Research Application Summary

Rating academic theft amongst university teachers: Results of a Ghanaian survey

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Abstract

Academic corruption has become widespread within the African region with different academic stakeholders getting involved in the unethical practice. The deficit in literature is establishing the most occurring of the act by lecturers in relations to their classroom duties. Not establishing this precludes university managers from instituting measures to deal with the canker which undermines academic quality within the university system. Anchored on the Social Learning theory, the quantitative study examines the most recurrent form of lecture classroom-related academic corrupt practices in Ghanaian universities, using a sample N=141. Data obtained from an online questionnaire using google forms suggest that, lecturers not making available to students their interim assessment grades before the main examination is the most recurrent form of lecturer classroom - related academic corruption in Ghanaian universities. We recommend appropriate remediation measures based on the findings.

Key words: Academic theft, Ghanaian universities, Higher Education, lecturers

Résumé

La corruption académique s'est généralisée dans la région Africaine avec différentes parties prenantes académiques impliquées dans la pratique contraire à l'éthique. Le déficit en littérature établit la plus grande occurrence de l'acte par les enseignants dans les relations avec leurs devoirs en classe. Le fait de ne pas l'établir empêche les gestionnaires d'université d'instituer des mesures pour faire face au chancre qui mine la qualité académique au sein du système universitaire. Ancrée sur la théorie de l'apprentissage social, l'étude quantitative examine la forme la plus récurrente de pratiques de corruption académique liées aux cours magistraux dans les universités ghanéennes, en utilisant un échantillon N = 141. Les données obtenues à partir d'un questionnaire en ligne utilisant des formulaires Google suggèrent que les professeurs qui ne mettent pas à la disposition des étudiants leurs notes d'évaluation intermédiaires avant l'examen principal sont la forme la plus récurrente de corruption académique liée à la salle de cours dans les universités ghanéennes. Nous recommandons des mesures correctives appropriées en fonction des résultats.

Mots-clés : vol académique, universités ghanéennes, enseignement supérieur, conférenciers

Introduction

There is an upsurge in studies on subject difficulties within the African region. For instance, Okebukola and Jegede (1989) assert that the growth of the literature on topic difficulties within the last two decades has indexed an increase in students' aversion towards key concepts in the sciences. This line of research is not limited to the sciences. A number of studies have been conducted to establish the difficulties in the study of public administration (Awaah, 2020; Awaah *et al*., 2020). While remediating measures exist to overcome these study difficulties, some students' resolve to academically dishonest means to pass examinations, with previous research establishing the most prevalent forms of student related academic corruption being plagiarism and sexually transmitted grades (Awaah, 2019; Awaah and Abdulai, 2020).

Academic corruption is not limited to students. It involves every form of dishonest practice within an academic environment which undermines academic integrity and may provide undue advantage to an academic stakeholder. Usually it reflects in cheating in examinations, falsifying entry requirements for the purpose of gaining admissions into universities, plagiarism, hacking the IT systems of universities to change grades, trying or actually bribing lecturers for good but undeserving grades amongst others. As much as these practices have been identified with students, other stakeholders like lecturers, university administrators, and accreditations bodies have been identified with similar corrupt practices.

The practice can largely be attributed to massification of higher education in Africa as a result of the excessive demand for higher education and increase in the continent's youthful population estimated by the AU to be over 65% of the continents' population. In line with this assertion, Macfarlane *et al*. (2014) asserted that, the massification in higher education comes with it attended plethora of problems including academic corruption. The expansion is partly in response to the development of knowledge economies and developing nations like Africa are only supportable in the long-term if there are ethical standards of conduct among members of the academic community (Awaah and Abdulai, 2020).

The Covid 19 pandemic pose a new threat to academic decency in Africa with members of the secondary school community in Burundi, Ghana, Morocco, Nigeria, and Senegal including teachers, students, and school managers being unprepared for the unprecedented demand in shift from a face-to-face to an online delivery system (Okebukola *et al*., 2020). This is likely to compromise the quality of online examinations with students being likely to sit in examinations for others.

The higher education sector in Ghana
The overarching agency responsible for accreditation and quality assurance in Ghana is the national accreditation board (NAB). The board categorizes tertiary institutions in Ghana into universities, university colleges, polytechnics, colleges, school, institute, academies and tutorial colleges.

By their definition, University is an educational institution designed for advanced instruction and research in several branches of learning, conferring degrees in various faculties, and often embodying colleges, schools and similar institutions. They define University College as an institution of higher learning that is affiliated to a university and that offers instructions based

on programmes approved by the university to which it is affiliated and whose degrees/diplomas/ certificates are awarded by the parent university. Polytechnics are institutions of higher or further education in which courses in a large range of subjects, especially, of a technical or vocational kind are available while College are establishments for further or higher education in the liberal arts (Pure Science/Humanities) or professional studies, sometimes, part of a university, e.g. Business College; College of Music; Naval College. School, according to NAB, are educational institutions devoted to a special branch of higher education, e.g. School of Education, School of Economics, School of Medicine, School of Law. According NAP defines an Institute as an establishment offering advanced courses in the professions, or the arts, or science and technology while Academy is a place of study or training in a special field, e.g. Military Academy, Academy of Dance, Maritime Academy. The final in the categorization is Tutorial College which is an institution which prepares students to take the examinations of a university or a recognized professional body.

Quality assurance frameworks to demonstrate the academic corruption and deviance from standard norm. In Ghana, there are a number of blue prints guarding teacher quality both at the national and institutions levels. These frameworks are the benchmarks within which higher education teachers are expected to conform with to aid academic quality. The National Accreditation Board is the apex board for quality assurance in higher education in Ghana. They design the instruments and develop the standards guided by international best practice informed by research. These instruments so produced are used for and guide the entire accreditation and post- accreditation quality assurance processes in Ghanaian institutions of higher learning. The common post-accreditation quality assurance work of the board includes Academic Audit, Quality Monitoring, Institutional Review and Sometimes, Investigative Visits and Verification Visits. While the academic audit exercises are purposely for checking institutions' compliance with the minimum quality assurance standards for accreditation, the quality monitoring and institutional reviews have a supportive developmental goal that seeks to challenge institutions to pursue their vision and mission statements with a more positive quality culture attitude that embraces quality assurance as a way of life rather than an imposition (NAB).

Institutionally, there are standard regulations stipulating quality assurance expectations for faculty. For instance, at the University of Professional Studies – Accra, the university enjoins all lecturers to present the course outline of the semester to the head of department and also introduce same as the first item to students at the commencement of the semester. Lecture schedules in the form of time table are made available to lecturers at least a month before resumption of lectures. This is to aid proper planning and compliance of lecturers to (a) reporting for lectures at the right time and (b) closing for lectures at the right time. It is also to ensure the entire syllabus is covered as planned for the semester. Although not established in the quality assurance manual of the university, it is common place practice that, university lecturers avail the grades of all intermediate examinations to students before the main examination. The morale of the practice is to ensure students assess their own performance and take corrective measures if any before the main examination.

The practices at the University of Professional Studies -Accra are not too different from standard practices of other institutions of higher learning in the country.

Our study. This study focuses on lecturer related academic corrupt practices relating to the class room. The study will examine "lectures not teaching the entire syllabus before the end of the semester", "lecturers not making available to students marks of their Interim Assessment (IA) scripts before student go on vacation", "lecturers not presenting course outlines to the learners at the start of the semester", and "lecturers reporting for lectures very late and exiting very early or not showing up for lectures at all". These practices may seem unbeneficial to any stakeholder but a true reflection of the highlighted reveals that, lecturers are usually the beneficiaries; making time to take care of their own business when they report late and exit early; making time for their own business or leisure when they do not make the requisite time to complete the syllabus with students; skipping topics they are expected to teach when they do not provide course outlines to students at the commencement of the semester and entering grades that are not true reflections of students' performance as a result of their inability to mark and present the actual grades to students.

Despite ample evidences on classroom related academic corrupt practices amongst lecturers in Ghanaian universities, previous studies on academic corruption did not provide sufficient information regarding the most occurring form amongst all the four practices considered unethical by lecturers pertaining to their work in the classroom.

This research fills the gap in the area of academic corruption by lecturers in specific relations to their work in the classroom and ranking the acts in order of frequency of occurrence in Ghana's higher education.

Purpose of the study. In line with this gap, the paper identifies (a) four lecturer - related classroom academically dishonest practices with the aim of finding out which of them is the most occurring form in Ghanaian university classrooms, (b) the causal factors to these dishonest practices and (c) remediating measures to curb the rising menace in Ghana's educational system.

To answer these objectives, the study seeks to answer the following questions: (i) what is the most frequently occurring form of lecturer classroom - related academic corruption practice in Ghanaian universities (ii) what are the causes of lecturer related academic corruption within Ghanaian higher education system? (iii) What measures can be used to solve the identified forms of lecturer classroom - related academic corruption in Ghanaian universities?

Theory of Enquiry. Literature has acknowledged the various forms of academic corruption as major problems that occur as a result of high rate of dishonest practices among students and the resultant interference on learning and evaluation procedures in lecture rooms (Michaels and Miethe, 1989). In order to explain the phenomenon of academic corruption relating to lecturers and their work in the classrooms in Ghana's higher education institutions, there is the need to adopt theories that will provide more insight on academic corruption. Theories are prepositions that explains social phenomenon. For the purpose of this study, the Social Learning Theory is adopted.

The Social Learning theory is a psychological theory of deviance that is developed from a behavioral change (Lersch, 1999). Advocates of this theory see violation of rules as learned behavior that is attained and preserved through the same process as conforming behavior (Akers *et al*., 1979).

The social learning theory argues that people's behavior is influenced by the environment in which they find themselves through observational learning (Bandura *et al*., 1961; Bandura, 1977). Research has shown that, the tendency to engage in academic corruption or desist from it starts from the family.

Academic Corruption – Previous studies. Academic corruption has been viewed from diverse perspectives by different scholars. Depending on the location, the nature of the academic fraud, and what is most prevalent within the environment, scholars have opined similarly and differently on the concept. Okebukola (2016) for instance asserts that academic corruption is any types of cheating that accords a person undue advantage in an academic enterprise. The definition reflects the nature of academic corruption in Africa where the major focus is cheating - in examinations, promotions, accreditation of institutions or other related instances. The strength of his opinions is clearly evidenced in the very obvious reason why stakeholders embark on academically dishonest practices in Africa (cheating).

However, his opinion fails to include instances where academic corrupt practices occur but do not actually result in any form of benefit to the perpetrating stakeholder. For instance, many lecturers would mark scripts of students but do not present the scripts to the students before the close of the semester. This clearly is a practice which is not honest and can be classified corrupt but it does not advantage the stakeholder who is the lecturer. This however disadvantages the student who expects to know his/her performance in the interim assessment before the main examination. Despite these criticisms, his observation clearly adds value to previous research in this subject by emphasizing on the very obvious motive for academically corrupt practices, which is to benefit stakeholders.

Okebukola's (2016) work seem to find support in the works of Baig (2018) that Academic corruption are unfair selection/promotion within the institute, appointments through nepotism or favoritism, professorial malpractice, favoritism given to selected students, unfair and biased assessment of grades, stolen resources from budget, exam questions sold in advance, forcing students to drop out, tendering process violation and illegal fees and ghost teachers. The opinions of both Okebukola (2016) and Baig (2018) find similarity in the very clear emphasis on cheating. The distinguishing opinion between the two remains in the emphasis made by Baig (2018) on the various forms of academic corruption while Okebukola (2016) summarizes all the thoughts in a short definition.

Revisiting Awaah (2019) and Awaah and Abdulai (2020). In recent times, Awaah, (2019) and Awaah and Abdulai (2020), have conducted various studies on academic corruption in Africa. In the Awaah (2019) study, he reports on whether or not female students will report sexual advance made at them by lecturers for enhanced grades. His study found that, many (75.6%) would report sexually advances made by lecturers at them for improved grades while 20.5% will not. The remaining 3.9% were undecided depending on different factors. He reports that, reasons for respondents' willingness to report the act include, the acts being against their human rights, not being right, being unethical and abuse of authority. Respondents who will not report cited not knowing who to report to, fear of victimization, and lack of evidences of the sexual advances.

In the Awaah and Abdulai (2020) study, they examined student related academically corrupt

practices. Their study revealed that, the most prevalent form of student related academic corruption is plagiarism (75.6%) with the least being 'falsification of entry results' (45.1%).

In Africa, although many instances of these corrupt practices seem evident, it is increasingly clear that lecturers are becoming a causal factor to the growing menace with most of them being guilty of either reporting for lectures late, exiting lectures before the expected time / not attending lectures regular, not availing to learners course outline at the start of the semester or not availing to students results of their interim assessment grades before the main examination. This has had negative effects on students thus affecting academic quality over time.

In her work Lecturers' Competences and Students' Academic Performance, Muzenda (2013) reports that subject knowledge, teaching skills, lecturer attendance and lecturer attitude have significant positive influence on students' academic performance. Her position is one that should encourage rigorous reforms by institutions of higher learning especially in Africa to enact new laws that will ensure lectures attend lectures and deliver course instructions within the time allotted to achieve the desired results of the course.

While the positions of Muzenda still makes a lot of relevance in literature, other authors justify lecturer non-attendance to lectures on the increasing technology that make it easy to lecture from a distance. Such opinions have however witnessed counters by the writings of Billings-Gagliardi, and Mazor, (2007) that fears of the increasing availability of technology-enhanced educational materials has a negative impact on lecture attendance seem unfounded.

Whiles African institutions of learning are still engaging stakeholders on the many challenges related to academically dishonest practices, the issue of syllabus or course outlines being made available to students at the beginning of each semester seem to pose yet another challenge to managers of higher education. In their research effect of Syllabus Tone: Students' Perceptions of Instructor and Course, Harnish and Bridges (2011) report that it is not uncommon for students to complain that faculty are unapproachable, while faculty complain that students are not engaged. Such perceptions, especially when formed at the start of a semester, can impact what students learn and how instructors teach; therefore, it is critical that these perceptions are prevented if a course is to be successful (ibid). A good starting point is the syllabus, which do not only inform students about a course and its requirements, but creates a first impression about the instructor and his or her attitudes toward teaching, they add.

The opinion of Harnish and Bridges (2011) support the opinion that, for students to be courageous about their course and the tutor, a good starting point will be to make available to students the course outline or syllabus for the semester. A critique of her report however that is, it is not enough to avail the syllabus to students - it is important for lecturers to instruct professionally while students also make ample efforts to study the contents of the course outline. A good blend of this reduces the burden of the instructor especially when he/she is equipped with the skills, knowledge and attitude needed to perform on the job.

Students awareness of their grades usually is a motivator to their continual input to studies, thus there is the need for lecturers to make known to students their results at all stages of examinations that students may embark on. While this is common practice and adhered to by lecturers, in

a number of instances, lecturers do not make available to students the results of their interim assessments before examinations which has adverse effects on student performance. This finds support in the works of Taras (2003) that students' expectations of their grades were closely related to the amount of time and effort which they had invested in their work. This was external to the actual standard of their work and their awareness of this.

Methodology

Research design. A quantitative approach was adopted for this study to identify the most recurrent from of lecturer classroom related academically dishonest practices. The population for this study comprised all university students in Ghana in the 2018/2019 academic year. The study particularly gathered data in June and July 2019 to ensure all target participants had completed at least a year in the university; giving them a good understanding to the practices the researchers seek to examine. The choice of not limiting the study to second, 3rd or 4th year students is hinged on the understanding that, academic dishonest practices are not limited to a particular level of education. Using a snowball sampling technique to reach the sample population, a total of 141 students responded to the online questionnaire. The questionnaire was generated through google forms and administered to participants through social media platforms and electronic- mails. The student's responses together with theories and literature reviewed on the subject is the basis of the analysis.

Curbing Lecturer Related Academic Corruption Questionnaire (CLRACQ) was used to gather data. The questionnaire was drafted and reviewed by 10 experts in the area of Quality Assurance in higher education. The drafting and review of the questionnaire took three weeks. The preliminary findings of the research were first presented and discussed for scrutiny and inputs at the 17th International Conference of Saint Mary's University on Private Higher Education in Africa jointly organized by the university and the International Network for Higher Education from 25-27th July 2019 in Addis Ababa, Ethiopia.

The data from the final study was analyzed using the google forms and Microsoft word version 2016 to present the information in charts and tables. The chart was analyzed based on the percentages derived.

Findings
This quantitative approach study rates the various forms of lecturer classroom-related academic corrupt practices in Ghanaian universities, the causes and remediating measures using a sample of 141 respondents.

Rating the lecturer related academic corrupt practice in Ghana. The first question of interest in the study is: what is the most frequently occurring form of lecturer classroom - related academic corruption practice in Ghanaian universities? Using a pie chart, Ghanaian students surveyed indicated the the most frequently occurring form of lecturer classroom - related academic corruption practice in Ghanaian universities is "lectures not making interim assessment marks available to students before examinations with a total percentage of 53.9%." followed by "Lecturers not completing syllabus for the semester before examinations with (23.4%). Whiles the rest of the malpractices rated 3rd with a percentage of 22.7% (Figure 4.1).

Which of the following is the most occurring form of classroom related dishonest practice of your lecturers? (Please tick only one)
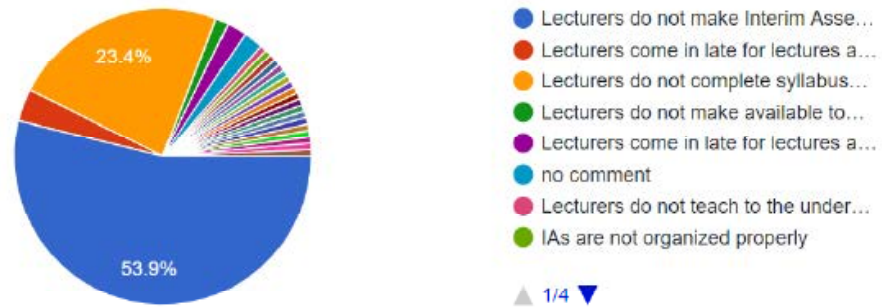
141 responses

Figure 1 Responses on The Most Recurrent lecture related Academic Corrupt Practices in Ghana's Institutions of Higher Learning

Causes of lecturer related academic corruption within Ghanaian higher education system.
The second question of interest in this study is: what are the causes of lecturer related academic corruption within Ghanaian higher education system? Over 100 causes were proffered by students. Excerpts of responses from randomly selected students who communicated (in their own words, unmodified) valuable messages to the management of the universities are displayed in Tables 1.

Table 1. Causes of lectures not making interim assessment marks available to students before examinations

SN	Causes of lectures not making interim assessment marks available to students before examinations
1.	lecturers being lazy
2.	lack of effective supervision by management to ensure lecturers avail Interim Assessment marks to students
3.	They do not mark the IA papers".
4.	lecturers sometimes withholding Interim Assessment grades in order not to discourage persons who did not perform well in the IA
5.	lecturers avoiding being questioned by students for grades wrongly awarded

Table 2. Causes of Lecturers not completing syllabus for the semester before examinations

SN	Causes of Lecturers not completing syllabus for the semester before examinations
1.	Because the slides they structure for the semester is many".
2.	Lecturers lack the requisite skills to teach some topics University managements being lax on supervision of lecturers.
3.	lack of time due to part time teaching in other institutions
4.	family pressures

Measures to solve the identified forms of lecturer classroom - related academic corruption in Ghanaian universities. The third question of interest in this study is: What measures can be used to solve the identified forms of lecturer classroom - related academic corruption in Ghanaian universities? Ghanaian student interrogated through the questionnaire suggested that university management makes it a policy to ensure interim assessment grades are made known to students within a stipulated period to make students aware of their performance before the main examinations. They further suggested that Student Representatives in Ghanaian university classrooms should be empowered through an institutional reform to enable them report lectures who do not make Interim Assessment scripts available to them before the close of the semester.

Also, they suggested universities should have portals that displays the status of all lecturers regarding interim assessment marks for the semester before a given date. Others suggested that there should be a clock in and clock out systems for lecturers to ensure they work in line with the expected schedules of the university in the classroom. Some further recommended that there should be regular lecturers' checks on attendance by the university. Attendance logs or sheets should be made available to class representatives in various lecture rooms each day. Regular checks on lecturers by assigned officers of the university should also be in place, was further suggested. Recommendations were made for lecturers to be equipped with the skill, knowledge and attitudes needed to teach the entire contents of the course. This can be done through periodic trainings locally or abroad. Also, suggestions were proffered for Ghanaian universities to ensure a portal is created to host all course outlines of the various courses for the semester. Further, penal measures ranging from queries, deductions in salary, suspension or dismissal should be meted to lecturers when guilty of an academically corrupt act formed part of the recommendations. Other suggested students' assessment on lectures should be taken more seriously and necessary actions including training and /or sanctions meted out to underperforming lecturers.

Finally, there was a recommendation on each course be taken at least twice a week in order to help lecturers complete their syllabus for the semester.

Discussion

Most frequently occurring form of lecturer classroom - related Academic Corrupt practice in Ghana's higher education. The aimed to find out what the most frequently occurring form of

lecturer classroom - related Academic Corrupt practice in Ghana's higher education. The research found that lecturers not making interim assessment grades available to student before close of semester is the most occurring lecturer classroom - related academic corrupt practice in Ghanaian universities with a recorded 53.9% of respondents alluding to this. Respondents attributed the inability of lecturers to make available interim assessment marks to students before the close of the semester to a number of factors. One of the reasons identified is the inability of lecturers to mark interim assessment scripts. A respondent summarizes this in a few words.

"They do not mark the IA papers".

This was attributed to lecturers being lazy, lack of effective supervision by management to ensure lecturers avail Interim Assessment marks to students, lecturers sometimes withholding Interim Assessment grades in order not to discourage persons who did not perform well in the IA, lecturers avoiding being questioned by students for grades wrongly awarded, family pressures and lack of time due to part time teaching in other institutions. It is to be noted that, students are affected psychologically when their grades are not made known to them at a reasonable period after examination. This has the tendency of affecting their performance in subsequent examinations.

This assertion is supported by the works of Taras (2003) that students' expectations of their grades were closely related to the amount of time and effort which they had invested in their work. The assertion that lecturers do not mark IA papers may be due to students complaining over time of non-receipt of interim assessment scripts without lecturers or the university management addressing the complaint. The finding of this study also affirms earlier works that university students will report academically dishonest practices in the university setting. Many (75.6%) female students would report sexually advances made by lecturers at them for improved grades while 20.5% will not (Awaah, 2019).

Rated second most occurring lecture-related classroom academic corruption is lecturers not completing syllabus for the semester before examinations (23.4%). Respondents attributed this to frequent absenteeism of lecturers, most lectures teaching in more than one university hence not making time to complete syllabus, laziness, some lecturers lacking skills to teach and too much contents for a given course. In the word of a respondent,

"Because the slides they structure for the semester is many".

When lecturers do not complete syllabus within the semester, it reduces student confidence in the course and also the lecturer. This has tendencies of undermining studies since students are likely not to give much attention to the course. This act has however become an acceptable norm by students, lecturers and university authorities, making lecturers considering the act usual. The deviance behavior is not new in literature. The continual exhibition of this research finding, finds confirmation with the Social Learning theory which is a psychology of deviance. Authors like Bandura (1977), Akers et al. (1979) and Lersch (1999), have espoused that advocates of this theory, see violation of rules as learned behaviors that is attained and preserved through the same process as confirming behavior. The theory argues that people's behavior is influenced by the environment in which they find themselves through observational learning (Bandura et al., 1961; Bandura, 1977). The response of the student "Because the slides they structure for the semester

is many" gives an indication that, students liken the number of slides per lecturer to how much content a lecturer can teach within a period giving the indication that another study should be carried out to determine the understanding of students on workload of lecturers.

Lecturers coming to lectures late and exiting early or not appearing for lecturers in most instances was rated as part of the last categories of lecturer classroom - related academic corruption which formed part of the remaining 22.7%. Respondents attributed this to factors like personal busy schedules of lecturers and laziness on the part of lecturers. This assertion may be as a result of continual late attendance or absenteeism of lecturers. This occurrence in Ghanaian universities has negative effects on students thus affecting their academic quality and finds confirmation in previous studies that "subject knowledge, teaching skills, lecturer attendance and lecturer attitude have significant influence on students' academic performance" (Muzenda, 2013).

Apart from lecturers getting to lectures late and exiting early, respondents further rated lecturers not making course outlines available from the beginning of the semester as part of the remaining 22.7% rated the least. Such perceptions, can have negative influences on the learning habits of student thus affecting teacher –student classroom relations. To be effective, it is desirable that, a teacher makes the course outlines available to the students on the first lecture day. This position is supported by the works of Harnish and Bridges (2011) that, for students to be courageous about their course and the tutor, a good starting point will be to make available to students the course outline or syllabus for the semester.

Causes of lecturer related academic corruption within Ghanaian higher education system. The second research objective was to establish causes of lecturer related academic corruption within Ghanaian higher education system. The study found that lecturers' not making interim assessment marks available to students before examinations resulted in academic corruption. Lecturers' inability to produce interim assessment results on time can be attributed to various reasons. Respondents specifically indicated the ensuing: *"Lecturers being lazy"*

Students generally attribute lecturers' inability to produce interim assessment results on time to laziness. However, this may not be a fair criticism as lecturers are often expected to attend to other academic duties like research that are also very demanding. In other jurisdictions, lecturers have well motivated research assistants that help with research work; however, this is not the case in many Africa universities. This makes is difficult for lecturers to balance the expectations of all stakeholders (students, especially). *"lack of effective supervision by management to ensure lecturers avail Interim Assessment marks to students"*

Without effective supervision by management, lecturers may fail to produce Interim Assessment marks since there are no repercussions. Lecturers are fairly busy people, and sometimes they do not view the Interim Assessment marks of students as a priority. *"They do not mark the IA papers"*.

Lecturers' failure to mark the Interim Assessment scripts may be the single most common reason why they fail to produce Interim Assessment grades. Their failure to mark scripts can be as a result of lax supervision on the part of university management. If there were structures that sanction lecturers that fail to mark their interim assessment scripts and hence produce the grades,

they would mark the scripts. Caprara et al. (2001) found that fear of punishment led to prosocial behaviours, buttressing the earlier stated point.

"lecturers sometimes withholding Interim Assessment grades in order not to discourage persons who did not perform well in the IA"

Students need their grades to help them better prepare for the end of semester examinations. As evidenced in the works of (Black and Wiliam, 1998), feedback is important for learning. They further argue that even final-year undergraduate students will benefit from feedback and hence value tutor feedback as an important part of the student self-assessment process.

"lecturers avoiding being questioned by students for grades wrongly awarded"

Another respondent argues that lecturers refuse to produce the Interim Assessment marks in a bid to avoid confrontations with students on the validity of their marks. Although this may be true, lecturers can still institute measures to ensure that the concerns of students are correctly addressed as this forms part of the assessment process.

The study also found that Lecturers not completing the syllabus for the semester before examinations also resulted in academic corruption. Respondents indicated the following;
" Because the slides they structure for the semester is many".

This respondent was of the view that lecturers were unable to complete the syllabus for the semester as a result of unrealistic standards that have been set. However, this may not be entirely the doing of lecturers as they are not responsible for the targets that are set for each semester. Tis finding is consistent with the previous works (Symington and Kirkwood, 1996) that students found it difficult to understand courses when they were overloaded.

Lecturers lack the requisite skills to teach some topics

This respondent is of the view that lecturers are not able to complete the syllabus as they lack the requisite skills to teach the topics. It goes without saying that one cannot teach what one does not know. In another study, Muzenda (2013) found that lecturer teaching skills, subject knowledge and lecturer attitude had positive significant influence on students' academic performances. Buttressing the point that lecturers need certain skills to be effective in carrying out their duties.

"lack of time due to part time teaching in other institutions"

It is common practice for lecturers to have various undertakings apart from teaching. Some of these undertakings include consultancy work. This sometimes takes from the time that lecturers have to focus on teaching, reducing their attendance time and their ability to complete the syllabus. This finds support in the works of Muzenda (2013) who found that lecturer attendance played a vital role in students' performance.
"family pressures"

Another respondent also attributed lecturers' inability to complete the syllabus to family pressures.

Some of these family pressures, include attending to spouse and children. Pitt et al. (2018) identified that academic, financial/work, personal, family-related, interpersonal, social support and university/life balance were major stressors.

Tying these causes to the theory, the social learning theory argues that people's behavior is influenced by the environment in which they find themselves through observational learning (Bandura et al., 1961; Bandura, 1977). New lecturers may be failing to produce interim assessment marks as a result of their environment. They see that other lecturers do not mark these scripts and face no repercussions and they learn these behaviours through observational learning. In related studies, Narasuci et al. (2018) found a positive and significant effect of the work environment on lecturer performance, work environment on work motivation, work motivation on lecturer performance, work environment on job satisfaction.

Measures to remedy the identified forms of lecturer classroom - related academic corruption in Ghanaian universities. The third research objective was to establish measures to remedy the identified forms of lecturer classroom - related academic corruption in Ghanaian universities. The study found that, lectures not making interim assessment marks available to students before examinations is the most recurrent form with a total percentage of 53.9. Lecturers not completing syllabus for the semester before examinations rated second with a percentage of 23.4. Lecturers not completing syllabus before close of semester, Lecturers coming in late for lectures and ending lectures earlier than scheduled time, lecturers not making available to students the course outline, and improper organization of interim assessments accounted for the remaining 22.7% of the classroom dishonest practices by lecturers. Remediating measures were preferred by respondents based on these findings.

On the finding that lecturers do not make interim assessment grades available to student before close of semester, the major reason identified was university managements being lax on supervision of lecturers. Based on this, respondents recommended that university management makes it a policy to ensure interim assessment grades are made known to students within a stipulated period to make students aware of their performance before the main examinations.

This policy, when done with the political will to ensure compliance, will lead to lecturers making available to students results of their interim assessments before close of the semester or attract the appropriate penal measures prescribed by the policy. Their suggestion is consistent with the works of Taras, (2003) that students' expectations of their grades were closely related to the amount of time and effort which they had invested in their work.

Also, respondents recommended that, as a matter of policy Student Representatives in Ghanaian university classrooms be empowered through institutional reforms to enable them report lectures who do not make Interim Assessment scripts available to them before the close of the semester. To be effective, the reporting system should give some protection to the student leaders to reduce fear of victimization of the student by lecturers. This will provide a checking measure in line with the policy on making interim assessments available to students. Ideally, this can be done using a portal that requires all student representatives to report on all interim assessments received before a given date. Menon (2005) agrees with this recommendation. His work found that it was necessary to increase student participation in university governance in the framework of a

distributed leadership approach designed to empower the key stakeholders of higher education. Further, respondents suggested that universities should have portals that displays the status of all lecturers regarding interim assessment marks for the semester before a given date. Lecturers who do not mark and avail scripts to students will be exposed by the portal for appropriate sanctions. Also, with the research suggesting that lecturers come in late and exit early, it is recommended that, there should be a clock in and clock out systems for lecturers to ensure they work in line with the expected schedules of the university in the classroom. Appropriately, the electronic clock in system will be devoid of human error thus ensuring there are checks on the period a lecturer begins and exits the classroom. This suggestion can be implemented by borrowing from the works of Zhi and Singh (2015). In their project, Radio Frequency Identification (RFID)-enabled Smart Attendance Management System (RFID-SAMS) was used to cater to the limitation of the conventional attendance system.

Additionally, there should be regular lecturers' checks on attendance by the university. Attendance logs or sheets should be made available to class representatives in various lecture rooms each day. This should be backed by reviews by management and appropriate actions taken by management on defaulting lecturers. This suggestion is consistent with the works of Thatcher et al. (2007). They found that the frequency of lecture attendance was significantly related to better academic performance and that "always" attending lectures is the best indicator of academic performance Regular checks on lecturers by assigned officers of the university should also be in place. However, this should be crossed checked with the attendance checks of the class representatives to avoid either the class representative or the assigned officer falsely appraising the lecturer positively or negatively. This suggestion can also be implemented by borrowing from the works of Zhi and Singh (2015) as earlier stated.

The research further found that lecturers do not make course outlines available to student at the beginning of the course. Respondents attributed this to lecturers lacking the requisite skills to teach some topics. Hinged on this, it is recommended that lecturer is equipped with the skill, knowledge and attitudes needed to teach the entire contents of the course. This can be done through periodic trainings locally or abroad. This suggestion is consistent with the works of Muzenda (2013). He found that subject knowledge, teaching skills, lecturer attendance and lecturer attitude had significant positive influence on students' academic performance.

It is further recommended that Ghanaian universities ensure a portal is created to host all course outlines of the various courses for the semester. This will help avoid complains of lecturers not making course outlines available to students. This suggestion finds support in the works of Agber and Agwu (2013). They found that there is the need for the use of such resources and hence tertiary institutions should subscribe for such online resources as AGORA, OARE and HINARI, for the benefit of their lecturers, who desire to use relevant online resources but are hindered by cost and technical issues.

Hinged on the above finding, and depending on the magnitude and frequency of occurrence of the act, prescribed penal measures ranging from queries, deductions in salary, suspension or dismissal should be meted to lecturers when found guilty. Blanc et al. (2010) found that interim assessments had the potential to contribute to instructional coherence and instructional improvement if they were embedded in a robust feedback system. However, for these systems to be effective, they

require the attention of school leaders.

Also, participants suggested that students' assessment on lecturers should be taken more seriously and necessary actions including training introduce to underperforming lecturers. This suggestion finds semblance in the works of Samian and Noor (2012). This study concluded that all the myth such as Student ratings are not a valid assessment of teaching quality is not true. Rather students' assessment should be taken with the utmost importance.

Respondents further suggested that, each course should be taken at least twice a week in order to help lecturers complete their syllabus for the semester. Cronin-Jones (1991) found that both teachers in his study believed that the most important student outcome is factual knowledge, that middle-grade students learn through repeated drill and practice, and that middle school students require a great deal of direction. This emphasizes the need for each course to be taken at least twice in a week.

Conclusion

This quantitative study rated the lecturer - related classroom academic corruption among lecturers in Ghana's higher educational institutions. The study concludes that, lecturers not making interim assessment grades available to student before close of semester was the most occurring lecturer - related classroom academic corrupt practice, with lecturers not completing syllabus before the close of the semester rated second. Lecturers coming in late and exiting early or not appearing for lecturers, lecturers not making course outlines available from the beginning of the semester and others were collectives placed in the 3rd position. The occurrence of these academically dishonest practices stems from lecturers being lazy, lack of effective supervision by management to ensure lecturers avail Interim Assessment marks to students, family pressures and lack of time due to part time teaching in other institutions, frequent absenteeism, some lecturers not meant to teach or lack certain skills to teach, too much contents for a given course, failure on the side of the management to be strict on lecturers, and forgetfulness on the part of lecturers to be consistent with their classroom schedules.

Implications of the Study. When university authorities make conscious effort at implementing the recommendations, lecturer classroom – related academic corrupt practices in Ghanaian universities will be reduced thus enhancing the quality of education. This is hinged on the assumption that, with the appropriate implementation of the recommendations, the interim assessment grades will be made known to students, reducing reports that, lecturers barely mark interim assessment scripts but award students underserving marks.

Further, the image of Ghanaian universities before stakeholders such as students will be enhanced with the implementations of policies that guide against lecturer absenteeism from the classroom – reposing confidence in the abilities of the lecturers and by extension the universities.

Also, a portal that make known to all students the course outline of the various courses in the university does not only boost student confidence in the lecturers but also makes the reputation of the university before the public visible as a result of a policy that ensures transparency and gives students and the public access to the contents that student are though in the universities.

Contributions of the Study to Comparative and International Higher Education. From a Ghanaian perspective the research introduces variables that may not be considered academic corruption in other jurisdictions as a result of prior established systems that ensure conformance to the deviant acts of lecturers considered academically corrupt in this study. This contributes to comparative and international higher education in a manner that draws from the empirical evidences of other forms of academic corruption from the developing world which may be nonexistent in the developed world- giving room for a relook of the concept from a broader perspective in other jurisdictions.

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