

# **Influence of students'-staff interactions on academic delinquency amongst undergraduate students in public universities in Kiambu and Nairobi Counties- Kenya.**

## **ABSTRACT**

The problem of academic delinquency is rampant across the world. It has manifested itself in practices such as examination impersonation, graduation of sham degrees, preferential treatment, illegal payments in exchange for advance exam and test copies. While facial staff-student interaction is very high in Africa due to limited technology that allows students to spend more time online, the problem of academic delinquency appear to be deep-rooted. For instance, studies have shown extreme instances perpetrated in Kenyan universities such as: 'sex for grades,' sneaking unacceptable materials into examination rooms popularly known as 'mwakenya', plagiarism of assignments among other delinquent practices which have greatly affected the quality of university education in Kenya. It is with this background that this study sought to answer the research question: what is the influence of students'-staff interactions on academic delinquency amongst undergraduate students in public universities in Kiambu and Nairobi Counties in Kenya? The study adopted both quantitative and qualitative approaches targeting 40 Deans, 12 heads of departments, 120,000 undergraduate students, 2 counsellors, 2 registrars and 2 examination coordinators from Kenyatta University and Jomo Kenyatta University of Agriculture and Technology. Using stratified, multistage and purposive sampling criteria, a total of 414 respondents were sampled to participate in the study. For ethical purposes, the two universities were coded as X and Y in the analysis of data. Questionnaires were used to collect information from the sampled students. The researcher adopted structured interview guide with open-ended test items to garner qualitative data from the deans, heads of departments, counselors, registrars and exam coordinators. The study found that students' interactions with members of staff during lecturers, Class work, sport and social functions was found to influence engagement in academic delinquency amongst students, as supported by more than 60% of respondents from both university X and Y. The study recommends a collaborative teaching and learning practice, where parents, staff and other stakeholder are engaged in ensuring proper ethics are instilled to all earners in universities

**Key words: Academic delinquency, staff-student interaction, universities**

## **Introduction**

Maguin and Loeber (1996) describes academic delinquency as a behavior that may not be necessarily illegal but which does not conform to social norms and values. Academic delinquency is one of the major results of failed or distracted missions, resistance to change and incompetent staff. The concern over exam cheating and increase in violence between youth, and the general decline in ethical behaviour has forced people to question the undesirable actions of youth and to try to find ways to discourage negative actions and encourage ethical, positive acceptable actions from youth. It is worth noting that staff-student interactions are important aspects that affect students' sense of belonging as well as their behaviour change. Baker, Grant

and Morlock (2008); (Hawkins & Wies 2017), in their study found out that lecturers and other staff members have a major role of developing students socially throughout their formal schooling, although most studies concerning how teachers relate with their student have been carried out at the early years of schooling, teachers have an important opportunity to support learners' social development at all levels of education, including the university level. (Baker et al., 2008).

The problem of academic delinquency is rampant across the world. For instance, in 2014/2015 academic year, about 9000 international students were expelled from Australian universities and their visas cancelled due academic misconduct, ranging from examination impersonation, graduation and sham degrees, preferential treatment, illegal payments in exchange for advance exam and test copies, admission, and grades (Denisova-Schmidt, 2016). In America, Cook and Kang (2016) revealed that positive student-teacher relationships are valuable resource for students learning. They proposed that when students have a positive relationship with the teachers, they are then able to work on their own because their teachers count. In Russia, Lubis, Daharnis and Syukur (2019) finds that the increased inter-personal relationships between lecturers and students' prompt lecturers to help their students get better grades. Comparatively, Indian university education system is also faced with similar concerns, with colleges and universities churning out graduates who buy their way out of examinations. For instance, in Uttar Pradesh, a mere Rs 200 can easily buy pass exams for undergraduates (Rai, 2017).

Facial staff-student interaction is very high in Africa due to limited technology that allows students to spend more time online. In Uganda, increased interpersonal relations between students and their lecturers leads to building of closer relationships that make it easy for students to get underserved grades or get away with academic malpractices (Mukhaye, 2018). In Kenya, Wambua, Wambua and Kigwilu (2017) established that cases of 'sex for grades,' sneaking unacceptable materials into examination rooms popularly known as 'mwakenya', plagiarism of assignments among other delinquent practices have greatly affected the quality of university education in Kenya. Goodeve, Ngunjiri, and Kanjogu (2016) investigated the influence of teacher-student' relationship on indiscipline in public secondary schools. The study established that the higher the level of teacher-student relationship, then the less the level of indiscipline in schools. It is with this background that this study sought to answer the research question: what is the influence of students'-staff interactions on academic delinquency amongst undergraduate students in public universities in Kiambu and Nairobi Counties- Kenya?

## **Literature review**

One of the issues and opportunities of the twenty-first century is the ability of all levels of education to concentrate more on helping students cultivate a positive mindset towards learning in order to thrive in school. An individual's thoughts, dispositions, feelings, interests, opinions, or stance toward others are referred to as their attitude (Obodo, 2015). This shows that some educators pass on their values and goals to students. Again, the first experiences students have with teachers can change their values, emotions, interests, and attitudes (Cooper, 2014).

In a comparative research, Aaron & Roche, (2013) sought to explore academic delinquency in public universities in Sweden and South Africa. The researchers utilized secondary data from online publications from the two countries. A systematic review was conducted and the findings indicated that academic delinquency is a word used to imply an extensive assortment of cheating behaviours such as downloading research papers from internet, copying from peers during exam, use of unauthorized notes during an exam and plagiarism. Akbulut *et al.* (2008) states that this vice has become more advanced with the advent of internet access and technological advancement among undergraduate students all over the world. The study utilized secondary data which is prone to bias and not as informative as when combined with primary sources. This study collected primary data to determine whether academic delinquency indeed covers all these aspects identified.

Studies have shown that academic delinquency among learners does not occur in isolation as various social interactions play a major role in their occurrence. For instance, Panther (2016) investigated academic integrity in Mid-Western Community College on Oklahoma, USA. They

reviewed 28 documents of academic misconduct between 2000 to 2015. They utilized semi-structured interviews from 10 institutional stakeholders such as senior administrators, faculty, and staff to collect data. The study revealed that, the most influential people concerning academic integrity were the faculty, and their relationship with students determined the level of academic violation. The findings of the study covered learners not at the university level. The current study explored other learner aspects such as examination irregularities, sex for good grades, buying and selling of examination. It ensured the respondents selected are undergraduate students from public universities in Kiambu and Nairobi Counties Kenya.

In Australia, Brimble and Stevenson-Clarke (2010) studied academic fraudulence in Australian universities and its implication for teaching/ learning and scholarship. They revealed that factors such as the level of student-staff relationship determined the level of

academic cheating in universities. This was also observed by Bronkhorst, Meijer, and Vermunt (2011), who explained that teaching and teacher education determined the manner in which teachers fostered meaning oriented learning and practice. Therefore, the type of student-teacher relationship predicted academic integrity among learners. Additionally, the current study further explored types of relationships and their level of influence on academic cheating.

In Ethiopia Berham and Desalegn (2014) studied examinations cheating amongst undergraduate students from the Hawassa University College of Medicine and Health Sciences. They collected data from 1,732 undergraduates and postgraduates using structured questionnaires. Among other study findings, this study revealed that the level of socialization between students and staff predicted cheating among undergraduates as some staff overlooked academic misconduct among students. While the study only focused on a sample of medical students, the study focused on overall university undergraduate students to improve generalization of the study findings.

A study by Holmes and Shariffuddin (2015) in Malaysian college yielded almost similar results. They investigated academic delinquency among students at Terengganu Advanced Technical Institute University College (TATIUC). Interviews and narrative responses were used to collect data from 6 former students who had confirmed cheating in exams and 2 lecturers who were purposefully selected. The students revealed that some lecturers helped them cheat in exams by giving them some exam questions early before the exam. The lecturers also disclosed that such cases had been reported within the university. The current study further explored teacher-student relationships in Kenyatta University and Jomo Kenyatta University of Agriculture and Technology, Public Universities in Kiambu and Nairobi Counties Kenya.

Wainstein, Jay and Kubowski (2014) investigated imbalanced classes held in the department of African and Afro-American at the University of North Carolina. They revealed that several employees at the University actively engaged in undermining academic integrity. One employee from the university invented a scheme to falsely modified student GPAs to a higher than truly earned marks. This scheme was discovered by university officials in 2011 whereby 47.4% athletic were given As or Bs for course units that they had not actively partook. In addition, 3,100 students were enrolled in some classes and courses that had no tutoring and mandated a single paper in a span of 18-years. The scheme was instigated by an administrative assistant who overlooked the quality of work submitted by the students to award high grades. The current study further addressed student-staff interactions and how it

affects academic delinquencies among all undergraduate students in Kiambu and Nairobi counties Kenya.

In Nigeria, Okonta, and Rossouw (2013) studied the pervasiveness of scientific transgression in a peer of researchers in Nigeria. For the research, scientists who had attended a conference held in 2010 were targeted. Ninety-one researchers, (about 68.9%), acknowledged that at some point in time, they had partook in some form of misconduct among the eight listed. Authorship was a major form of misconduct regularly engaged in. Contrary, plagiarism was the least mentioned

Form of fraudulence by the scientists. More so about 42% falsified data or plagiarized. Though the authors investigated academic dishonesty among lecturers, the current study sought to address the same among undergraduate students and how student interactions with lecturers contributes to the cases of academic duplicity among apprentice learners.

In Ghana, Saana, Ablordeppey, Karikari, and Mensah, (2016) through a descriptive survey design evaluated the insights of Academic Delinquency (AD) and the level of undergraduate participation in Science, Technology, Engineering and Mathematics (STEM) subjects in a Higher Education (HE) institution in Ghana. They established that about 92 % of those who took part in the study were conversant with their respective institution's rules and regulation on AD. Nonetheless their professors had superior understanding of, and supported these protocols than the students. The findings were supported by Thomas and Zyl (2014), who noted that students' involvement in academic dishonesty in universities was a pre-requisite of ethical considerations. However, this study did not link student-staff interactions with academic delinquencies as the current study seeks to address among undergraduate students in Kiambu and Nairobi Counties. This study focused on engineering students as well as other undergraduate learners from different faculties.

In Kenya, Muchai (2014) investigated factors that contributed to examinations cheating in technical establishments in Central Province, Kenya. The reading selected 22 partakers (n=22) from two technical institutions in Central, Kenya. They purposively selected the institutions and randomly selected 16 undergraduates who had partook in fraudulence themselves or at least were familiar with colleagues who took part in academic dishonesty. Four professors who were involved openly in examination supervision and 2 examination officers who delivered data on previously examination underhanded were purposely selected. They collected data using observation, structured interviews and document analysis. The result finding showed that, Lecturer-student interactions were the foremost factor that

contributed to exam cheating. The study used a very small sample size making it impossible to generalize their findings to all Kenyan universities hence the need for the current study.

Mwaniki, Ngunjiri, and Kanjogu, (2016) used a comparative research design to assess teacher-student affiliation on students' unruliness in public secondary schools in Naivasha sub-county, Kenya. They targeted 26 public secondary schools in the sub-county. They randomly selected a sample of 195 respondents. The results exhibited that teacher-student relationship had a significant negative relationship with student indiscipline in schools ( $\Phi(\emptyset) = -.796, p=0.000$ ). The Chi-Square ( $\chi^2$ ) statistic between teacher-students' relationship and students' indiscipline was statistically significant ( $\chi^2=321.248, p=0.000$ ). Given these results, it is clear that student-teacher interactions influence learners' indiscipline in Kenya. Nonetheless, the current study was interested in addressing academic delinquencies and non-academic related delinquencies. The study was also interested in undergraduate students and not secondary school students. The sample size of the current study also was much larger than that of the reviewed study.

Starovoytova and Namango, (2016) studied factors affecting cheating-behaviour at undergraduate-engineering in Kenya. A sample-size of 100-subjects was used. The results showed that about 65% of the participants acknowledged that cheating is common in the School of Engineering (SOE). This was also observed in the study by Khadem-Rezaiyan and Dadgarmoghaddam (2017), which noted that students attested to an increasing trend in cheating among university students. The study also revealed that some lecturers encourage cheating in examinations to help the students to get better grades, 5% agreed. However, the review used a smaller sample and focused on a specific faculty whereas the current study used a slightly larger sample and undergraduate students from all faculties. The study used descriptive survey design whereas the current study employed concurrent triangulation study design

Isidore (2015) studied how delinquent behavior among primary school students in Uyo State was affected by teachers' attitudes. Three hypotheses were developed and tested at 0.05 alpha levels in order to accomplish this. The descriptive survey research design was chosen. 250 primary school students from 5 secondary schools were randomly chosen as the survey's sample. The sample was chosen using stratified and simple random sampling methods. A modified 15 item, 5-option rating scale survey was the method employed in this investigation. Chi-Square was used in a statistical analysis of the data that was gathered. Results showed that teachers' attitudes strongly influenced students' delinquent behaviors, among other things. This implies that while the school and home have a greater influence on

learners' socio-ethical views and morality, teachers' favorable attitudes toward their students may aid to slow down the tendency.

The majority of students' time is spent in the classroom rather than at home and a lot of behaviors they pick up there as well. The classroom management techniques used by the teacher can either make or break the behavior of the students. The term "classroom management" refers to all those fundamental instructional and learning activities that are crucial to establishing and preserving a friendly and orderly environment. It involves organizing and preparing the resources, arranging the classroom, setting expectations, establishing and upholding classroom norms and procedures, and creating expectations (Tan, 2013). According to Akubue (2013), at its most basic level, classroom management entails a wide range of straightforward tasks like keeping order among learners, allocating classroom supplies, and routinely monitoring students' behavior. Even though these actions are not educational in nature, they still make teaching easier and contribute to the students' moral development. According to Levin (2016), instructors who are highly skilled and experienced are in a better position than others to efficiently manage their classrooms.

In Bakassi Local Government Area, Cross River State, Eze (2010) carried out an investigation on instructors' classroom management and students' delinquent behavior. Two hypotheses were developed and tested at 0.05 alpha levels in order to do this. Ex-post facto methodology was used for the study. 180 participants were randomly chosen as the study's sample. Utilizing stratified and simple random sampling methods, the sample was chosen. A modified questionnaire with 20 items and a 4-option rating scale was utilized for this investigation. Chi-square was used for statistical analysis of the acquired data. The results showed that there is a significant link between instructors' classroom management and students' delinquent conduct. This suggests that while a competently managed classroom will lead to well-behaved students, a poorly managed classroom may lead to delinquent actions among students.

The creation of well-behaved students in the classroom depends on the teacher-student connection. When a teacher and students get along well, students always look forward to their interactions with the teacher. However, students will typically run away if the relationship is strained, which could result in disobedience. According to Jones (2012), students like instructors that are approachable and warm. The interpersonal interaction between the teacher and students in the classroom is crucial to the learning experience and behavioral interventions of the students. The creation of a shared understanding between teachers and students, according to Adina and Ana (2012), is a crucial element for a positive and enduring

interpersonal interaction. Because it affects students' behaviour, the relationship between the teacher and the students is an integral aspect of teaching and learning. Teachers must keep in mind that their conduct is likely to have a big impact on whether or not their relationship with students is better or worse, which will then have a big impact on whether or not students behave well.

King (2014) carried out the research, Influence of Teacher-Pupil Relationship on Students' Delinquent Behavior in Primary School in Enugu State. Three hypotheses were developed and tested at 0.05 alpha levels in order to accomplish this. The survey's study design was chosen for the investigation. 200 primary school teachers from 5 public primary schools in Enugu State were the study's sample, chosen at random. Utilizing stratified and straightforward random sampling methods, the sample was chosen. An altered 12-item questionnaire with four rating options was the research tool. Using the test-retest procedure, the reliability of the instrument was evaluated. Independent t-tests were used for statistical analysis of the acquired data. The findings showed, among other things, that the relationship between teachers and students has a big impact on how poorly learners behave.

In the Uyo Local Government Area of Akwa State, Nsikak (2012) carried out a study to examine the connection between teacher-student relationships and students' delinquent behavior. Two hypotheses were developed and tested at 0.05 alpha levels in order to do this. Ex-post facto technique was used for the study. 150 students were randomly chosen for the study and made up the sample. Utilizing stratified and simple random sampling methods, the sample was chosen. An altered 12-item questionnaire with four rating options was the research tool. Using the Pearson Product Moment Correlation Coefficient, statistical analysis of the collected data was performed. The findings showed that there is a substantial link between the teacher-student connection and the students' rebellious tendencies, among other things. Nonetheless, the study was interested in undergraduate students in public universities and not primary or secondary students. The sample size of the study was also much larger than that of reviewed study.

## **Methodology**

The study adopted both quantitative and qualitative approaches. In a mixed technique research design, the findings are more dependable as they provide a thorough explanation of the research problem being investigated as compared to other standalone studies (Kothari, 2005). Concurrent triangulation research strategy was employed to analyze staff-student interactions. This approach is a one-phase strategy utilized for gathering diverse but

corresponding quantitative and qualitative statistics on one theme. These are conducted at the same time and each is given equal importance (Creswell, 2009). This design has been selected because it enabled the investigator to use assorted techniques of data collection.

The researcher conducted the study in Kiambu and Nairobi Counties, Kenya. The study targeted Kenyatta University and Jomo Kenyatta University of Agriculture and Technology. Kenyatta University has 19 schools while Jomo Kenyatta University of Agriculture and Technology has 21 schools which are headed by the Deans. Therefore, the researcher targeted a population that was made up of 40 Deans of the 40 schools from Kenyatta University and Jomo Kenyatta University of Agriculture and Technology. For ethical purposes, the two universities were coded as X and Y in the analysis of data. The target population and sampling summary were as displayed in table 1

**Table 1 Study population and sample**

<b>Categories</b>	<b>Target Population</b>	<b>Sample size Determination</b>	<b>Sampling Method</b>	<b>Sample size</b>
<b>Deans of schools</b>	40	30% of population	Stratified and sample random (6 from each of the 2 universities)	12
<b>Heads of Departments</b>	12		Sample random (6 from each universities)	12
<b>Undergraduate Students</b>	120,000	Godden Formula	Stratified and multistage sampling (32 from each of the 12 schools)	384
<b>Counselors</b>	2		Purposive	2
<b>Registrars</b>	2		Purposive	2
<b>Exam-Coordinators</b>	2		Purposive	2
<b>Total</b>	120,058			414

Data was collected using interview guide and structured questionnaires. Questionnaires were used to collect information from the sampled students. The researcher adopted structured interview guide with open-ended test items to garner qualitative data from the deans, heads of departments, counselors, registrars and exam coordinators. Structured interview guides were vital for the research because it ensured the research is able to inquire about issues while also seeking clarification to come up with comprehensive reports.

Quantitative data was analysed with the aid of Statistical Package for Social Sciences (SPSS), generating frequency distribution statistics. The gathered qualitative data was analyzed thematically by assessing, identifying and noting down patterns contained within the data. The qualitative data was thereafter presented in a narrative form under the set themes.

### Findings

After obtaining and cleaning the data, a response rate of 91.78% (380 respondents) was achieved from both university X and Y, hence this was the number used for the data analysis.

**Table 2 Occasions student-staff interact from university X and Y**

Option	University X		University Y	
	Frequency	Percentage	Frequency	Percentage
During lectures	200	52.64	180	47.3
During class work	70	18.42	110	29
During sporting activities	40	10.52	55	14.5
During social events	70	18.42	35	9.2
<b>Total</b>	<b>380</b>	<b>100</b>	<b>380</b>	<b>100</b>

The findings in table 2 from university X show that most of interactions occur during lectures as denoted by 52.64% and a frequency of 200 respondents, while during social event and class work were presented by 18.42% and a frequency of (70) respectively. On other hands little interaction was found to occur during sporting as denoted by 10.52 % (40). The findings imply that most of interactions occur during lectures and social events. While the findings from university Y show that most interaction took place during lectures with 47.3% and a frequency of 180 respondents which is followed by interaction during class work with a

percentage of 29% and a frequency of 110 respondents. The interaction during social events and sporting activities was not much with a percentage of 14.5% and 9.2% with a frequency of 55 and 35 respondents respectively. An interviewee stated that *some lecturers give them heads up before the exams by providing some questions before*. The findings portray that most of the interaction occurred during lectures and classwork in university Y. This study corresponds to that of Holmes and Shariffuddin (2015) which revealed that some lecturers helped students cheat in exams by giving them some exam questions early before the exam. The lecturers also disclosed that such cases had been reported within the university. Also the study found that majority of the respondents said yes as denoted by 79% while 21% said no in regard to whether members of staff could influence students to engage in academic misconduct. The findings imply that members of staff are involved in influencing students to engage in academic misconduct. The study corresponds to that of Muchai (2014) who investigated factors that contributed to examinations cheating, resulting to Lecturer-student interactions were the foremost factor that contributed to exam cheating.

### Respondents view on influence of Staff on academic delinquency

**Table 3: Respondents view on influence of student- Staff on academic delinquency from university X**

Statement	SA		A		N		D		SD		Mean	Std.D
	<i>f</i>	%	<i>F</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%		
Interacting with members of staff during lecturers' influences engagement in academic delinquency amongst students	201	52.86	102	26.82	9	2.367	38	9.994	30	7.89	3.3	1.0
Interacting with members of staff during classwork influences	200	52.6	106	27.87	5	1.31	40	10.52	29	7.627	3.0	1.5

engagement in  
academic  
delinquency  
amongst students

Interacting with 189 49.7 102 26.82 11 2.89 31 8.15 47 12.3 3.4 1.1  
members of staff  
during sports  
influences  
engagement in  
academic  
delinquency  
amongst students

Interacting with 202 53.12 105 27.6 7 1.84 32 8.41 34 8.9 3.1 1.5  
members of staff  
during social  
functions  
influences  
engagement in  
academic  
delinquency  
amongst students

**Table 4: Respondent view on influence of staff members on academic delinquency from university Y**

Statement	SA		A		N		D		SD		Mean	Std. D
	<i>f</i>	%	<i>F</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%		
Interacting with members of	94	24.74	196	51.58	0		45	11.8	45	11.8	3.3	1.0



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staff during  
social  
functions  
influences  
engagement  
in academic  
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amongst  
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The findings from University X shows that 79.68% of the respondents agreed (52.86% strongly agreed, 26.82% agreed and 2.367% were of different opinion. And 17.88% disagreed (9.99% disagreed and 7.89% strongly disagreed that interacting with members of staff during lecturer's influences engagement in academic delinquency amongst students. The statement had a mean of 3.3 and standard deviation of 1.1.

For instance, one of staff member Mrs WK stated that;

Staff interaction could influence academic delinquency because they are friendly to students and becoming closer students tend not to finish assignments and keep on following lecturers when they get missing marks. Lecturers encourage students to work hard to be successful in life [A female staff from university X April 2022]

The findings reveal that staff members influence students to engage in academic malpractices. Though they also encourage them to work hard as well as being role model to the students. The findings are in line with those of *Bronkhorst*, Meijer, and Vermunt (2011), concluded that any type of student- staff relationship predicted academic integrity among learners.

Further study from university X found that majority agreed 80.47% (52.6% strongly agreed, 27.87% agreed, while 1.31% were of different opinion, while 18.14% disagreed (10.52% strongly disagreed and 7.62% disagreed that interacting with members of staff during classwork influences engagement in academic delinquency amongst students. The statement had a mean of 3.0 and standard deviation of 1.5.

For instance, one of student N stated that;

The interaction between students and members of staff could help in solving academic problems and in terms of share academic ideas' if well used time and can help in tackling assignments though, some students may take advantage of it and there is a lot of personal contact because students have different personalities [A 4th year female students from university X April 2022].

The findings portray that when students' interaction with staff become too much, some time they allow them to engage in exam cheating where there they do not practice strict supervision. In addition, when the students are too many and congested in exam rooms especially with the common units invigilators are not able to supervise them effectively. Consequently, students are likely to consult and copy from each other. The findings agree with those of Berham and Desalegn (2014) studied examinations cheating amongst undergraduate students from the Hawassa University College of Medicine and Health Sciences. They found that the level of socialization between students and staff predicted cheating among undergraduates as some staff overlooked academic misconduct among student.

More so, the study from university X established that majority of the respondents agreed as denoted by 76.52% (49.7% strongly agreed, 26.82% agreed and 2.89% were of different opinion, while 20.45% disagreed (8.15% strongly disagreed and 12.3% disagreed that Interacting with members of staff during sports influences engagement in academic delinquency amongst students. The statement had a mean of 3.4 and standard deviation of 1.1.

For instance, one of student N stated that;

When member of staff interacts with students during sport, learners engage more in sports than academic, students get time to express themselves, contacts involved and travels involved, it is Non-academic programs and members of staff have positive influence in regards to academic delinquency among undergraduate students. Although there some staff who give students exam early to revise. [A 4th year male student from university X April, 2022].

The findings imply some of the staff engages in helping students to cheat the exam by giving them exam question early to revise. Though staff members also share their life experiences with them and get encouraged. The findings resonate with those of Holmes and Shariffuddin (2015) in Malaysian college revealed that some lecturers helped them cheat in exams by giving them some exam questions early before the exam

Also, majority of the respondents from University X agreed 80.72% (53.12% strongly agreed, 27.6% agreed and 1.84% were of different opinion. While 17.31% disagreed (8.41% strongly disagreed and 8.9% disagreed that interacting with members of staff during social functions influences engagement in academic delinquency amongst students. The findings imply that staff members play a key role in terms of either influencing negatively and positively to students to engage on academic delinquency. Positively influenced is through they can help the students to understand the concept well thus enhancing their academic performance. Negative influence is through the lecturers having affair with students with exchange of better grades. Further one of the staff interviewees from university X stated that;

As results of interaction between members of staff and students during social function students get to know their staff, there is personal contact, free and intense interactions and they are not mature enough to control themselves e.g. where there is alcohol.  
. [A 3rd year male student from university X April, 2022].

The study implies that staff should act as good role model where they could practice ethical in everything, they do so that to influence the students positively. Though under the influence of alcohol they are likely to engage in unethical behavior such as unprotected sex. The findings resonate with those of Thomas and Zyl (2014), who noted that students` involvement in academic dishonesty in universities was a pre-requisite of ethical considerations.

On other hand the findings from university Y showed that 63.38% (11.8% strongly agreed, 51.58% agreed), nine were undecided and 36.54% (11.8% disagreed, 24.74% strongly disagreed) that interacting with members of staff during lectures influence undergraduate students to academic misconduct. This was supported by an interviewee B who stated;

Through interacting between students with the members of staff give them their past experience which could help with academic performance of the undergraduate student. Though too close and intense interaction may result to unethical behavior [A female lecturer from university Y April, 2022].

The findings imply that member of staff are influential people who could positively or negatively influence the academic performance of the university students. The findings collaborate with those of Panther (2016) who found that most influential people concerning academic integrity were the faculty, and their relationship with students determined the level of academic violation.

Also the study from university Y showed that 85.26% (39.47% with a frequency of 150 respondents strongly agreed, 45.79% with a frequency of 174 respondents agreed), 1.58% with a frequency of 6 respondents were undecided and 13.16% with a frequency of 50 respondents disagreed that interacting with members of staff during class work influences student delinquency.

The interviewee x also said that

When learners interact with staff members during sport this could enhance their academic performance [A male 4<sup>th</sup> student from university Y April, 2022].

The study corresponds to that of Australia, Brimble and Stevenson-Clarke (2010) who revealed that factors such as the level of student-staff relationship determined the level of academic cheating in universities. 75.52% (27.89% with a frequency of 106 respondents strongly agreed, 47.63% with a frequency of 181 respondents agreed), 21.32% with a frequency of 81 respondents were unsure and 3.16% with a frequency of 12 respondents disagreed with the fact that Interacting with members of staff during sports enhances student delinquency. This was also observed by Bronkhorst, Meijer, and Vermunt (2011), who explained that teaching and teacher education determined the manner in which teachers fostered meaning oriented learning and practice.

This was echoed by an interviewee b who stated that;

When students interact with members of staff during sport they get motivated and encouragement in terms of working hard in their academic work and this increases their chances of being successful

Lastly from university Y it was observed that 82.63% (26.84% with a frequency of 102 respondents strongly agreed, 55.79% with a frequency of 212 respondents agreed,) 13.16 with a frequency of 50 interviewees were very indecisive, 4.11% (2.11% with a frequency of 8 respondents each strongly disagreed and disagreed) with the fact that interacting with members of staff during social functions influence students' academic delinquency. The was supported by an interviewee A who said that;

Through sport the learners are able to learn key life virtues such as commitment, hardworking and determination though intense relationship may result to disreputable actions [A female lecturer

The findings imply that Interacting with members of staff during lecturers Class work sport and social function influences engagement in academic delinquency amongst students this was supported by more than 60% of respondents from both university X and y who were of the same view.

## **Discussion**

The study found that from university X show that most of interactions occurs during lecturers as denoted by 52.64% and a frequency of 200 respondents, while during social event were presented by 18.42.% and a frequency of 70 respondents. While the findings from university Y show that most interaction took place during lectures with 47.3% and a frequency of 180 respondents which is followed by interaction during class work with a percentage of 29% and a frequency of 110 respondents. The findings portray that most of the interaction occurred during lectures and classwork in university Y. This study corresponds to that of Holmes and Shariffuddin (2015) which revealed that some lecturers helped students cheat in exams by giving them some exam questions early before the exam. The lecturers also disclosed that such cases had been reported within the university. The results imply that member of staff are involved influencing students to engage in academic misconduct. The study corresponds to that of Muchai (2014) who investigated factors that contributed to examinations cheating, resulting to Lecturer-student interactions were the foremost factor that contributed to exam cheating.

The findings from University X shows that 79.68% of the respondents agreed that interacting with members of staff during lecturer's influences engagement in academic delinquency

amongst students. This was supported by an interviewee from university X who said that *staff interaction could influence academic delinquency because they are friendly to students and Improves concentration, can help one in exams and becoming more close to lecturers, Enhanced interaction and students tend not to finish assignments and when they get missing marks they keep on following them to be given the mark.* The findings imply that staff members influence the students on academic delinquency though they also help students to understand concepts thus improving their performance. The findings are in agreement with those of Bronkhorst, Meijer, and Vermunt (2011), concluded that any type of student- staff relationship predicted academic integrity among learners.

Further study from university X found that majority agreed 80.47 % ( 52.6% strongly agreed that Interacting with members of staff during classwork influences engagement in academic delinquency amongst students. This was echoed by interviewee b who said that *the interaction between students and members of staff could help in solving academic problems in terms of sharing academic ideas' if well used time and can help one in tackling assignments though, some students may take advantage of it and there is a lot of personal contact because students have different personalities.* The findings portray that when students' interaction with staff become too much some time they allow them to engage in exam cheating where they do not practice strict supervision thus resulting to students copying from each other, or even verbal discussion. The findings concur with those of Berham and Desalegn (2014) revealed that the level of socialization between students and staff predicted cheating among undergraduates as some staff overlooked academic misconduct among student.

More so, the study from university X established that majority of the respondents agreed as denoted by 76.52% that interacting with members of staff during sports influences engagement in academic delinquency amongst students.

This was supported by also an interviewee C from university X who said that *when student's with staff members during sports, the learners engage more in sports than academic, students get time to express themselves, contacts involved and travels involved, it is Non-academic programs and members of staff have positive influence in regards to academic delinquency among undergraduate students. Although there some staff who give students exam early to revise.*

Also, majority of the respondents from University X agreed 80.72% that interacting with members of staff during social functions influences engagement in academic delinquency

amongst students. The findings imply that staff members play a key role in terms of either influencing positively and negatively to students to engage on academic delinquency. Positively influenced is through they can help the students to understand the concept well thus enhancing their academic performance. Negative influence is through the lecturers having affair with students for exchange of better grades. Further one of the staff interviewee from university X supported this assertion by stated that *as results of interaction between members of staff and students during social function students get to know their staff, there is personal contact, free and intense interactions and they are not mature enough to control themselves e.g. where there is alcohol*. The study implies that staff should act as good role model where they could practice ethical in everything they do so that to influence the students positively. The findings resonate with those of Thomas and Zyl (2014), who noted that students' involvement in academic dishonesty in universities was a pre-requisite of ethical considerations.

Also the findings from university Y showed that 63.38% that interacting with members of staff during lectures influence undergraduate students' academic misconduct. This assertion was supported by interviewee who b stated that *through interacting between students with the members of staff give them their past experience which could help them with academic performance of the undergraduate student*. The findings imply that member of staff are influential people who could positively or negatively influence the academic performance of the university students. The findings collaborate with those of Panther (2016) who found that most influential people concerning academic integrity were the faculty, and their relationship with students determined the level of academic violation.

On other hand the study from university Y showed that 85.26% (that interacting with members of staff during class work influences student delinquency. The interviewee x supported this assertion by saying that *when learners interact with staff members during sport this could enhance their academic performance though at times they give exam question for revision*. The study corresponds to that of Australia, Brimble and Stevenson-Clarke (2010) who revealed that factors such as the level of student-staff relationship determined the level of academic cheating in universities. 75.52% agreed with the fact that Interacting with members of staff during sports enhances student delinquency. This was also observed by Bronkhorst, Meijer, and Vermunt (2011), who explained that teaching and teacher education determined the manner in which teachers fostered meaning oriented learning and practice. This was echoed by an interviewee b who stated that *when students interact with members of staff during sport the get motivated and encouragement in terms of*

*working hard in their academic work and this increases their chances of being successful in life.* Also from Y it was observed that 82.63% agreed with the fact that interacting with members of staff during social functions influence students' academic delinquency. This was supported by an interviewee a who said that *through sport the learners are able to learn key life virtues such as commitment, hardworking and determination.* The findings imply that Interacting with members of staff during lecturers Class work sport and social function influences engagement in academic delinquency amongst students this was supported by more than 60% of respondents from both university X and y who were of the same view.

### **Conclusion**

The study found that most of interaction occur during lectures and social events and staff member plays a pivot role not only influencing the academic performance but they act as role model to the students as well. When students' interaction with staff become too much sometimes, they allow them to engage in exam cheating where there they do not practice strict supervision and the staff members plays a key role in terms of either influencing negatively and positively for students to engage on academic delinquency. Negative influence is through the lecturers having affair with students with exchange of better grades. Positively is when they help students to understand the concepts well thus enhancing their academic performance. Also interacting with members of staff during lecturers Class work sport and social function was found to influence engagement in academic delinquency amongst students and this was supported by more than 60% of respondents from both university X and Y. The study recommends the need for parents to work hand in hand with school tutors to monitor the learning progress of their children not only at lower levels but also in universities. In addition to lecturers being role models to impart good ethics and morals to students which in turn will help them to avoid any form of cheating for example copying from one another or carrying Mwakenya to class.

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