

# **Assessment of Sex and Age Impersonation as Academic Dishonest Behaviour among Postgraduate Students' of Federal Universities in South-South Zone of Nigeria**

BY

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## **Abstract**

The study investigated assessment of sex and age impersonation as academic dishonest behaviour among post graduate students' of Federal Universities of South-South, Nigeria. The study which is a survey research, involved a multi-stage stratified random sampling technique of 440 males and 490 females from 3 universities and 3 faculties of the same universities in South-South, Nigeria. Sample was selected through stratified random sampling approach. The study adopted frequencies, percentages, factor analysis and multiple classification analysis statistical tools. A questionnaire developed and validated by the researcher titled: "Academic Dishonest Behaviour Questionnaire" (ADBQ) with Cronbach coefficient alpha reliability of 0.83 was used for data collection. Two research questions and one hypothesis were formulated for the study. The findings indicated that the students used for this study were involved in Sex and Age impersonation aspect of academic dishonest behaviours. Female students were seen to be more involved than male in impersonation, Students ages 25-29years are more culpable in impersonation as academic dishonest behaviour. It is therefore recommended among others that there should be synergy among stakeholders in the educational process to fight this art of impersonation.

**Keywords: Sex and Age impersonation, academic dishonest behaviour  
Postgraduate students, Federal Universities**

**Word count: 183**

## **Introduction**

Over time academic dishonesty has negatively affected students' outcome, teachers, schools and the society at large. Today in Nigeria, there is a general apathy about the unemployable status of Nigerian graduates. Some of the reasons are attributable to the inability of the graduates to defend the certificate they hold. There have been reported incidences of collapsed high rise buildings in some major cities in Nigeria especially in Lagos, Lagos State. These are buildings built by certified and supposedly qualified civil engineers, qualified surveyors, architects who are seen to have obtained requisite qualifications in their various fields of specializations. Also observed are the performances of most trained and qualified teachers who cannot teach as expected of them.

Different studies have addressed the students' dishonest behaviours on the basis of age. It is reported that younger students engaged more often in cheating than their older counterparts (Egbai, 2021; Ekuri & Egbai, 2018; Haines, Diekhoff, LaBeff & Clark, 1986; Graham, Monday, O'Brien & Steffen, 1994; Diekhoff, LaBeff, Clark, Williams, Francis & Haines. 1996). Another point of view came into consideration i.e., in younger age, they have their own code of ethics to behave in society but as they grow up, they show moralities in their behaviours and become more philosophical (Auerbach & Welsh, 1994; Barger, Kubitschek, & Barger, 1998). Younger and unmarried students are more tolerant to cheating behaviour than older and married students Coombe and Newman (1997). This notion is also supported by (Egbai & Ita 2020; Whitley Jr, 1998) that the individuals at younger age, are found to be less ethical than the older ones.

Genereux and McLead (1995) carried out a study using questionnaires in assessing beliefs and behaviours associated with cheating. Questionnaire was administered to 365 college students. Circumstances rated most likely to increase cheating were low instructor vigilance, unfair exams, an instructor who does not care about cheating, and dependence of financial support and long-term goals on good grades. Circumstances rated most likely to decrease cheating were high instructor vigilance, fair exams, high punishment for getting caught, essay exams, widely spaced exam seating, and valuable course material (Onwubiko et al., 2015). Principal components

analyses revealed several factors underlying planned cheating: difficulty/negative consequences of cheating, pressures, instructor personality, social norms, and interest in the course.

These factors relate to the determinants of behaviour specified by the theory of planned behaviour. Self-reports indicated that 83 percent of respondents cheated in college and that the two most common types of cheating were giving (58 percent) and getting (49 percent) exam questions to and from other students before an exam. Acts of helping someone else cheat were more commonly reported than corresponding acts of cheating for oneself. Students with high cheating scores tended to be male rather than female, to have a low cumulative grade-point average, and to believe that the prevalence of cheating in college is high.

In a study carried out by McCabe and Trevino (1997), students at nine mediums to large state universities were surveyed in this comprehensive investigation of the influences of individual and contextual factors on self-reported academic dishonesty. Results suggested that cheating was influenced by a number of characteristics of individuals including age, gender, and grade-point average, as well as a number of contextual factors including the level of cheating among peers, peer disapproval of cheating, fraternity/sorority membership, and the perceived severity of penalties for cheating. Peer disapproval was the strongest influential factor.

Coston and Jenks, (1998) investigated the nature and extents of academic dishonesty among undergraduate criminal justice majors at a medium sized university in the Southeastern US. Using several theories of deviance as theoretical frameworks, the research sought to investigate the motivations for such behaviours. Criminal justice majors indicated that they are aware of, have engaged in, and plan to become involved in various low, medium, and high levels of academically dishonest behaviours in the future. Additionally, the study results revealed that specific acts defined as academically dishonest by the university and individual professors are not viewed as dishonest by students.

Whitley (1998) conducted a study on how review was conducted using the results of 107 studies of the prevalence and correlates of cheating among college students published between 1970 and 1996. The studies found cheating to be more common in the 1969-75 and 1986-96 time periods than between 1976 and 1985. Among the strongest correlates of cheating were having moderate

expectations of success, having cheated in the past, studying under poor conditions, holding positive attitudes toward cheating, perceiving that social norms support cheating, and anticipating a large reward for success. However, an important limitation on the conclusions drawn from this research is that many variables were included in only one or a few studies. A model of the antecedents of cheating is proposed and the implications of this model for the identification of students at risk for cheating and controlling cheating are discussed.

Aduloju and Obinne (2013) took a study to examine Assessment of Sex and Parental Socio-Economic Factors in Examination Cheating Behaviour among University Students: Implication for Measurement of Intellectual Functioning and Adjustment. They opined that Cheating in examination is getting more and more pronounced, wide spread and this result to test invalidity. The study assessed the cheating behaviour of 400 level students of university of Agriculture, Makurdi, Benue State, Nigeria.

The study was to investigate if Age, Sex and parent socio-economic status had a significant effect on students cheating behaviour. Survey research design was employed in the study while the population comprised of all the 400 level students of the university. The sample size was 402 students which were drawn from eight colleges using simple random stratified and purposive sampling techniques. Questionnaire was used for data gathering. Three research questions and three hypotheses were tested at = 0.05 level of significance. Data were analyzed using descriptive (Frequency counts) and inferential (t-test and ANOVA) statistics. The results indicated that sex and parent socio-economic status had no significant effect on students cheating behaviour. It was concluded that cheating occurs among university students and stake holders must find a way of curbing this menace which has eaten deep into educational system of this country.

Walton (2010) designed a study to investigate differences in undergraduate students' perceptions towards academic dishonesty as they relate to certain personal variables including age in a Midwestern University in USA. In this study, age was categorised into age groups; 18-24 years and 25 years and above. The finding revealed that those in the younger age group reported higher levels of academic dishonesty than those in the older age bracket. In addition, the older age bracket was found to be significantly less likely to engage in academic dishonesty than the younger age group.

The researcher submitted that the finding is consistent with Gilligan's Moral Orientation Theory as it relates to the ethics of care and justice amongst peers and thus gives credence to the fact that younger students are more prone to academic dishonesty than older students.

By adopting a survey research design in an investigation designed to ascertain the relationship between pharmacy students' dispositional traits and the other attitude towards academic cheating in a South-western university in the USA, Saulsbury, Brown, Heyliger and Beale (2011) also found out that age as a variable had no effect on the attitude of students toward academic dishonest behaviours.

Krueger (2014) investigated two Midwestern United States University Nursing Students academic dishonesty by identifying the relationship between certain socio-demographic variables and situational conditions which the students faced in their academic work. The finding of the study showed that there was no statistically significant relationship between age and the students' attitudes and frequency of engagement in academic dishonesty in their typical classroom and clinical settings in school. This means that age has no relationship with students' propensity to engage in academic dishonesty. The present study is conceived to address the problem of Sex and Age impersonation as academic dishonest behaviours in federal universities of the South-South zone of Nigeria.

### **Statement of the problem**

The increasing tendency for Sex and Age impersonation as academic dishonest behaviours among students at all levels of the educational system has been a serious threat to the Nigerian School System (Edim, 2012). This menace has great consequences on assessment validity, and decisions which depend on such falsified data. However, Sex and Age impersonation do not happen in a vacuum, but rather result from the interaction of many variables and factors. A lasting solution to this problem can only be meaningfully addressed when the root causes are identified and explained.

Previous attempts at addressing these challenges have directed researches more on common academic dishonest behaviours like copying from another student in examination with or without consent; taking illicit materials into the examination hall; collusion with another student to

communicate answers; etc during examinations. Also influence of moral development, and home environmental variables on academic dishonesty, with a total neglect of sex and age impersonation that manifest before or outside the examination like: Submitting answer script written from outside the exam hall, taking examination for another student, leakage of question paper and buying of question papers.

Moreover, researches that focused on how post graduate students' and how sex and age influence various factors of academic dishonest behaviours are rare. It is on this basis that the present study is conceived to address the problem of Sex and Age impersonation as academic dishonest behaviours in federal universities of the South-South zone of Nigeria.

### **Research questions**

- 1.What are the rampant academic dishonest behaviours among post graduate students of Federal Universities in South-South, Nigeria?
- 2.What are the underlying factors associated with sex and age influence on impersonation as academic dishonest behaviours?
- 3.How do sex and age influence impersonation as academic dishonest behaviour

### **Hypothesis**

1. There is no significant influence of sex and age on impersonation as academic dishonest behaviour

### **METHODOLOGY**

This study adopted the survey design. Survey design was chosen because it is a research approach specifically designed to systematically collect data about a group of individuals, who have same characteristics, through the use of written, questionnaires etc. There was no manipulation of variables since they had already manifested in the population before the study and it is an efficient means of collecting data from a large number of respondents, representing the entire population (Idaka & German, 2012). Assessment of Sex and Age impersonation as

academic dishonest behaviour among post graduate Students of federal universities in South-South zone of Nigeria was investigated.

### **Area of the study**

The research area is the South-South zone. It is one of the six geo-political zones in Nigeria. The South-South zone lies approximately; between latitudes  $4^{\circ}20'$  and  $5^{\circ}55'$  North of the equator and between longitude  $5^{\circ}25'$  and  $9^{\circ}00'$  east of the Greenwich meridian. It comprises Akwa-Ibom, Bayelsa, Cross River, Delta, Edo and Rivers State. The zone is made up of a population of 27,783,551 from the 2006 National Population Census figure. There are about 2500 communities speaking different languages and of different ethnic groups spread across the zone (NDRDMP, 2006). It is bordered in the north by the South-East and North Central geo political Zones, in the south by the Atlantic Ocean, in the east by the Republic of Cameroun and in the West by the South-West geo-political zone.

The area is rich in natural resources such as petroleum and gas which accounts for about 90% of the country's earnings from oil and gas. The climatic condition is distinctly marked and influenced by two major seasons; rainy and dry seasons. The vegetation of the zone falls within the tropical rain forest with some areas occupying the tropical mangrove forest enclaves in the Atlantic Ocean (NDRDMP, 2006). The region is endowed with the following resources; geothermal energy, solar energy and wind energy, thus making its economy essentially natural resources based. Fishing, cropping, exploitation and related secondary economic activities, timber constitutes the main stay of livelihood for at least 42% of the inhabitants of the zone. Despite the rich resources, the area is marked with lots of problems which include ecological degradation, pollution and devastation by acid rain which results from oil exploitation and gas flaring on a daily basis. Majority of the youths are unemployed and seem to have lost hope, faith and dignity in life. About 40% of the population are illiterate and with the high rate of poverty, there is bound to be youth restiveness (Inyang, 2007, Eteng, 2014).

The zone has similar cultural affiliation in terms of cultural features, dance and traditional festivals. Christianity is predominantly the religion of the area, though the practice of African Traditional Religion in some areas is not ruled out and Islam among the Hausa settlers is practiced as well. The people's major occupation is farming, fishing and trading.

Educationally, South-South zone has many primaries, secondary and tertiary institutions. Among the tertiary institutions are the federal universities under study. The restiveness of the zone due to

militancy has impacted on the educational institutions. This, in turn has made the zone and the various institutions within it vulnerable to a lot of vices including academic dishonest behaviours which is not favourable for the achievement of educational goals.

### **Population of the study**

The population is estimated at one thousand eight hundred and sixty (1860) post graduate students of federal Universities in the South-South zone of Nigeria. The universities are those of: Benin, Calabar, Otuoke, Port-Harcourt, Uyo and Warri. Data relating to population of students in the universities used for this study were obtained from their various graduate schools. The breakdown of distribution of the students' population and the sample by sex and age used for this study is shown in table 1.

### **Sampling technique**

A multi-stage cum stratified random sampling approach was used for this study. The universities were stratified along states. The first stage involved simple random sampling to select three states from the six states of Akwa Ibom, Bayelsa, Cross River, Delta, Edo and Rivers. The selected states were: Edo state, Cross River state and Rivers state. The three federal universities from these states were those used for the study. The universities selected were: Benin, Calabar and Port Harcourt. The second stage, involved simple random sampling to select three Faculties in one of the participating Universities whose outcome was replicated to other participating universities in the study. The three Faculties of Education, Social Sciences and Art/Humanities selected are those that were used for this study. Simple random sampling approach was further adopted to select the respondents.

For each of the participating faculties, 50 percent of the students were selected through simple random sampling approach. The researcher on one hand collected the names of post graduates' students and their addresses from their respective Head of Departments. With the list, students who leave off campus, the researcher enveloped an instrument and dispatched through a staff in the Head of Department office to them with the Head of Department office as the returning address. For those students living on campus, the researcher visited the hostels and administered the questionnaires. Lecture halls as well as defence venues were also visited and administered the instrument to the respondents.

### **Sample**

The sample for this study consisted of nine hundred and thirty (930) post graduate students of three federal universities in South-South zone of Nigeria. The sample is made up of 440 males and 490 females while age was made up of 20-24=69; 25-29=215; 30-34=232; 35-39=241 and 40 and above = 173, which represented 50 percent of graduate students' population from the Universities of Calabar, Port-Harcourt, and Benin.

### **Instrumentation**

Academic Dishonest Behaviour Questionnaire (ADBQ) was used to measure the frequency of occurrence of each type of dishonest behaviour identified among students. It has two major sections. Section A focuses on students' characteristics: university, faculty, programme of study, sex and age. Section B is made of the academic dishonest behaviours which includes among others; doing another student's course work for him/her. The sub scales were designed on a five-point rating scale in which subjects indicated their responses such as; Never, Once, 2times, 3times and more than 3times. The items were designed from study of literature on Sex and age impersonation as academic dishonest behaviours after careful scrutiny by the experts.

### **Validity of the instrument**

In order to estimate the validity of the instruments, the draft version of the questionnaire was given to five research experts in the field of measurement and evaluation and educational counsellors to give it face validity. Face validity refers to the superficial appearance of the items in an instrument to ascertain its suitability for its intended purpose (Joshua, 2005). The instrument was developed to measure academic dishonest behaviours among students. After careful study of the instrument, they validated it as being suitable for the purpose it was meant for.

### **Reliability of the instrument**

In order to estimate reliability of the instruments, the draft version of the questionnaire was trial-tested on 68 post graduate students in three faculties from the Cross River University of Technology, Calabar who were not part of the final study sample. Crombach coefficient alpha of 0.83 was obtained as estimate of internal consistency reliability for the instrument of "Academic Dishonest Behaviour Questionnaire" (ADBQ).

### **Procedure for data collection**

The final version of the questionnaire was administered by the researcher after due permission has been obtained from the Dean of the various graduate schools to subjects in the respective Universities with the help of four trained research assistants. Lecturers in the universities cooperatively worked with the researcher to ensure maximum cooperation of subjects in their respective lecture halls. The researcher enveloped questionnaires and sent to students who leave off campus by hand delivery, also visited the respondents in the hostels and other areas on campus where activities were being carried out like defence venues.

### **Procedure for data preparation/scoring**

A scoring key was developed for every variable in the questionnaire and coded. Information on personal data was coded as follows: Sex: Male = 1, Female = 2; Age group: 20-24 = 1, 25-29 = 2, 30-34 = 3, 35-39 = 4, 40 and above = 5.

The responses on the instruments were manually scored. This provided the initial raw data for the study. Each response on the Academic Dishonest Behaviour Questionnaire (ADBQ) was measured on a weighted value of five through one (Never = 1; Once = 2; 2times = 3; 3times = 4; More than 3times = 5).

### **Procedure for data analysis**

Frequencies and percentages count of rampant academic dishonest behaviour was calculated. Factor analysis was used to provide data on the underlying factors associated with sex and age impersonation as academic dishonest behaviours. In addition, multiple classification analysis was used to find out the relationship of the independent variables; sex and age impersonation on the factor of academic dishonest behaviour.

## **RESULTS**

### Research question 1

What are the rampant academic dishonest behaviours among post graduate students' of Federal Universities in South-South, Nigeria?

To provide answer to this research question, frequencies and percentages (descriptive statistics) were used to summarise the data. Their responses on extend of perceived involvement in academic dishonest behaviours were collapsed into 2 (been involved and never been involved), that is all responses connoting involvement from once to more than three times were collapsed into one. This way, the number of subjects who had at one time or the other been involved and those who never were involved was determined.

Based on this, their corresponding frequencies were converted to percentages. The result is presented on table 1. The result on table 1 presents the general pattern of academic dishonest behaviours.

**TABLE 1**  
**General pattern of academic dishonest behaviours**

S/N	Behaviours	Been involved	Never been involved
1	Paraphrasing material without acknowledging source	843(90.8)	87(9.2)
2	Permitting your own coursework to be copied by another student	721(77.7)	209(22.3)
3	Fabricating references	791(85.1)	139(14.9)
4	Falsifying references	729(78.4)	201(21.6)
5	Altering data collected through fieldwork	702(75.5)	228(24.5)
6	Inventing data in doing research work	634(68.2)	296(31.8)
7	Mishelving library materials for easy access to yourself	696(74.8)	234(25.2)
8	Collaborative generous marking of coursework	679(73.1)	251(26.9)
9	Submitting joint work as a personal work	589(63.3)	341(36.7)
10	Doing coursework for another student	681(73.2)	249(26.8)
11	Medically lying to secure extension of deadline	719(77.3)	211(22.7)
12	Taking illicit materials into the exam	616(66.3)	313(33.7)
13	Illicit procurement of information on exam paper's content	492(53.0)	437(47.0)
<b>14</b>	<b>Submitting answer script written from outside the exam hall</b>	<b>213(22.8)</b>	<b>717(77.2)</b>
<b>15</b>	<b>Taking examination for another student</b>	<b>215(23.0)</b>	<b>715(77.0)</b>
16	Collusion with other students to communicate answers	730(78.5)	200(21.5)
17	Leakage of question papers	276(30.6)	654(69.4)
18	Buying of question papers	209(22.4)	721(77.6)
19	Assaulting or attempting to assault the invigilator	241(25.8)	689(74.2)
20	Inducement of examiners such as begging and appealing for marks	623(67.0)	307(33.0)
21	Leaving examination hall without permission	375(40.3)	555(59.7)
22	Press lecturers for areas of concentration	839(90.2)	91(9.8)
23	Pre meditate collusion between two or more	844(90.7)	86(9.3)
24	Prearrange to sit together to collude	823(88.5)	107(11.5)
25	Smuggle out question paper to a helper outside the hall	342(36.7)	588(63.3)
26	Exchange question papers on which notes have been made	578(62.1)	352(37.9)
27	Take excuse to go to the toilet to look for answer	406(43.6)	524(56.4)
28	Tell colleagues answers to question verbally	785(84.4)	145(15.6)
29	Hide prepared notes or answers in pants and bring them out during exams	291(31.2)	639(68.8)
30	Refuse to submit examination script after the examination	92(9.8)	838(90.2)
31	Continue writing answers after time is up	728(78.3)	202(21.7)
32	Fail to expose known examination cheats	700(75.2)	230(24.8)
33	Cause any form of disturbance in the examination hall	644(69.2)	286(30.8)
34	Go through friends / relations of the examiner for marks/other forms of favour	683(73.4)	247(26.6)
35	Use coded or sign language to indicate answers to question	832(89.5)	98(10.5)
36	Offering gift to invigilator to allow for copying in examination	583(62.6)	347(37.4)
37	Substitute answer sheet with the one answered for you outside the hall	232(24.9)	698(75.1)

38	Refusal to submit answer script	157(16.8)	773(83.2)
39	Refusal to be searched by invigilators for clearance	276(29.6)	654(70.4)
40	Offering gifts to examination officer before the examination	497(53.4)	433(46.6)
41	Offering gift to examination officer after the examination	497(53.4)	433(46.6)
42	Offering gift to course lecturer before the examination	565(60.7)	365(39.3)
43	Offering gift to course lecturer after the examination	651(70.0)	279(30.0)
44	writing on tables	511(54.9)	419(45.1)
45	writing on lockers	284(30.5)	646(69.5)
46	writing on clothes	197(21.1)	733(78.9)
47	writing on walls	120(12.8)	810(87.2)
48	writing on part of the body	184(19.7)	746(80.3)
49	writing outside the examination hall	140(15.0)	790(85.0)
50	writing on hand kerchief	348(37.4)	582(62.6)
51	writing on jacket lining	344(36.9)	586(63.1)
52	Bringing into the exam hall papers with examinable information on them	682(73.3)	248(26.7)
53	Bringing into the hall books with examinable information on them	543(58.3)	387(41.7)
54	Bringing into the hall cell phones with examinable information on them	541(58.1)	389(41.9)
55	Bringing into the hall programmable calculators with examinable info on them	477(51.2)	453(48.8)
56	Bringing into the hall other materials with examinable information on them	675(72.6)	255(27.4)
57	Copying from another student in the exam without consent	692(74.4)	238(25.6)
58	Copying from another student in the exam with consent	690(74.2)	240(25.8)
59	Copying another student's coursework without consent	586(63.0)	344(37.0)
60	Copying another student's coursework with consent	642(69.0)	288(31.0)
61	Copying materials without acknowledging source	469(50.4)	461(49.6)

Percentages are in parenthesis

TABLE 2  
Mean of the underlying factors

Factors	Mean	SD
Impersonation	34.72	14.38
Plagiarism	30.45	10.26
Unruly behaviour	21.40	8.83
Concoction	13.16	5.17
Copying	14.97	4.48
Colluding	15.05	4.94

The result on table 2 presents the percentages of respondents to academic dishonest behaviours. Impersonation with highest mean of 34.72 and standard deviation of 14.38 is the most rampant dishonest behaviour among the six factors.

## Research question 2

What are the underlying factors associated with academic dishonest behaviours among post graduate students of federal universities in South-South Nigeria?

To answer this research question, factor analysis statistical procedure was used. Scores in form of factor loadings were used. From table 4, factor analysis through Varimax rotation with Kaiser Normalization method was applied to the data yielding a six dimensional solution with factors loadings up to 0.4 and above considered for the analysis and interpretation of the result. The high value of about 85% (above 0.4) of the items as indicated on the communalities as shown in table 3 is an indication of the importance of the items selected for this study for its relevance and appropriateness.

TABLE 3

Communalities of the items in the questionnaire

Items	initial	extraction	Items	initial	extraction	Items	initial	extraction
item1	1.000	.457	<b>item21</b>	<b>1.000</b>	<b>.474</b>	item41	1.000	.725
item2	1.000	.570	item22	1.000	.347	item42	1.000	.648
item3	1.000	.524	item23	1.000	.561	item43	1.000	.630
item4	1.000	.510	item24	1.000	.584	item44	1.000	.569
item5	1.000	.542	<b>item25</b>	<b>1.000</b>	<b>.458</b>	<b>item45</b>	<b>1.000</b>	<b>.593</b>
item6	1.000	.567	item26	1.000	.566	<b>item46</b>	<b>1.000</b>	<b>.489</b>
item7	1.000	.502	<b>item27</b>	<b>1.000</b>	<b>.446</b>	<b>item47</b>	<b>1.000</b>	<b>.483</b>
item8	1.000	.522	item28	1.000	.497	item48	1.000	.381
item9	1.000	.571	<b>item29</b>	<b>1.000</b>	<b>.382</b>	<b>item49</b>	<b>1.000</b>	<b>.349</b>
item10	1.000	.490	<b>item30</b>	<b>1.000</b>	<b>.286</b>	item50	1.000	.285
item11	1.000	.431	item31	1.000	.589	item51	1.000	.192
item12	1.000	.513	item32	1.000	.619	item52	1.000	.466
item13	1.000	.477	item33	1.000	.635	<b>item53</b>	<b>1.000</b>	<b>.604</b>
<b>item14</b>	<b>1.000</b>	<b>.607</b>	item34	1.000	.438	item54	1.000	.740
<b>item15</b>	<b>1.000</b>	<b>.549</b>	item35	1.000	.470	<b>item55</b>	<b>1.000</b>	<b>.731</b>
item16	1.000	.419	item36	1.000	.589	<b>item56</b>	<b>1.000</b>	<b>.616</b>
<b>item17</b>	<b>1.000</b>	<b>.501</b>	<b>item37</b>	<b>1.000</b>	<b>.663</b>	item57	1.000	.539
<b>item18</b>	<b>1.000</b>	<b>.537</b>	item38	1.000	.447	item58	1.000	.657
<b>item19</b>	<b>1.000</b>	<b>.513</b>	item39	1.000	.317	item59	1.000	.637
item20	1.000	.393	item40	1.000	.665	item60	1.000	.628
						item61	1.000	.299

## Hypothesis

There is no significant influence of sex and age on impersonation as academic dishonest behaviour among post graduate students of federal universities of South-South, Nigeria

To test this hypothesis, multiple classification analysis was applied on the data. The result is presented on table 6. Table 6 shows that there is significant influence on sex and age on impersonation as academic dishonest behaviour in federal universities in South-South Nigeria according to the independent variable.

TABLE 4  
Rotated factor matrix for the dimension of academic dishonest behaviour  
Impersonation

Items	F	Items	F	Items	F
item1	.214	<b>item21</b>	<b>.672</b>	item41	.159
item2	.117	item22	-.132	item42	.165
item3	.186	item23	-.088	item43	.132
item4	.102	<b>item24</b>	<b>-.086</b>	item44	.386
item5	.134	<b>item25</b>	<b>.588</b>	<b>item45</b>	<b>.576</b>
item6	.111	<b>item26</b>	<b>.414</b>	<b>item46</b>	<b>.548</b>
item7	.122	<b>item27</b>	<b>.632</b>	<b>item47</b>	<b>.530</b>
item8	.062	item28	.007	item48	.379
item9	-.043	<b>item29</b>	<b>.489</b>	<b>item49</b>	<b>.441</b>
item10	-.073	<b>item30</b>	<b>.404</b>	item50	.077
item11	.152	item31	.015	item51	.088
item12	.285	item32	.025	item52	.245
item13	.257	item33	.029	<b>item53</b>	<b>.487</b>
<b>item14</b>	<b>.633</b>	item34	.258	<b>item54</b>	<b>.478</b>
<b>item15</b>	<b>.612</b>	item35	.124	<b>item55</b>	<b>.583</b>
item16	.173	item36	.232	<b>item56</b>	<b>.526</b>
<b>item17</b>	<b>.659</b>	<b>item37</b>	<b>.608</b>	item57	.189
<b>item18</b>	<b>.677</b>	item38	.356	item58	-.016
<b>item19</b>	<b>.691</b>	item39	.098	item59	.096
item20	.341	item40	.164	item60	-.039
				item61	.398
Eigen value	15.058				
Percentage variance	24.685				
Cumulative%	24.685				

TABLE 5  
Variables under impersonation

Factor	N	item
Impersonation		<ol style="list-style-type: none"> <li>1. Submitting answer script written from outside the exam hall</li> <li>2. Taking examination for another student</li> <li>3. Leakage of question papers</li> <li>4. Buying of question papers</li> <li>5. Assaulting or attempting to assault the invigilator</li> <li>6. Leaving examination hall without permission</li> <li>7. Smuggle out question paper to a helper outside the hall</li> <li>8. Take excuse to go to the toilet to look for answer</li> <li>9. Hide prepared notes or answers in pants and bring them out during exams</li> <li>10. Refuse to submit examination script after the examination</li> <li>11. Substitute answer sheet with the one answered for you outside the hall</li> <li>12. writing on lockers</li> <li>13. writing on clothes</li> <li>14. writing on walls</li> <li>15. writing outside the examination hall</li> <li>16. Bringing into the hall books with examinable information on them</li> <li>17. Bringing into the hall calculators with examinable info on them</li> <li>18. Bringing into the hall other materials with examinable information on them</li> </ol>

TABLE 6

Analysis of variance (ANOVA) on academic dishonest behaviour of impersonation in federal universities in South-South Nigeria according to the independent variables.

Source of variance	Sum of squares	df	Mean square	F-ratio	P-level
Combined effect	4773.210	5	954.642	4.700	.000
Sex	1113.157	1	1113.157	5.481	.019
Age	3660.053	4	915.013	4.505	.001
Model	5162.328	9	573.592	2.824	.003
Residual	186651.127	919	203.102		
Total	191813.455	928	206.696		

Table 6 shows that there is significant influence of sex and age ( $F_{1, 928}=5.481$  &  $4.505$   $p<0.05$ ,  $p<0.05$ ) on impersonation as academic dishonest behaviour among post graduate students of federal universities of South-South, Nigeria. By this result, the hypothesis is rejected. Table 7 indicates that the adjusted mean scores for the variables, male and female in terms of their involvement in academic dishonest behaviours are 33.7311 and 35.6182 respectively; suggesting that even with the significant influence of sex and age on impersonation as academic dishonest behaviour of federal universities in South-South Nigeria, female students tend to be more culpable in academic dishonest behaviours than their male counterpart. Similarly, the adjusted mean scores for age are; 31.9585, 37.6388, 35.7317, 32.9533 and 33.3281. Indicating that student ages 25-29years are more involved in impersonation as an academic dishonest behaviour followed by those of 30-34years, 40years and above, 35-39years and 20-24years in that sequence.

The result also shows that a beta value of .066 for sex and .139 for age on the influence of impersonation on academic dishonest behaviour in the federal universities of the South-South, Nigeria was obtained, suggesting that impersonation accounted for only 6.6 percent and 13.9

percent for sex and age respectively of the variance scores on academic dishonest behaviour in the said universities among post graduate students.

TABLE 7

Multiple classification analysis (MCA) on academic dishonest behaviour of impersonation in Federal Universities in South-South Nigeria according to the independent variables

Variables	Group/levels	No.	Unadjusted mean	Adjusted mean	Eta	Beta
Sex	Male	440	33.5705	33.7311		
	Female	489	35.7628	35.6182	.076	.066
Age	20-24years	69	31.5942	31.9585		
	25-29years	215	37.7163	37.6388		
	30-34years	231	35.7922	35.7317		
	35-39years	241	33.0249	32.9533		
	40years and above	173	33.1963	33.3281	.144	.139

Female students were seen to be more involved than men in impersonation, Students ages 25-29years are more culpable in impersonation as academic dishonest behaviour than their female counterpart.

## DISCUSSION

The findings on sex and age on impersonation as academic dishonest behaviour among post graduate students of federal universities of South-South, Nigeria shows that there is significant influence of sex and age on impersonation as academic dishonest behaviour. There was further indication that the adjusted mean scores for the variables, male and female in terms of their involvement in academic dishonest behaviours suggested that female students tend to be more culpable in academic dishonest behaviours than their male counterpart. Sex as a variable in research divides human beings into two exclusive categorical groups i.e., man and woman. This study is in agreement to the studies of (Genereux and McLead, 1995; McCabe and Trevino, 1997; Whitley, 1998), in the aspect of sex being found to be linked to academic dishonesty by

way of significance. However, the study is in disagreement to (Egbai, 2021; Egbai & Ita 2020; Ekuri and Egbai 2018) with several other studies that have reported that men cheat more in school settings than women.

Also (Underwood and Szabo, 2003; Rettinger, Ordan and Peschiera, 2004) have reported men to cheating more in school settings than women. Nevertheless, Jordan (2001) found no difference in levels of cheating behaviours among them. These contradictions may be due to the sample used for their study as well as the category or level of programme they studied, could be the reason for their result. This study has a large sample size and the respondents are of post graduate level of education who understood the responses they proffered to the items.

Similarly, the adjusted mean scores for age indicated that student ages 25-29years are more involved in impersonation as an academic dishonest behaviour followed by those of 30-34years, 40years and above, 35-39years and 20-24years in that sequence. The result also shows that a beta value of 6.6 percent and 13.9 percent for sex and age respectively of the variance scores on academic dishonest behaviour are obtained.

The finding regarding age is in disagreement with the findings of Haines, Diekhoff, LaBoff, Clark (1986); Graham, Monday, O'Brien and Steffen (1994); Diekhoff, LaBeff, Clark, Auerbach and Welsh, (1994); Barger et al., (1998). Also Combe and Newman (1997) who in their study observed that younger age have their own code of ethics to behave in society but as they grow up, they show moralities in their behaviours and become more philosophical. This study also disagrees with Krueger (2014) who said that age is not significant in academic dishonesty. In this study, age 20-24 which is the youngest is rather the least in order of involvement. This age group is actually few at the level of post graduate studies hence their responses were as well few compared to other age group could be the reason of this outcome.

## **Conclusion**

The conclusion of incidences of sex and age on impersonation as academic dishonest behaviour among post graduate students of federal universities in South-South, Nigeria, shows that it is very obvious that there exist some levels of sex and age impersonation as academic dishonest behaviours in the area of study. The association by way of significance of the students' characteristics like the sex and age to the different underlying factors mentioned above are clear signs that the students, lecturers, parents training institutions as well as the government need to rise up to the challenge steering them on the faces and bring these menace to an end. These will

help to restore the lost glory of our universities and place us among the topmost universities of the world.

### **Recommendations**

In light of this study, the following recommendations will be useful in curbing sex and age impersonation as academic dishonest behaviours among post graduate students of federal universities of South-South, Nigeria on one hand and indeed, the National and Global Educational System by extension:

- 1). Since it has been seen that sex and age impersonation as academic dishonest behaviours exist, the university authorities should produce code of conduct to the students. If they already had, then its implementation should commence and drastic decisions melted to defaulters.
- 2) There should be synergy among stakeholders in the educational process to fight this ugly problem of impersonation starting from the point of admission by universities, the student should be made to know the consequences of getting involved in it.
- 3). Universities should create clear and firm academic regulations in anticipation of sex and age impersonation as academic dishonest behaviours. The regulations under consideration should include procedure for examinations, use of software like turnitin, hidden cameras in examination halls etc to detect offenders.

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