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# **Unethical Behaviour and Academic Performance of Undergraduates in Rivers State**

**Nwadike, Ikechukwu Shedrack, PhD**

Institute of Education

Faculty of Education

Rivers State University

[shedrack.nwadike@ust.edu.ng](mailto:shedrack.nwadike@ust.edu.ng)

**Agu, Chidiebere Joan**

Department of Educational Management

Faculty of Education

Ignatius Ajuru University of Education

[Joancollins399@gmail.com](mailto:Joancollins399@gmail.com)

## **Abstract**

*The study investigated unethical behaviour and academic performance of undergraduates in Rivers State. Two research questions and two hypotheses guided the study. The study adopted the descriptive survey design. The population of the study comprised of the 377-teaching staff in three public universities in Rivers State. The sample of the study was 590, consisting 327 male and 263 teaching staff drawn from the three public universities in Rivers State, through*

*stratified random sampling technique. The instrument used to generate data was a self-structured 12 – item questionnaire titled 'Unethical Behaviours and Academic Performance of Undergraduates in Public Universities Questionnaire' (UBAPUPUQ). Test re-test was used to record the reliability coefficient of the instrument at 0.85. The research questions were responded to using simple average mean statistics, while the hypotheses were tested at 0.05 alpha level using the z-test. The study revealed that unethical behaviours deny undergraduates the opportunity to acquire the specialized skills and knowledge and reduces the confidence of students to pass their examinations with high grade, and destroys students' zeal to study earnestly to pass their examination. It also showed that organizing regular orientation for students to encourage them to take their studies serious supporting underachieving students with counsels and tutorials would assist to improve their academic performance. Furthermore, this study recommended that university authorities should install information communication technologies in the school and exam halls surveillance, supervision of examination and checking of plagiarism. Moreso, universities should regularly organize orientation and sensitization for students in order to educate students on the dangers of engaging in unethical behaviours and the need to for them to take their studies serious*

**Keywords:** Unethical Behaviour, Academic Performance, Undergraduates, Rivers State

## **Introduction**

Ethics is one of the most revered tenets that guide policy decisions and work performance procedures in most formal organizations, including universities. The term ethics is a set of rules or principles that give discernment on what is right or wrong, and thus provide basis for determination what should be a right or a wrong behaviour under a given situation. Domeova and Jindrova (2013) defined ethics as a philosophical science that deals with decency, morality and immorality of people's actions. This simply means that ethics is concerned with finding out what is good and what is bad in terms of behaviour or attitude.

The principles that guide ethics are mostly based on socio-cultural and economic ideologies, religious belief system and code of conduct pertinent to a given individual, community or a society. Ethics has become a vital and worrisome issue of concern many organizations. The high level dishonesty, fraud and scandal that pervade various strata of national institutions are quite disheartening, and thus has given prominence to the need for institutional leaders in schools for instance, to draw staff and students' attention to the imperative of adhering to ethical behaviours, by re-orientating, motivating and persuading employees and students to reduce unethical behaviours (Kish-Gephart, 2014). The report of a survey carried out by PricewaterhouseCoopers (PwC, 2018) showed that unethical acts are on the increase in many organizations, including universities. The report detailed some consequences of unethical behaviour, adding that dishonest acts damage institutional and personal reputation, resulting in psychological stress and reduced productivity and other indirect cost to the society.

Some behaviour may be acceptable as ethical in a given society, but abhorred in another society due to differences in belief systems. For instance, some societies consider women dress up in trouser attire as immoral behaviour, while in other societies; dressing in trouser for a lady is considered as a decent way of covering her body properly. Nevertheless, there are generally acceptable ethical behaviours in most societies, including university community; some of them include honesty, diligence, dedication, accountability, respect for elders, teachers and constituted authorities, harmless, discipline, fairness and agreed to rules and regulations in the universities.

University remains major pinnacle of educational pyramid, and thus a symbol of knowledge generation, knowledge advancement and knowledge dissemination. This fact is founded on the established truth that knowledge and skills are the major drivers of personal and national development. It is a known fact that university education operates within a stated mandate – to provide robust education directed towards the awakening of learners potentials and talents, inculcating useful knowledge and skills, and fostering valuable attitudes consistent with philosophy of Nigeria tertiary education. However, the achievement of the said mandate is highly contingent on proper planning, organization and implementations of policies, rules and procedure guiding the processes and performance of various academic and non-academic activities in the university. One important reason for planning and enactment policies and rules is to demarcate and layout work performance procedures and provide ethical guidelines employees and students are expected to follow in carrying out their activities in

the university (Igbozuruike, 2020). This is so important because without such policies and ethical guidelines, students and staff behaviours will be misguided in performance of tasks, and to the detriment of objectives of tertiary education, thereby making university governance a difficult task, and attainment of mandate, elusive.

The level to which members of university community comply with set rules and regulations ascertain to a great extent, quality of peace in the university, and the quality of support the environment afford to scholars and learners to attain high academic productivity. In this light, ethics is an important ingredient to be taken into consideration during policy formulation, as it helps policy makers to distinguish acceptable behaviours from the unacceptable ones within the context of school environment.

Acceptable behaviours in this view are worthwhile and desirable behaviours that enhance peace and order in the school. Such behaviours include obedience to rules and regulation, truthfulness and honesty among others. Unacceptable behaviours are those behaviours regarded as unethical behaviours. Onwuamadike (2020) defined unethical behaviour as a display of conduct that is contrary to the right and expected behaviour or behaviours opposed to the standards of doing things in a given entity. Unethical behaviours in the university are many; some of them can constitute significant impediment to seamless academic activities.

Igbozuruike (2020) and Leke (2009) observed that unethical behaviours in university system include bribery, giving and taking money for marks (sex-for-grade syndrome), indecent dressing, vandalism, examination malpractices, certificate forgery,

absenteeism, lying and host of other bad behaviours that affect teaching and learning negatively.

There is no consensus in literature about the main causes of unethical behaviours, however Jensen et. al. (2002) remarked that gender, school level, discipline and tolerance to dishonest acts are some of the predictors of unethical behaviours, though the findings of Nathanson et al. (2006) failed to establish link between demographic variables and cheating. Nowadays, most students are driven by desire to attain their academic goals faster. The pressure from a some segment of the society that values quick success, regardless of the method used to attain it has not helped in promoting good values and diligence, as many students now thinks that the “end justifies the means”. This is perhaps why some indolent university undergraduates engage in cheating to pass their examinations, instead of taking time to sit down and study to their examinations (Schwieren and eichselbaumer, 2012).

Unfortunately, many students never considers cheating as a very serious offence (Caudill and Gropper as cited in Musa et al., 2012), some students even see academic cheating and plagiarism as a minor wrongdoing, and almost a normality (Teixeira and Rocha, 2006). This explains why such students are more involved different acts of academic cheating than those who consider it a serious offence (Bernardi et al., 2004). The study conducted by Callahan (2015) showed that some students who did not prepare properly for their examination, and thus fearful that they may not pass their exams with good grades were persuaded by their fears and peers to engage in cheating to get higher grade. The scholar further observed that most cheatings in examinations are due to students' apprehension and low

self-confidence. Unfortunately, more than 70% of undergraduates engage in one or another type of educational deceit (International Centre for Academic Integrity, 2014). All the academic malpractices often take place in the examination venue, plagiarism, impersonation, leaking of examination papers, and so on. Plagiarism is the crime of presenting someone's ideas or work as belonging to self.

The prevalence of these unethical behaviours on the part of students shows that faculty officers are either weak to contain the menace or they tolerate it for ominous reasons. The fact that many students still pass their examinations through extra-legal means accentuate the extent of break-down in value system. Wosowei (2016) reported that the major cause of unethical behaviours among undergraduates in Bayelsa was unguarded pursuit of higher grades, which is the main reason for examination malpractices. This is in tandem with Steenkamp and Robert (2016) whose study in Australian universities attributed students' sharp-practices in examination to undue institutional pressure on students to perform highly in their courses and clientele treatment of students to improve student-retention rate. The report of a study conducted in Pakistan by Imran (2012) showed that overcrowding, lack of instructional and examination infrastructures, and indifferent attitude of some invigilator encourages students to engage in dishonest acts.

Domeova and Jindrova (2013) observed that cheating in examination, sex-for-grade syndrome, and falsification of results could lead to messy situation that may further disgrace the perpetrators. Unethical behaviour such as cheating, prostitution and alcoholism will not only deflect the student zeal to study, but will also



cause the concerned students to forgo the knowledge and skills they supposed to acquire, thereby making themselves poorly educated and unfit to perform their duties properly in their work place. This is important because students who completed their academic programmes with dishonest tactics may use such wrong procedures to perform their functions, thereby causing more problems in workplace, with attendant damages to the employer and the society. Such a student is likely to carryover such cheating lifestyle to outwit their competitive colleagues in the work place, by way of using illegitimate schemes to cut-corners and outmanoeuvre their way to the top and achieve their dishonourable gains.

The problem is that such persons may not be able to perform the tasks corresponding to position they occupy (Abu et al., 2010). This and other reasons are why lecturers and faculty officers cannot turn a blind eye to unprofessional and undisciplined behaviours of their colleagues who connive with some students to commit academic fraud. If unethical behaviours are not consciously checked, unscrupulous university officers and students will continue to seek for illegal ways of achieving their nefarious objectives at the detriment of both university reputation and financial cost to the society.

To check unethical behaviours, lecturers have to provide every available means for students to learn through diverse methods that suit their different learning styles, as students learning pace varies with method used (Nguyen, 2010). Another essential way of addressing unethical behaviours in the university is to ensure that due process is procedurally followed in dealing with ethical infractions. Authorities and ethics committee in the university have to ensure that

fairness and fair-hearing principles are observed in all inquest and responses associated with all ethical investigations as this not only help committee officers to make correct decisions based on facts, but also make effective recommendation for remediation (Igbozuruike and Ogoke, 2014).

University authorities can also install surveillance cameras around the school premises, especially in strategic flashpoints and examination areas. Universities may also have to outlaw the use of mobile devices in examination halls by students to prevent them from using such devices to cheat (Domeova and Jindrova, 2013). Dismissal of staff and expulsion of students who have been found culpable in grievous misconduct behaviours may be a drastic measure, but a necessary way of confronting unethical conducts (Igbozuruike, 2020).

Educators and school psychologist can use differentiation learning style and psychotherapeutic approach to identify underachievers and students in need of academic assistance in order to provide support, counselling and tutorial services tailored to assisting them to improve their performance and achievements. This will not only help such students to fight off inferiority complex, but will be stepping-stone to rebuilding their self-esteem that would ultimately encourage them to study earnestly to improve their academic achievement rather than engaging in cheating to pass their exams. To achieve this, educators have to build trust with students by ensuring that testing and evaluations are seen to be impartial, and the grades resulting therefrom are reliable enough to encourage students to take their studies serious (Ndaita, 2016).

School authorities can also use stricter invigilation and firm

punitive options and penalties to persuade students to desist from unethical behaviours (Efetor, 2021). Some universities request their students to scan their assignment for plagiarism before submission to reduce "copy and paste syndrome". School authorities can also use the regular orientation programme for new students to educate them on the importance of avoiding the crime of plagiarism by encouraging students to paraphrase and reference the ideas of other authors. Though, these approaches may be effective or useful in managing unethical behaviours among undergraduate students generally, but their efficacy have not been established empirically, hence this study investigated how unethical behaviours affect academic performance, and how to manage unethical behaviours to improve academic performance of undergraduates in Rivers State.

### **Statement of the Problem**

The issue of unethical behaviours as manifested by many undergraduate students in universities is like a hydra-headed monster that has refused to die in the university system. There is palpable concern that the rising prevalence of unethical behaviours among university students is largely contributing to the low productivity and low ratings of Nigerian universities in the global circles. It is often read in news articles about the actions of some overzealous university students who connived with unscrupulous lecturers and officers to perpetrate examination fraud and cheating. By reason of their cheating scheme, some of these students end-up passing their examinations without acquiring the specialized skills and knowledge to succeed in their chosen careers. Could this be the reason why many graduates who completed their programme through dishonest means are unable to defend their certificates in the labour market?

This is probably part of the main effects of unethical behaviours to academic accomplishment of students. The study therefore sought to ascertain how unethical behaviours affect academic performance of undergraduates. Beyond that, this study also explored the ways of managing unethical behaviours among undergraduate students for the purpose of improving academic performance of undergraduates in universities' in Rivers State.

### **Research Question**

1. In what ways do unethical behaviours affect academic performance of undergraduates in universities in Rivers State?
2. what are the ways to remedy unethical behaviours of undergraduate students in universities in Rivers State?

### **Hypotheses**

1. There is no significant difference between the mean scores of male and female respondents on the ways unethical behaviours affect academic performance of undergraduates in universities in Rivers State.
2. There is no significant difference between the mean scores of male and female respondents on the ways to remedy unethical behaviours of undergraduate students in universities in Rivers State.

### **Methodology**

This study adopted descriptive survey design. The population of this study comprised 377 teaching staff in public universities in Rivers State comprising 1,348 male academic staff and 1,029 female academic staff. The universities are the University of Port Harcourt, Rivers State University and Ignatius Ajuru University of Education.

The sample of this study was 590, comprising 327 male and 263 teaching staff that was drawn from the public universities in Rivers State, through stratified random sampling technique exhibiting (25%) of the overall population. Instrument of data collection was a 12 items questionnaire titled, “Unethical Behaviours and Academic Performance of Undergraduates in Public Universities Questionnaire” (UBAPUPUQ). The instrument was a validated 4 – point Likert scale instrument of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). The instrument yielded reliability index of 0.85, utilizing test-retest and Pearson Product Moment Correlation techniques. The instrument comprises of 2 sections; Section A was used to extract demographic data of the respondents, while section B followed 12 items questionnaire items structured to get responses from the respondents. The data generated were analysed with the assistance of SPSS, using mean and standard deviation in responding to research questions. Decision to accept or reject any item was decided by this calculation= $4+3+2+1=10=2.50$ . Items with the score  $x \geq 2.50$  were accepted whereas those beneath it were rejected. Z-test statistics was used to test hypotheses at 0.05 alpha level

## Results

**Research Question One:** what ways do unethical behaviours affect academic performance of undergraduates in universities in Rivers State?

**Table 1: Mean and average mean scores of male and female respondents on the ways unethical behaviours affect academic**

**performance of undergraduates in Universities in Rivers State**

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s/ n	Description of items	Means of Respondents					Remarks
		Male		Female		Average	
		$\bar{x}$	S. D.	$\bar{x}$	S. D.	Mean	
1	Unethical behaviours deny undergraduates the opportunity to acquire the specialized skills and knowledge they require	3.17	0.78	3.37	0.49	3.27	Agreed
2	Cheating reduces the confidence of students to pass their examination with high grade.	2.79	0.80	2.68	0.87	2.74	Agreed
3	-----	2.67	0.78	2.97	0.88	2.82	Agreed
4	Unchecked examination malpractices may discourage diligent students from hardworking due to the prevailing taste.	2.65	0.59	2.63	0.49	2.64	Agreed
5	Plagiarism increases academic laziness among students.	2.81	0.56	2.63	0.49	2.72	Agreed
6	Students' unethical behaviours may lead to permanent rustication from the university.	2.61	0.68	2.88	0.52	2.75	Agreed
<b>Aggregate Mean and SD</b>		<b>2.78</b>	<b>0.70</b>	<b>2.86</b>	<b>0.62</b>	<b>2.82</b>	

Table 1 shows that items 1, 2 and 3 were agreed by the respondents, and this implies that unethical behaviours denies undergraduates the opportunity to acquire the specialized skills and knowledge (3.27), reduce the confidence of students (2.74) and destroys their zeal to study earnestly (2.85). Similarly, the respondents agreed that unchecked examination malpractices may discourage diligent students (2.64), as plagiarism increases academic laziness among students (2.75), and may lead to permanent rustication from the university (2.75). The aggregate average mean score of 2.82 is above the criterion mean of 2.50 and thus implies that the agreed items are the ways unethical behaviours affects undergraduates' academic performance in universities in Rivers State.

**Research Question Two:** what are the ways to remedy unethical behaviours of undergraduate students in universities in Rivers State?

**Table 2: Mean and average mean scores of male and female respondents on the ways to remedy unethical behaviours of undergraduate students in universities in Rivers State.**

s/ n	Description of items	Means of Respondents					Remarks
		Male		Female		Average	
		$\bar{x}$	S. D.	$\bar{x}$	S. D.	Mean	
7	Organizing regular orientation for students will encourage them to take their studies serious.	3.09	0.91	3.53	0.97	3.31	Agreed
8	Identifying underachieving students to support them with counsels.	2.99	0.63	3.12	0.81	3.06	Agreed
9	Providing tutorials to assist underachieving or struggling students will help them to improve their academic performance	2.57	0.72	3.09	0.67	2.83	Agreed
10	The use of digital surveillance to monitor examination invigilation.	2.98	0.79	2.65	0.65	2.82	Agreed
11	Encouraging student to use plagiarism checking tool to scan their assignments prior to submission. .	3.02	0.73	2.74	0.68	2.88	Agreed
12	Ensuring that penalties for engaging in unethical behaviours are firm enough to deter perpetrators from committing dishonesty acts.	2.99	.079	3.32	0.67	3.16	Agreed
<b>Aggregate Mean and SD</b>		<b>2.94</b>	<b>0.64</b>	<b>3.08</b>	<b>0.74</b>	<b>3.01</b>	

Table 2 shows that items 1, 2 and 3 were concurred to by the respondents with average mean scores of 3.31, 3.06 and 2.83. These mean scores are higher than the criterion mean of 2.50, and thus implies that organizing regular orientation for students will encourage undergraduates to take their studies serious, identifying and supporting underachieving with counsels and providing tutorials assistance to underachieving students improve their academic performance. Items 10, 11 and 12 yielded average mean scores of 2.82, 2.88 and 3.16 respectively; these high mean scores indicate that the use of digital surveillance to monitor examination invigilation,

encouraging students to use plagiarism checking tools to scan their assignments prior to submission, and ensuring that penalties for engaging in unethical behaviours are firm enough to deter perpetrators from committing dishonest acts. The above aggregate average mean score of 2.82 showed that all the respondents agreed the three items are ways for managing unethical behaviours for improved performance of undergraduate students in universities in Rivers State.

### Hypotheses

**Hypothesis One:** There is no significant difference between the mean scores of male and female respondents on the ways unethical behaviours affect academic performance of undergraduates in universities in Rivers State.

**Table 3: z-test Analysis on the difference between the mean scores of male and female respondents on the ways unethical behaviours affect academic performance of undergraduates in universities in Rivers State**

Variables	N	$\bar{X}$	SD	Df	z-cal	z-crit.	Remarks
Male	327	2.78	0.70				Not significant
Female	263	2.86	0.62	588	0.533	..	

Table three implies that the mean and standard deviation scores of male respondents are 2.78 and 0.70, while the mean and standard deviation scores of female respondents are 2.86 and 0.62



respectively. Given the degrees of freedom at 588 and significance level of 0.05 the z-calculated value was obtained at 0.533. Since the t-calculated value of 0.533 is lower than the z-critical value of  $\pm 1.96$ , the above established null hypothesis is not rejected. By implication, no significant difference existed between the mean scores of male and female respondents on the ways unethical behaviours affect academic performance of undergraduates in universities in Rivers State

**Hypothesis Two:** There is no significant difference between the mean scores of male and female respondents on the ways to remedy unethical behaviours of undergraduate students in universities in Rivers State.

**Table 4: z-test Analysis on the difference between the mean scores of male and female respondents on the ways to remedy unethical behaviours of undergraduate students in universities in Rivers State.**

Variables	N	$\bar{X}$	SD	Df	t-cal	t-crit.	Remarks
Male	327	2.94	0.64				Not significant ( $H_{01}$ , not rejected)
Female	38	3.08	0.74	588	0.863	$\pm 1.96$	

Table 4 showed that the mean and standard deviation scores of male respondents are 2.94 and 0.64, while the mean and standard deviation scores of female respondents are 3.08 and 0.74 respectively. Given the degrees of freedom at 0.863 and significance level of 0.05, the z-calculated value was obtained at 0.232. Since the t-calculated value of 0.863 is lower than the z-critical value of  $\pm 1.96$ , the above stated null hypothesis is not rejected. By implication, no significant

difference exists between the mean scores of male and female respondents on the ways unethical behaviours affect academic performance of undergraduates in universities in Rivers State.

## **Discussion of Findings**

### **Ways unethical behaviours affect academic performance of undergraduates in universities in Rivers State.**

This study revealed the ways unethical behaviours affects academic performance of undergraduates include thus: unethical behaviours denies undergraduates the opportunity to acquire the specialized skills and knowledge; it reduces the confidence of students to pass their examinations with high grade, and destroys students' zeal to study earnestly to pass their examination. Other ways include that unchecked examination malpractices may discourage diligent students from hardworking, as plagiarism increases academic laziness among students.

Also, unethical behaviour may lead to permanent rustication from the university. The reason for this finding may be related to the idea that unethical behaviours affect students' performance in diverse ways. These findings are in agreement with Nguyen (2010), who observed that students who engage in unethical acts are often preoccupied with how to achieve their dishonest acts, with the result that they had no time to participate actively in learning activities. The scholar further remarked that students who cheat often give up the opportunity to acquire knowledge and disciplinary expertise they are meant to obtain through diligent participation in lectures and earnest studies to pass their examinations without cheating. Students who failed to acquire requisite disciplinary knowledge and skills will be

unfit to perform the job for which they were trained to do (Bacar et al., 2012). Domeova and Jindrova (2013) remarked that students who engage in cheating are deficient in self-confidence they require to pass their examinations with high grade. This is reasonable because students who do not study properly for their exams are most likely to be fearful due to low self-confidence to write their exams properly. Apart from poor preparation for exams, low self-confidence may also be attributable to shame that may arise should they get caught in their dishonest acts.

This study also found out that as plagiarism increases academic laziness among students, and may lead to permanent rustication from the university. This finding agrees with Jung (2009), who observed that digital devices have contributed massively in information sharing, however the scholar expressed reservation on the negative use of such devices to perpetrate plagiarism. The scholar added that "copy and paste syndrome" have to be checked by persuading students to check their academic papers against plagiarism before submission to lecturers. The findings of this study are in accord with Smith et al. (2002), who reported that students' involvement in unethical behaviours may damage their reputation and that of the university. In the light of the vast negative consequences of unethical behaviours, school authorities are thus encouraged to use adaptive and effective strategies to curb unethical behaviours among undergraduate. Using preventive measures such counselling, incentives to diligence and exhortation are often more effective than punitive measures, which could be effective when used as the last resort when non-punitive approaches have been used to address unethical behaviour without good result

## **Ways to remedy unethical behaviours of undergraduate students in universities in Rivers State.**

This study revealed the ways for managing unethical behaviours for improved performance of undergraduate students in universities in Rivers State as thus: organizing regular orientation for students to encourage them to take their studies serious, identifying and supporting underachieving students with counsels and providing tutorials to assist underachieving students to improve their academic performance. Other ways of managing unethical behaviours in the university include the use of digital surveillance to monitor examination invigilation, encouraging students to use plagiarism checking tools to scan their assignments prior to submission, and ensuring that penalties for engaging in unethical behaviours are firm enough to deter perpetrators from committing dishonest acts.

These findings are consistent with Nguyen (2010), who stated that university authorities should explore diverse ways for dealing with unethical behaviours, adding that university teachers should consider using teaching strategy that incorporating individual differences and peculiarities of students whose learning pace often varies with learning approach. This study is consistent with Igbozuruike and Ogoke (2014), who observed that fair hearing helps university ethics committee to make right decisions in adjudication of issues related to unethical behaviours.

The findings of this study are in accord with Schwierien and Weichselbaumer (2012), who observed that the combination of invigilators and surveillance cameras in examination halls was effective in curtailing cheating during examinations; the scholar thus called on school authorities to take advantage of digital camera and

other communication technologies to tackle unethical behaviours in the school premises. This study is consistent with Ndaita (2016), who maintained that punitive measures are often useful for addressing unethical behaviours when exhortations and counselling services geared toward helping the deviant student to see reasons to behave better have failed. In addition to psychological support, academic assistance such as private lessons and tutorial tailored to assist underachieving students are also effective in relevant areas of their shortcomings (Efetor, 2021). In the light of the above, universities can use the combination of strategies to mitigate the rising cases of indecent behaviours among undergraduates in order to improve their focus on their studies for higher academic productivity.

## **Conclusion**

Ensuring that ethical code of conduct in the university system is preserved is a vital task of university authorities. Education will lose its taste if dishonesty and falsification of information is allowed to thrive. This study has shown that unethical behaviour denies undergraduates the opportunity to acquire the specialized skills and knowledge and destroys students' zeal to study diligently to pass their examination. This study further concludes that organizing regular orientation for students to encourage them to take their studies seriously supporting underachieving students with counsels and tutorials would assist to improve their academic achievement.

## **Recommendations**

Based on the findings and conclusion of the study, the following recommendations made:

University authorities should install information communication technologies in the school and exam halls surveillance, supervision of examination and checking of plagiarism

1. Universities should regularly organize orientation and sensitization for students in order to educate students on the dangers of engaging in unethical behaviours and the need for them to take their studies serious.
2. Faculty authorities should appoint officers with reputable character to oversee examinations records to enhance integrity of students' results.

University's ethics committee should adhere to the principle of fair – hearing in investigation and adjudication of ethical issues to eliminate injustice.

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