100

Source: University of Nairobi (2015)

3.4 Sampling Techniques

Sampling is the process of selecting elements of a population for inclusion in a research study (O’Leary, 2014:183). This study used simple random sampling to select three colleges from the total number of six colleges at the University of Nairobi, where every odd number from the list of colleges was selected.

Stratified sampling is the process of choosing subsets of respondents from the study population. In stratified random sampling involves dividing the population into subgroups or strata and a proportion of respondents from each stratum are drawn to get a sample and is applied in order to obtain representative sample when the population is not homogeneous (Creswell, 2013:138). The study used stratified random sampling to select postgraduate students and the strata comprised of Doctorate and Masters students in first, second and third year of study.

Purposive sampling is a sampling technique which allows a researcher to use cases that have required information related to the research objectives (Mwituria, 2012:44). Purposive sampling was used to select samples from the Faculty administrators and lecturers due to their in-depth knowledge and experience on integrity issues among the students in class assignment and research projects.

Three Faculty administrators were drawn from the College of Architecture and Engineering, College of Education and External Studies and College of Humanities and Social Sciences as well as the university dean of students and academic registrar. The sample size for the lecturers and postgraduate students were from: Schools of Engineering and School of Arts and Design (CAE), School of Education and School of Continuing and Distance Education (CEES) and Department of Religious Studies, School of business, Institute of Diplomacy and International Studies, Department of psychology and Institute of Developmental Studies (CHSS).

The above schools and departments were randomly selected owing to the merits of random sampling where all choices are independent of one another and the equal probability of inclusion in the sample and also help to control researcher's biasness (Creswell, 2013:140). The selected Schools, Institute or Departments were offering both Masters and Doctorate programmes.

3.5 Data Collection Instruments and Procedures

Data for the study was collected by means of questionnaires, interviews schedules and content analysis. Table 3.2 illustrates how different measures were employed on research objectives.

Table 3.2: Measurement of Research Objectives

NO	OBJECTIVES	INDEPENDENT VARIABLE	DEPENDENT VARIABLE	MEASUREMENT
1.	Identify factors affecting academic integrity	Forms	Academic integrity	Questionnaires/Interview schedule
2.	Examine the inferences of knowledge sharing on academic integrity	Knowledge sharing	Academic integrity	Questionnaires/content analysis
3.	Examine institutional policies that address academic integrity	Institutional policies	Academic integrity	Questionnaires
4.	Identify challenges encountered in enhancing academic integrity for the purpose of knowledge sharing	Challenges	-Academic integrity -Knowledge sharing	Questionnaires
5.	Suggest possible strategies to promote academic integrity	Strategies	Academic integrity	Questionnaires/ Interview schedule

3.5.1 Questionnaires

This involved written questions formulated by the researcher as per the study objectives. Data for the study was collected using questionnaires as they provide an opportunity for respondents to give frank and independent opinions that is not affected by the presence of the researcher and can gather background information and original data that is hard to obtain at low cost (Kim, 2011:45).

Open ended questionnaires were used to permit greater depth of response while close-ended questions were used since they are easy to answer due to the alternative answers provided and easier to analyze since they are in an immediate usable form (Okoche, 2013:138). Questionnaires were self-administered by the researcher to the lecturers and postgraduate students using drop and pick later method as well as online posting.

3.5.2 Interview

O'Leary (2014:217) defined interview as a method of data collection that involves the researcher seeking open-ended answers related to several questions and themes related to research objectives. The researcher sought for an appointment with the interviews with the targeted Faculty administrators prior to the days of conducting interviews. The researcher conducted one-to-one interviews on the respondents due to the freedom experienced in expression of ideas and opinions. Using interview guide helped to gather valid and reliable data that is relevant to the research questions and also aided in getting in-depth and greater flexibility of the questions (Okoche, 2013:140).

3.5.3 Content Analysis

Content analysis is a research technique that is objective, systematic and involves quantitative description of text passages of the manifest content of research at hand. Content analysis was used owing to its strengths of easy to understand, not expensive, easy and straightforward in establishing reliability and it does not require contact with people which consume a lot of time to collect data. Further to that, it is a more powerful tool when combined with interviews which was also employed in the study (Marying, 2014:10).

In relation to this study, content analyses on academic integrity in relation to knowledge sharing by various scholars were used. These included (Bello & Oyekunle, 2010: 20; Ramayah et al, 2013:135; Chikoore & Ragsdell, 2013:22 and Zawawi et al 2011: 59; Chmielecki, 2013:95). In those studies, researchers discussed aspects of knowledge sharing emanating from quality research output due to academic integrity. Key platforms of knowledge sharing that embraced academic integrity were identified as institutional repositories through open access initiatives, academic discussion groups and research skills.

3.6 Data Analysis

Research data was organized, coded and tabulated basing on the research questions. Quantitative data was analyzed using descriptive statistics of mean and standard deviation to summarize the findings. According to O'Leary (2014:281), descriptive statistics describes the basic features of a data set and is important in presenting

quantitative descriptions in a manageable and intelligent form while summarizing variables.

Each respondent was allotted a case number and filed according to that case number. A code book comprising of variables and labels was prepared. Data was they keyed in the system in coded format. A frequency analysis of all the variables was run to detect errors and omissions of coded data. Statistical Packages for Social Sciences (SPSS) and Microsoft Excel software were used to manage, analyse and display data using frequency tables, graphs and charts while addressing the objectives and research questions. Qualitative data was analyzed by themes through verbatim narrative by quoting respondents. Statistical Packages for Social Sciences (SPSS) and Microsoft Excel software were used in data analysis and information was presented using pie charts, tables and graphs.

3.7 Research Instruments

3.7.1 Pilot Study

Pilot study is a smaller version of the main study and is used to assess the adequacy and feasibility of the main research (Moxham, 2012:35). A pilot study is used to test the adequacy of research instruments in order to highlight modifications that could be made for the main study (Kim, 2011:30).

In order to determine clarity of questionnaires to the study respondents, the research questionnaires were administered to 15 postgraduate students and 2 members of staff

from Moi University-Nairobi campus that were randomly selected. Findings of the pilot study showed that some questionnaires asked were not clear. Some respondents suggested omission of some questions in the research questionnaire since they viewed them not necessary to the study. The researcher employed the suggestions given by the respondents during the pilot study and simplified the extraneous questions to enable the respondents to understand them. The researcher also eliminated the questions that were irrelevant to the study.

3.7.2 Validity

Validity varies in meaning according to different authors. It is the accuracy and meaningfulness of inferences which are based on the research results (Moxham, 2012:35). On the other hand, Mwituria (2012:89) says validity is the extent to which the collected data gives a true measurement of social reality. To ensure validity of the research instruments for this study, the researcher gave the questionnaire and the interview schedule to experts in the area of study. Their observations and suggestions were used to review the draft questionnaire and interview schedule before the final adoption for the study.

3.7.3 Reliability

Reliability is a measure of the degree in which research instrument yields consistent results or data after repeated trials. The split-half technique was used to assess reliability that requires only one testing session (Silvermann, 2010:55). This was done during the pilot study. The researcher employed different interviews and questionnaires in data collection that led to more valid and reliable realities to strengthen the study.

3.8 Ethical Considerations

Ethical issues in research refer to the physical, emotional and intellectual well-being of the respondents (Ridley, 2012:44). The researcher obtained a transmittal letter from the University of Nairobi to conduct the research. Respondents participated in the research activity out of their own will without any coercion. Anonymity and confidentiality of the respondents was guaranteed by use of non- identifiable personal description. Confidentiality on the information provided by respondents was only used for research purposes.

The University of Nairobi policy condemns plagiarism and the laws of Kenya recognize plagiarism as an offence punishable under the copyright Act Chapter 130 laws of Kenya. In order to avoid plagiarism, the researcher acknowledged all sources of information used in the study appropriately. Intellectual honesty and copyright from the unit of research was also observed by the researcher.

3.9 Chapter Summary

This chapter discussed the research design, area of study, sampling technique and sample size of the study. It also discussed the data collection methods and procedures where questionnaires and interviews will be used. Validity and reliability on research instruments and ethics on data collected was also discussed.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND PRESENTATION

4.1 Introduction

This chapter presents the analysis of data based on the questionnaires and interview guide used to collect data from the respondents on academic malpractices among postgraduate students at the University of Nairobi. The research was conducted on a sample size of 100 respondents that included 83 postgraduate students, 12 lecturers and 5 Faculty administrators.

The study used Likert scale in analyzing quantitative data on multiple response questions where the scale of points was used in computing percentages. Qualitative data was presented in prose. The results obtained were presented by use of tables, bar graphs and pie charts appropriately with prose explanations before illustrations.

4.2 Response Rate of Respondents

A total of 95 questionnaires comprising both open-ended and close-ended were distributed to the various respondents. 12 Questionnaires were distributed to the lecturers, 83 questionnaires were distributed to the postgraduate students in the identified schools at the University of Nairobi. Open ended questions were used for ease of data analysis while close-ended questions were used in order to help the researcher get in-depth information from the respondents.

Use of questionnaires helped the researcher get immediate response from those respondents who had time to attend to the questionnaires. The researcher was able to collect data within a very short time because the questionnaires were short and friendly. Some respondents were however not able to fill and return the questionnaires due to time constraints.

4.2.1 Questionnaires Response Rate

The total number of questionnaires issued to the students were 83 questionnaires. 62 questionnaires were dully filled and returned giving a 75 % response rate while 21 distributed questionnaires were not returned since the students were on holiday and would rarely come to the university. Out of the 12 questionnaires distributed to the lecturers 8 were returned dully filled giving a 67 % response while 4 were not returned due to the busy schedule of the lecturers and this is illustrated on Table 4.1.

Table 4.1: Response Return Rate of Questionnaires by Respondents

Status	Students		Lecturers	
	Number	%	Number	%
Questionnaires returned	62	75	8	67
Questionnaires not returned	21	25	4	33
Total	83	100	12	100

4.2.2 Interview Response Rate

Out of the 5 interview schedules planned 4 were successfully carried out while one was not successful since the faculty administrator was out on official duty as illustrated on Table 4.2.

Table 4.2: Response Rate of Interview schedules by Faculty Administrators

Status	Number	Percentage (%)
Interview schedule carried out	4	80
Interview schedule not carried out	1	20
Total	5	100

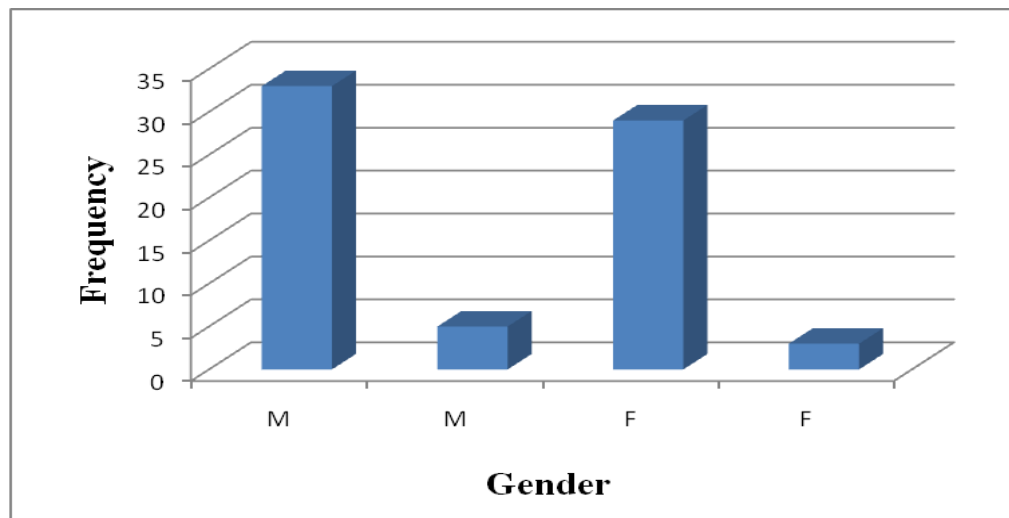
4.3 Background Information

The study generated general information on respondent's gender, level of study for the students, teaching category and experience in teaching. This was vital in order to validate the responses which helped the researcher to understand the respondents on the level of experience on the questions being answered.

4.3.1 Gender Distribution

The findings of the study showed that male students were 53 % while lecturers were 63 %. Female students were 47 % while lecturers were 37 %. Male respondents for the interview schedule were three while one was a female .The findings of the study showed that majority of the respondents were male this is because male respondents were more than the female respondents during data collection. This is shown in Figure 4.1.

Figure 4.1 Gender Distributions of Respondents



4.3.2 Level of Study

respondents were asked to indicate their level of study. The findings of the study showed that 76 % of the respondents were pursuing Masters Degree while 24% of respondents were at Doctorate level of study. From the study findings, majority of the respondents were at the Masters level as illustrated on Table 4.3. This was because Doctorate students were in the field working on their research projects and thus rarely visited the University at the time of study.

Table 4.3: Level of Study for Student Respondents

Level of study	Number	Percentage %
Masters	47	76
PhD	15	24
Total	62	100

4.3.3 Teaching Category

Respondents were asked to indicate their category of teaching. The findings of the study showed that most of the lecturers' respondents were at lecturer category at 87 % while professor category was 13% as shown in Table 4.4. This illustrated that the respondents were well versed with the questions at hand.

Table 4.4: Teaching category for Respondents

Teaching category	Number	Percentage %
Professor	1	13
Lecturer	7	87
Total	8	100

4.3.4 Work Experience

The study showed that most of the respondents had work experience between five to ten years 50 % in the lecturer category, 25 % had a work experience between 11-15 years while 25 % had worked for the University for more than 15 years as shown on Figure 4.2. The findings showed that the lecturer respondents had quality experience and were well versed with any existing form of academic malpractices among the postgraduate students.

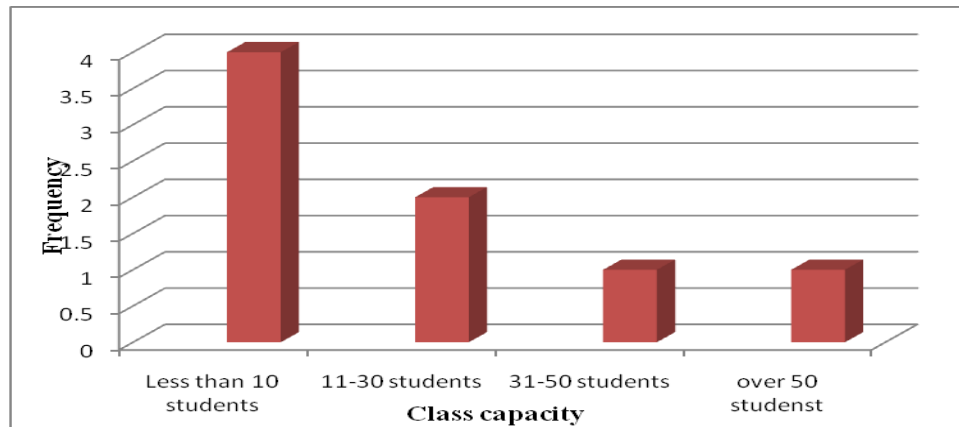
Figure 4.2 Work Experience



4.3.5 Number of Students in One Lecture

In order to find out the lecturer student ration, respondents were asked the number of students they taught in one lecture. The findings of the study showed that 50 % of the respondents taught a class of less than 10 students, 25 % of the respondents taught a class of 11-30 students, 12.5 % respondents taught a class of 31-50 students while 12.5 % of the respondents taught over 50 students in one lecture. This is illustrated in Figure 4.3.

Figure: 4.3 Number of Students in One Lecture



4.4 Common Forms of Academic Malpractices

In order to identify the common forms of academic malpractices among the postgraduate students at the University of Nairobi, respondents were asked to identify the three most severe forms of academic malpractices practiced at the University of Nairobi. The findings of the study showed the highest form of academic malpractice identified by postgraduate students was cheating in examination at 32 % followed by plagiarism at 28 %, collusion was rated at 14 %, fabrication and falsification at 11 %, breach of

confidentiality was at 8 %, impersonation was at 6 % while award of marks in exchange of favor was least at 1 %.

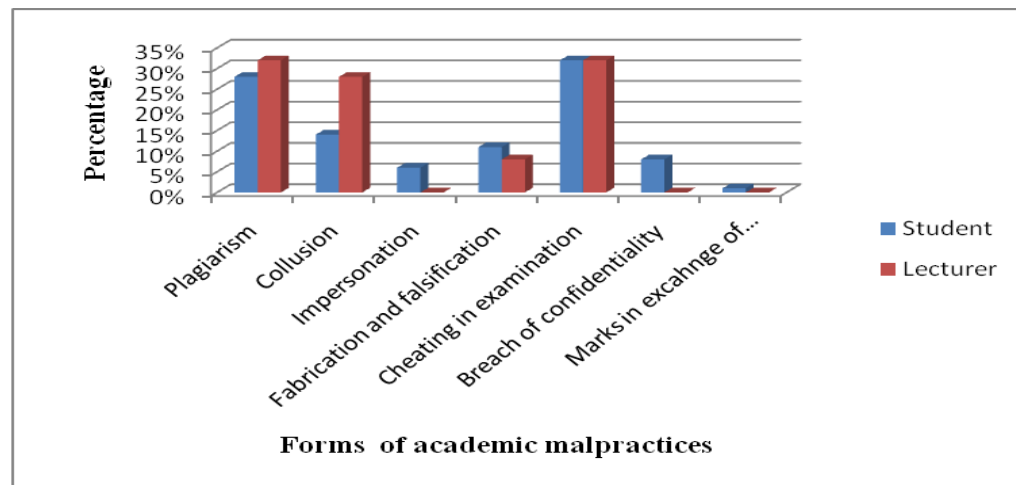
The findings of the study further showed that severe forms of academic malpractices among postgraduate students were plagiarism and cheating in examination at 32 % each, collusion was at 28 %, fabrication and falsification at 8 % while impersonation and breach of confidentiality was not experience among postgraduate students being at 0 %.

The findings of the study indicated that the students and lecturers acknowledge examination cheating and plagiarism are severe forms of academic dishonesty among postgraduate students at the University of Nairobi. The discrepancy in impersonation as an existing vice between the students and lectures may be as a result of huge numbers of students in an examination where they go un noticed.

The high rates of postgraduate students getting involved in plagiarism and cheating in examinations can be attributed to the availability of internet that makes it easy to copy and paste works belonging to other authors without acknowledging sources of information. This is in line with Okoche (2013:141) who attributed high rates of plagiarism among students to availability of internet. Laziness, large capacity of students in examination rooms and lack of proper time management can be attributed to the high rates of plagiarism and cheating in examinations. Comparison of severe forms of academic malpractices from the two categories of respondents is illustrated in Figure 4.4.

Some of the respondents stated the common academic malpractices among postgraduate students as “*plagiarism, impersonation, examination cheating where some of the students get into the examination room carrying unauthorized materials such as note books, mobile phones, text books, diaries and mobile phones.*”

Figure 4.4 Forms of Academic Malpractices



4.5 Rate of Engaging in Academic Malpractices

The respondents were asked to state the rate of engagement in academic malpractices.

The findings of the study showed that 3 % of the respondents claimed to have always paraphrased someone else work without acknowledging the source; 49 % of the respondents sometimes paraphrased work belonging to someone else without acknowledging the source; 5 % frequently plagiarized; 20 % rarely plagiarized while 23% never practiced plagiarism.

29 % of the respondents admitted having sometimes copied text word by word without acknowledging the source. 27 % rarely did it, 39 % never did it while 5 % frequently

copied and there was 0 % always doing it; 2% admitted impersonating in an examination sometimes as well as frequently; 5 % rarely tried to impersonate while 92 % had never tried impersonation.

11 % of the respondents admitted to sometimes getting fabricating and falsifying altering data or inventing references; 13 % did it rarely, 5 % frequently while 71 % had never practiced the vice. 19 % of the respondents admitted having sometimes practiced collusion, 10 % rarely colluded, 3 % frequently colluded, there was 0 % responded having always colluded while 68 % had never been involved in collusion. This is illustrated on table 4.6. All lecturer respondents rated the level of academic malpractices at a 100 (%) medium. The findings of the study implied minimal involvement of students in academic malpractices. This is shown on Table 4.5.

Table 4.5: Rate of Engaging in Academic Malpractices by Respondents

Activity statement	Response	Always	Frequently	Sometimes	Rarely	Never	TOTAL
Paraphrased work without acknowledging the source	Count	2	3	29	12	13	59
	%	3	5	49	20	23	100
Copy text word for word work without acknowledging the source	Count	0	3	1	17	24	45
	%	0	5	29	27	39	100
Impersonation in an examination	Count	0	1	1	3	57	62
	%	0	0	2	5	92	100
Invented references or altered data	Count	0	3	7	8	44	62
	%	0	5	11	13	71	100
Written an assignment for your friend or submitted work done for by a friend	Count	1	1	7	6	29	44
	%	0	0	19	10	68	100

Some respondents reported that:

“Academic malpractices at the University of Nairobi are rare and this is demonstrated by only one or zero incidents being reported in one an examination sitting” (Interview respondent 1).

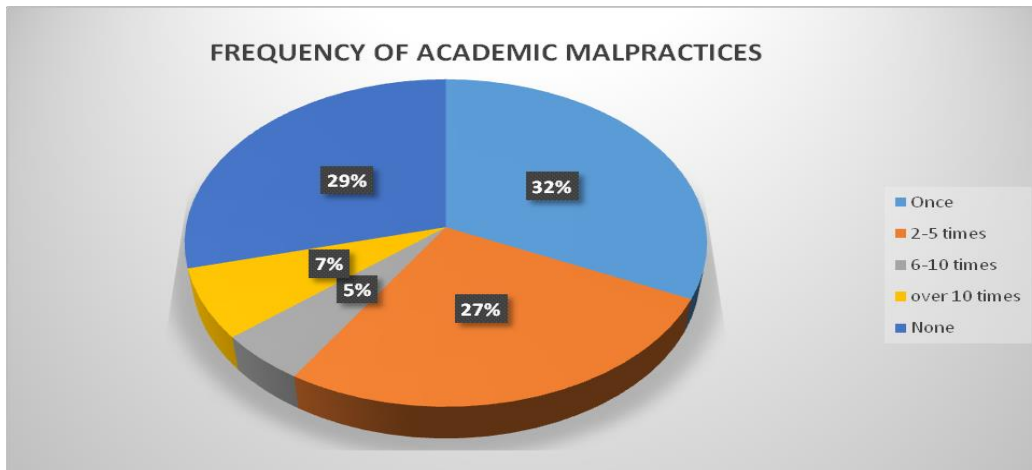
“We normally receive a small number of academic malpractices at the University because in the entire University of Nairobi only 30 cases are reported in a semester”. (Interview respondent 2).

Other respondents reported zero cases of academic malpractices in their departments. The findings of the study showed that postgraduate students at the University of Nairobi had minimal involvement in academic malpractices. This is demonstrated by report that *“The enrollment of postgraduate students is 14,000 students per year and only a maximum of 30 culprits of academic malpractices within one academic year”* (Interview respondent 3).

4.6 Frequency of Engaging in Academic Malpractices

In order to identify regularity of academic malpractices, respondents were asked to state how often they engaged in academic malpractices. 32 % respondents admitted having participated in academic malpractices once, 27 % respondents participated in the vice 2 to 5 times, 5 % respondents at least 6-10 times, 7 % respondents over ten times while 29 % of the respondents had never involved themselves in academic malpractices. This is illustrated on Figure 4.5.

Figure 4.5: Frequency of Academic Malpractices by Respondents



4.7 Factors Affecting Academic Integrity

Respondents were probed to identify major factors affecting academic integrity. The findings of the study showed that poor referencing affected academic integrity as follows: 45 % of the respondents strongly agreed, 29 % of respondents agreed, 10 % of respondents disagreed, 8 % of respondents strongly disagreed while 8 % of the respondents did not know whether poor referencing skills affected academic integrity.

Laziness: 39 % of respondents strongly agreed, 44 % of respondents agreed, 3 % of respondents disagreed, 11 % of respondents strongly disagreed while 3 % of respondents did not know if laziness was a cause to academic dishonesty.

Poor time management: 37 % of respondent strongly agreed that poor time management influenced academic dishonesty, 40 % of respondents agreed, 5 % of respondents

disagreed, and 16 % of respondents strongly disagreed while 2% of the respondents did not know.

Information technology/internet was attributed to influencing academic malpractices where by 34 % of respondents strongly agreed, 42 of respondents % agreed, 2 % of respondents agreed, 11 % of respondents strongly disagreed while 11 % of respondents did not know.

In order to get better marks: 50 % of the respondents strongly agreed that post graduate students carried out academic malpractices in order to get better marks, 26 % of respondents agreed, 5 % of respondents disagree, 16 % of respondents strongly disagreed while 3 % did not know.

Poor academic systems were rated as follows by the respondents; 16 % strongly agreed, 25 % agreed, 11 % disagreed, 29 % strongly disagreed while 19 % of the respondents did not know. This was further explained by 11 % strongly agreeing, 16 % agreed, 33 % disagreed, 19 % strongly disagreed while 21 % did not know if engaging in academic malpractices was a result of everybody 'doing it'. This is illustrated on Table 4.6:

33 % of respondents strongly agreed that poor referencing skills contributed to academic malpractices, 33 % of respondents agreed while 33 % strongly disagreed; Laziness was strongly attributed at 33 % of the respondents, 17 % of respondents agreed while 50 % of respondents disagreed; 67 % of respondents said that postgraduate students got involved in academic malpractices in order to get better marks while 33 % of respondents disagreed.

50 % of respondents strongly disagreed that lack of institution strategy lead to academic dishonesty while 50 % of respondents strongly disagreed. Lack of knowledge about academic malpractices was rated at 50% who agreed, 33 % of respondents disagree and 17 % strongly disagree.

Availability of internet was rated at 50% agreeing while 17 % of respondents strongly agreed, 17% of respondents disagreed and 17 % of respondents strongly disagreed. This shows that the highest factors leading to academic malpractices included: to get better marks, lack of knowledge about academic malpractices, poor referencing skills and laziness. These findings of the study are illustrated on Table 4.6.

Table 4.6: Factors Affecting Academic Integrity

Influencing factors statements	Response	Strongly agree	agree	Disagree	Strongly disagree	I don't know	Total
Poor referencing skills	Count	28	18	6	5	5	62
	%	45	29	10	8	8	100
Laziness	Count	24	27	2	7	2	62
	%	39	44	3	11	3	100
Poor time management	Count	23	25	3	10	1	62
	%	37	40	5	16	2	100
Information Technology/internet	Count	21	26	1	7	7	62
	%	34	42	2	11	11	100
To get better marks	Count	31	16	3	10	2	62
	%	50	26	5	16	3	100
Poor academic systems	Count	10	15	7	18	12	62
	%	16	25	11	29	19	100
Everybody is doing it	Count	7	10	20	12	13	62
	%	11	16	33	19	21	100

4.8 Implications of Academic Integrity on Knowledge Sharing

The respondents were asked their views on the implications of academic integrity on knowledge sharing. The respondents indicated that academic integrity effects knowledge sharing by students completing their course successfully at the University by 15% respondents, production of competent graduates by 20% respondents, quality research output by 40 % respondents, award of degree certificates by 10% respondents and High academic standards 15%. This is illustrated on Table 4.7.

The researcher was of the opinion that knowledge sharing also affects academic integrity as also asserted by Zawawi et al (2011: 59). The platform of knowledge sharing determines how knowledge is disseminated to the recipients of knowledge. Use of institutional repositories for research output through Open access is a key platform to share knowledge in institutions of higher learning. This therefore implies that the platform of knowledge sharing affects academic integrity. This is depicted when students easily access information online, and end up in plagiarism on the available information.

The research findings concur with the content analysis by Zawawi et al (2011: 59) in that; tacit knowledge is effectively shared in class discussions in course of study. Competent graduates who can produce quality research output that can be globally shared is in line with the research by Chikoore & Ragsdell (2013:22). High academic standards enhance knowledge sharing in line with (Ramayah et al (2013:135; Bello & Oyekunle, 2010: 20).

In addition, high academic standards are attained in an atmosphere of academic honesty which leads to success in the job markets where knowledge can be shared for competitive advantage of the institution.

Table 4.7 Implications of Academic Integrity on Knowledge Sharing

Implication of academic Integrity knowledge sharing	Number of respondents	Percentage (%)
Retention of student at the university to complete the course	9	15
Quality Research output	25	40
Competent graduates	13	20
Award of degree certificates	6	10
High academic standards	9	15
Total	62	100

4.9 Awareness of Institutional Policy to Address Academic Integrity

Respondents were asked their awareness of existence an institutional policy on academic integrity. The study results illustrated in Table 4.8 showed that, 92 % of the respondents were aware of existence of an institution policy on academic malpractices while 5 % were not aware. On the other hand 67 % of the lecturers were aware of an existing institution policy on academic malpractices while 33 % were not aware. The findings of

the study showed that most postgraduate students and lecturers were aware that institution policy to address academic malpractices existed. This can be attributed to the availability of the policy on the University website, hand books and circulars.

Table 4.8: Awareness of Institution Policy that Address Academic Integrity

Awareness of Existence of institution policy	Student respondents		Lecturer respondents	
	Frequency	%	Frequency	%
Yes	57	92	42	67
No	5	8	20	33
Total	62	100	62	100

4.10 Sources of Information Regarding Academic Integrity

The respondents were asked to identify sources of information where they accessed institutional policy to promote academic integrity. This question was intended to find out availability and accessibility of the policy to address academic malpractices at the University of Nairobi.

The findings of the study showed that 25 % of respondents accessed the institution policy document about academic malpractices from the University website, 25 % of respondents from the handbook, 25 % of respondents from the circular, 24 % from the lecturers while 1 % from the notice board.

This implies that University of Nairobi stakeholders have access to policy document addressing academic integrity possibly due to knowledge sharing culture at the University of Nairobi.

4.11. Existing Measures to Offenders of Academic Integrity

The findings to the existing measures to offenders of academic malpractices emanated from the key informants who comprised of the University academic register and selected Heads of Departments:

One of the respondents observed that: *“The University has put various measures in place in order to promote academic integrity by ensuring many invigilators are present during examinations were students sitting capacity is large.* (Interview respondent 1).

“There is an existing disciplinary committee that handle cases of academic dishonesty. If one is reported and found guilty, he/she is suspended for two years” (Interview respondent 2).

The university has placed CCTV cameras in large examination hall such as Chiromo.” (Interview respondent 3).

“The university has an institutional policy to address all matters of academic dishonesty” (Interview respondent 4).

The findings of the study showed that the University of Nairobi is equipped with necessary measures for curbing academic malpractices.

4.12 Challenges in Enhancing Academic Integrity at the University of Nairobi

The respondents were asked open-ended questions to state challenges encountered when a student is caught engaging in academic malpractices. 50 % of the respondents cited lack of evidence of indulging in academic dishonesty since the culprits destroy evidence when caught. This becomes very hard to prove before the disciplinary committee. 20% of the respondents reported that some lecturers failed to report malpractices cases due to sympathy on the students, 15 % of the respondents said that university would waste a lot of time dealing with disciplinary issues and the long process to be followed lacks evidence in the court of law thus making the culprits walk free. 10 % of the respondents cited that the lectures had many students to attend to hence becoming challenging to detect the vice. 5 % of the respondents stated that bribery and politics hampered reporting cases of dishonesty hence academic malpractices continued to thrive.

Other respondents observed that:

“Students are quick to destroy evidence which makes it hard to prove cases of examination cheating” (Interview respondent 1).

“It is sometimes difficult to identify students who have forged academic documents especially from foreign countries which could be a silent form of academic malpractice” (Interview respondent 2).

“The anti-plagiarism software is not readily available to the members of staff and even if it were at a throw away distance, it would not be possible to test each and every student assignment to busy working schedules and large student capacity. If you have a class of 70

students, how do you start testing each and every piece of work?” (Interview respondent 3).

The court of law in Kenya sometimes works against the institution in handling academic malpractices because, once a student is caught and suspended it will take two years to bring such matter for actual implementation of the disciplinary action, since investigations have to be conducted to prove the culprit guilt. The culprit then reports such a case to the court of law which due to the long period of time that elapsed between suspension and penalty implementation, the University loses the case (Interview respondent 4). The findings of the study showed that the major challenge when enhancing academic integrity is lack of evidence as was cited by 50 % of the respondents.

4.13 Prevention of Academic Malpractices

Respondents gave various possible strategies to prevent occurrences of academic malpractices that included: conducting awareness campaigns, use of anti-plagiarism software on class assignments and projects, issuing severe penalties to the culprits, implementation of the policy regarding academic malpractices and the institution focusing on promotion of academic quality.

“The management should ensure adhering to deadlines of admission of students to avert impersonation and forging of admission documents” (Interview respondent 1).

The second interview respondent said that:

“The teaching staffs should be well trained how to use anti-plagiarism software, made available and encouraged to use it in order to promote academic integrity”.

The third interview respondent advised that:

“Examination methodology should change where application questions are examined to reduce cases of cheating”.

Another respondent suggested that:

“The university should focus more on quality of education given to the students rather than high numbers of enrollment or rather reduce the student lecturer ration to manageable numbers”.

4.14 Chapter Summary

This chapter gave details of the study findings as per the questionnaires and interview schedules which were based on objectives of the study. The findings were based on analysis and interpretation of the responses from the respondents. Presentations of the findings were made using tables, graphs and pie charts.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the key findings, conclusion and recommendations of the study. The aim of the study was to investigate academic malpractices among postgraduate students at the University of Nairobi.

5.2 Summary of the Key Findings

The summary of the key findings were derived from the study objectives as follows:

5.2.1 Factors Affecting Academic Integrity

The findings of the study from indicated that plagiarism and examination cheating were severe forms of academic malpractices each at 32% of the respondents. Breach of confidentiality at 6% and impersonation at 1% were least forms of academic malpractices identified by the respondents. 49 % of the respondents admitted having paraphrased someone else work without acknowledging the source of information. 92% respondents had never impersonated in an examination.

45% of the respondents attributed poor referencing to academic dishonesty, 50% of the respondents cited students engage in academic dishonesty in order to get better marks which 29 % of respondent reported that laziness affected academic integrity.

5.2.2 Implications of Knowledge Sharing on Academic Integrity

The researcher noted that most of respondents 40% attributed research output to knowledge sharing. 20% respondents observed that academic integrity would result to competent graduates. 15 % of the respondents noted that high academic standards was as a result of academic integrity.

5.2.3 Existence of Institutional Policies that Address Academic Integrity

Necessary measures to address academic integrity had been put in at the University of Nairobi. This involved a disciplinary committee and availability of CCTV cameras in some examination rooms. In addition, Institution policy to address academic malpractices at the University of Nairobi exists as it was observed by 92 % of the respondents. This information was mainly available on the institutional website and handbooks which were rated at 25 % each and the general circular rated at 24 %.

5.2.4 Challenges Encountered in Enhancing Academic Integrity

The researcher observed the common challenges encountered when controlling academic malpractices as lack of evidence to prove the malpractices especially examination cheating as culprits destroy reported by 50 % of the respondents. 20 % of the respondents observed that culprits of academic dishonesty were not due to sympathy accorded to them and authority never gets to know existence of such malpractices.

5.2.5 Possible Strategies to Promote Academic Integrity

Solution to curbing academic malpractices include: conducting awareness campaigns, use of anti-plagiarism software on the class assignments and projects, issuing severe penalties to the culprits, implementation of the policy regarding academic malpractices to the latter and the institution focusing on promotion of academic quality. The researcher strongly recommends use of CCTV cameras in all examination centers regardless of the size of the examination room that will be used to provide evidence to culprits of academic malpractices before the University disciplinary committee.

5.3 Conclusion

Effects of academic dishonesty have serious implications on the credibility and quality of academic standards and research out in institutions of higher learning. There is therefore dare need to control the vice in order to raise confidence to the national and international community in the institutions of higher learning.

Resources and time will be required in the effort to curb academic misconduct in institutions of higher learning. The above discussed solutions will help lessen the impact of academic malpractices in higher education and produce intellects to forge the world to higher levels of developments.

5.4 Recommendations

Based on the findings of this study, the researcher came up with the following recommendations to promote academic integrity and knowledge sharing among postgraduate students at the University of Nairobi.

- Institutions to set a climate where academic integrity is valued.
- Encourage and promote use of software such as Zotero for referencing and citation.
- Offering full courses on ethics and academic integrity in the institutions of higher learning in Kenya.
- Enhance academic writing skills.
- Sensitization of campaigns in academic integrity at the University of Nairobi.

5.4.1 Policy on Academic Integrity

Thorough campaigns to create awareness about academic malpractices and its effects be carried out among postgraduate students and to be followed.

5.4.2 Strategies to Promote Academic Integrity at the University

All instances of academic malpractices should be formally treated with penalties. Students should be informed clearly of the policy and how they must comply with to the later. Information literacy sessions should be designed and incorporated on the syllabus

on academic writing and citation skills where students can apply the skills to discipline-specific content as part of their core assessment tasks.

5.5 Suggestions for Further Research

Suggestions for further research include:

- i. Similar studies should be conducted to investigate awareness of academic malpractices among undergraduate students, faculty and academic staff of the institutions of higher learning in Kenya.
- ii. A content analysis on submitted projects and thesis to the institutions repositories should be conducted using anti-plagiarism software.

5.6 Conclusion

Resources and time will be required in the effort to curb academic misconduct in institutions of higher learning. The above discussed solutions will help lessen the impact of academic malpractices in higher education and produce intellects to forge the world to higher levels of developments.

5.7 Chapter Summary

This is the last chapter of the research project report and it outlined the summary of the key findings of the research basing on the research objectives. The researcher gave recommendation which can be employed to control academic malpractices. Recommendations for further research were also given.

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APPENDIX I
INTRODUCTION LETTER

Grace Njeri Kamau
P.O. BOX 1982-00100,
Kikuyu.

Dear respondent,

RE: INTRODUCTION LETTER FOR RESEARCH

I am a student at the University of Nairobi pursuing a Master Degree in Library and Information Science. I am conducting a research on academic malpractices among postgraduate students at the University of Nairobi. The objectives of the study are to: find out factors affecting academic integrity; explore the inferences of academic integrity on knowledge sharing; examine institutional policies that address academic integrity; identify challenges encountered in enhancing academic integrity and suggest possible strategies to promote academic integrity.

Kindly assist by filling in the questionnaires where appropriate and the information that you will provide will remain confidential and will only be used for academic purposes.

Thank you,

.....

Grace N. Kamau

APPENDIX II

QUESTIONNAIRE FOR STUDENTS

Dear respondent, this questionnaire is aimed at investigating academic dishonesty and its implication on knowledge sharing among postgraduate students at the University of Nairobi. Kindly fill in or tick the appropriate choice (s).

1. Gender: Male Female
2. Level of study? Masters PhD
3. Programme of Study.

4. Common forms of academic malpractices.

No	Academic malpractice	Tick
1	Plagiarism	
2	Collusion	
3	Impersonation	
4	Fabrication and falsification	
5	Cheating in examination	
6	Breach of confidentiality	
7	Other (please specify)	

5. Which of the following activities have you used at any time the in course of your study?

No	Student activities	Always	Frequently	Sometimes	Rarely	Never
1	Paraphrased work without acknowledging the source					
2	Copy text word for word work without acknowledging the source					
3	Impersonation in an examination					
4	Invented references or altered data					
5	Written an assignment for your friend or					
6	submitted individual work but done for the work by a friend					
7	Other (please specify)					

6. Reasons postgraduate students get involved in academic malpractices using the following scale: 5 = strongly agree, 4 = Agree, 3 = Disagree, 2 = strongly disagree, 1 = don't know.

No.	Reasons of academic malpractices	5	4	3	2	1
1	Poor referencing skills					
2	Laziness					
3	Poor time management					
4	Information Technology and Internet					
5	To get better marks					
6.	Others, please specify.....					

7. What are the effects of academic malpractice on knowledge sharing?

- 8a. Are you aware of your institutions policy on academic malpractices?

Yes No

- b. If yes, select where you got the information from.

1. Institutions website

2. Handbook

3. General circular

4. Others (please specify) _____

9. What challenges are normally encountered when a student is caught engaging in academic malpractices?

10. What would be the possible solutions to promote academic integrity?

APPENDIX III

QUESTIONNAIRE FOR LECTURERS

Dear respondent, this Questionnaire is aimed at addressing academic dishonesty and its implication on knowledge sharing among postgraduate students at the University of Nairobi. Kindly fill in or tick the appropriate choice (s).

1. Gender: Male Female
2. Teaching category
 - a) Professor
 - b) Senior lecturer
 - c) Lecturer
 - d) Assistant Lecturer
3. Work experience?
 - a) Less than 5 yrs
 - b) 5-10yrs
 - c) 11-15 yrs
 - d) More than 15 years
4. What is your smallest and largest number of students' population in one lecture?
 - a) Largest _____
 - b) Smallest _____

5. Please tick from the list below the three most severe forms of academic malpractice among postgraduate students at the University.

No	Academic malpractice	Yes	No
1	Plagiarism		
2	Collusion		
3	Impersonation		
4	Fabrication and falsification		
5	Cheating in examination		
6	Breach of confidentiality		
7	Other (please specify)		

6. Which of the following represent the level of academic malpractices in your institution?

- a) Very high
- b) High
- c) Medium
- d) Low
- e) Never heard about it

7. Please tick from the list factors that influence academic malpractices by postgraduate students using the following scale: 5 = strongly agree, 4 = Agree, 3 = Disagree, 2 = strongly disagree, 1 = don't know.

No.	Causes of academic malpractices	5	4	3	2	1
1	Poor referencing skills					
2	Laziness					
3	Better marks					
4	Lack of institution strategy					
5	Lack of knowledge about academic malpractice					
6	Availability of Internet					

8. Are you aware of the existence of any policy document as a strategy against academic malpractices?

a) Yes No

9. What are the major challenges faced while controlling academic malpractices?

10. What solutions would you suggest in order to control academic malpractices?

APPENDIX IV

INTERVIEW SCHEDULE FOR FACULTY ADMINISTRATORS

1. How long have you worked at the university as an administrator?

2. What are the common academic malpractices experienced at the University?

3. How often do you encounter incidences of academic malpractices?

4. What challenges do you encounter while trying to enhance academic integrity?

5. What measures should be taken to promote academic integrity?

APPENDIX V

CHECKLIST FOR CONTENT ANALYSIS

A checklist for content analysis for the research title “academic integrity and its inference on knowledge sharing among postgraduate students at the University of Nairobi”. The following questions gave a guideline in choosing the relevant content for the study.

1. Which data are analyzed?

2. What is the context of the information in relation to the data are analyzed?

3. What is the target of the inferences?
