

Correlates of pedagogic malpractices¹

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ABSTRACT

This study explored pedagogic malpractices; its causes and effects in two selected sub-Saharan African universities. Mixed method research design was adopted for the study. Data were collected through the use of self-designed questionnaires for the quantitative study and interviews for the qualitative study. Interviews were conducted with eight randomly selected educators, while questionnaires were administered to 480 randomly selected undergraduate university students from two universities, one in Nigeria and the other in South Africa. The quantitative data were analysed through the use of descriptive statistics, while the qualitative data were thematically analysed. The results show that the adoption of a teacher-centred approach by educators to teaching, poor or non-usage of appropriate teaching materials, poor usage of the language of instruction, absenteeism and lateness of educators to class, poor student-educator relationship, assessment and feedback among others, are the various ways by which pedagogic malpractices are perpetrated. In addition, poor staff remuneration, lack of instructional materials, poor working environments, quality of educators, student-educator ratio, workload of educators, were shown as contributing factors of pedagogic malpractices. As a result, poor academic performance, and high drop-out rate are the effects of pedagogic malpractices. The study recommends that university education providers in sub-Saharan Africa should provide educators with a good working environment, recruit more staff, provide staff development opportunities and monitor teaching and learning activities.

Keywords: pedagogic malpractice, higher education, survey, interviews, Nigeria, South Africa

INTRODUCTION

Malpractice in the educational system is usually always associated with students. However, it goes beyond misconduct perpetrated by students in examination centres. The education system has always been considered as being void of corruption with educators being held in high esteem. (This could quite possibly be one of the reasons for their involvement in national electoral processes.) However, in recent times, malpractice seems to have crept into the educational system (Kayode, 2015). According to Adesina (2000) malpractice exists in the education system and it is perpetrated in different forms, one of which includes pedagogy. Ojerinde (2002) supports Adesina, when he states that malpractice is all encompassing and extends to negligent acts perpetrated by members of staff in an institution, including

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academic staff. Dimkpa (2011) holds that academics perpetrate malpractices in various ways. These malpractices are classified as 'pedagogic malpractices'.

Pedagogic malpractice is described as any form of malady within the classroom that constitutes mismanagement and maladministration which affects teaching and learning activities (Serfontein & Waal, 2015). An example is an educator who shows preference for a student over others. Avetisyan and Khachatryan (2014) consider it as an act against the standard of an academic institution to favour a particular person. It also means educational negligence or activities within institutions of learning which hamper the learning abilities of students. Hallak and Poisson (2007) and Heyneman (2011) state that pedagogic malpractices take various forms and occur in different places. It encompasses examination misconduct. In other words, while academic malpractices include all forms of negligence and misconduct perpetrated in an institution of learning by both students and members of staff, examination malpractice focuses on examination activities and negligence which is perpetrated by students and their cohorts.

This research paper focuses on pedagogic malpractices perpetrated by educators within and outside university classes in two selected universities in sub-Saharan Africa. The paper begins with a brief exploration of the history, the scope and categories of pedagogic malpractice and is situated within social learning theory. The following sections outline the methodology used before presenting and discussing the findings. Lastly, there is a concluding section which includes recommendations.

Brief history of pedagogic malpractice

The first time the expression 'academic malpractice' was used, was against educators in the 1970s and 80s (Hutt & Tang, 2013). This malpractice was the failure of educators to perform their duties in teaching students. In this regard, pedagogic malpractices are used to mean negligence or corrupt acts perpetrated by educators which negatively affects teaching and learning activities, while educational malpractices are corrupt acts or negligence perpetrated by other staff in the institution of learning. However, while the latter may not necessarily affect teaching and learning directly, there is a need to explore the scope of pedagogic malpractice.

Scope of pedagogic malpractice

Farquhar (2003) explains pedagogy as quality teaching that allows learning to take place. In other words, pedagogy involves the use of any medium, technique or mechanism to ensure and ascertain that learning takes place within a given session/exercise of teaching. This is corroborated by Bower (2010) who opines that educators are to improvise, use every material within their reach to ensure that students are taught. Uleanya and Gamede (2017) describe quality teaching as the factor upon which students' success is hinged. Thus, poor quality teaching and non-improvisation of educators constitute pedagogic malpractice.

The major form of pedagogic malpractice in the university is negligence in teaching-related responsibilities by educators (Hutt & Tang, 2013; Uleanya & Gamede, 2017). This is equated with the practice in other professions such as law, politics, accounting, among others (Norris, 2014; Beigi, Asadi, Valiani & Mardani, 2015). According to Yocum and Miller (2012) pedagogic malpractice is based on the failure of the instructional abilities of educators which tends to affect teaching and learning activities as well as future productiveness of students.

Highlighting the importance of educators to students, a former president of the United States of America (Barak Obama), in his remarks to the Hispanic Chamber of Commerce (2009) states 'From the moment students enter a school, the most important factor in their success is not the color of their skin or the income of their parents, it's the person standing at the front of the classroom'. Educators' negligent acts can thus

affect the success or failure of students. Students attached to corrupt or negligent educators may struggle to achieve academic success in life. Also, students may be negatively affected if the person standing in front of the class as educator is incompetent to perform and discharge the expected duties effectively and efficiently in a systematic, logical and well-understandable manner. According to Hutt and Tang (2013) any act done by an educator to hamper the learning ability of students should be regarded as pedagogic malpractice. In short, pedagogic malpractices are perpetrated by educators at the expense of students. Thus, categories of pedagogic malpractice are explored.

Categories of pedagogic malpractice

Pedagogic malpractices occur in different ways. Yocum and Miller (2012) categorise pedagogic malpractice into three categories where the educators are indirectly blamed. The categories are:

- When a student claims to have been incapacitated. In this regard, the student alleges that adequate skills were not provided by an educator due to incompetence or negligence.
- When a student alleges an educator fails to diagnose the cognitive abilities of the students and fails to teach based on their abilities. However, where the abilities of the students are diagnosed, the teaching is done negligently.
- When a student alleges an educator is guilty of supervising students' training negligently.

Educators are the principal agents upon whom students depend. Killian (2014) in support of Yocum and Miller (2012), states that educators will be regarded as having taken part in malpractice when they go about their duties in ways that are below the best available standard. Meanwhile, Sikhwari, Maphosa, Masehela and Ndebele (2015) aver that educators are the bedrock upon which the academic performances of students lie. This implies that educators play important roles in the academic pursuit of students. Thus, they have to continuously learn new techniques to enable their students to function adequately as their non-performance constitutes malpractice which hampers teaching and learning activities.

Social learning theory

Social learning theory views learning as a social and cognitive phenomenon. Learning, in this regard, is accepted as a behaviour that can be learnt and unlearnt by individuals within a given environment (Grisold & Kaiser, 2017). This implies that whatever is learnt by a student can be unlearnt if conscious efforts are made. Bandura (1971), one of the foremost proponents of social learning theory, states that learning is a social phenomenon which entails processes such as: attention, retention, reinforcement and motivation, as well as conditioning. Other early proponents of social learning theory: Weinstein, Ridley, Dahl and Weber (1989) aver that for such processes to successfully occur, the roles of educators are invaluable. Hence, social learning theory enjoins educators to be skillful and know the appropriate strategies to apply in any teaching and learning exercise. Joye and Wilson (2015) state that factors such as age and gender of an educator influences teaching and learning activities. This suggests that while the personality of educators has effects on their teaching strategies and classroom activities, they have great influence on learning processes of students. Daniels and McBride (2001) and Souriyavongsa, Rany, Abidin and Mei (2013) respectively state that the task of educators, the learning environment and availability of teaching and learning resources are important factors, which can limit the potential abilities of educators to transfer knowledge. Butler, Godbole and Marsh (2013) and Fook and Sidhu (2015) state that assessment and feedback, volume and assignment type, among others, are factors that contribute to pedagogic malpractice. Robertson, Line, Jones and Thomas (2000), Sawir (2005), Baker, Grant and Morlock (2008), as well as Serfontein and Waal (2014) state that factors like language policy and student-lecturer relationship are underlying factors which constitute pedagogic malpractices. On the contrary, Bower (2010) avers that educators are expected to be good improvisers. In other words, they

should be able to improvise towards ensuring that they deliver, especially in circumstances when teaching and learning facilities are lacking. However, Hutt and Tang (2013) state that the inability of educators to impact their students during teaching and learning activities amounts to negligence and malpractices on the part of such educators regardless of the environment, learner-related issues, among others. The role of educators includes ensuring that learning takes place regardless of the situation in which they find themselves.

STATEMENT OF THE PROBLEM

Malpractices in the education system are usually associated with students. Educators are expected to be devoid of malpractices or negligence based on their chosen profession and the effects which any form of negligence may have on society. Hence, when students turn out to be unproductive or fail to perform academically well, they are blamed and considered playful, academically unbalanced or experiencing one form of learning challenge or the other. Pedagogic malpractice is not usually considered capable of hampering learning processes of students: university students inclusive. However, this seems untrue as many unemployable and poorly capacitated graduates have been turned out into society. Thus, this study seeks to explore various ways by which pedagogic malpractices are perpetrated in universities and to explore academics perceptions of pedagogic malpractice.

RESEARCH QUESTIONS

1. What pedagogic malpractices are perpetrated by academic staff of the selected Nigerian and South African universities?
2. What are the perceptions of academic staff of the selected Nigerian and South African universities on pedagogic malpractices?

METHODOLOGY

The mixed method research design was adopted for this study in order to collect quantitative data which enhances generalisation and qualitative data for in-depth information. Creswell (2014) and Kumar (2014) view mixed method research as an approach useful for obtaining information based on representative and qualitative samples and can therefore be generalised to a population. The population of this study consists of third-year undergraduate university students in two selected universities in Nigeria and South Africa. The institutions were adopted based on similar features such as: their location, source of funding, size of institution, availability and access to resources, among others. The sample population was 488 participants from across eight faculties from the two universities. Two hundred and forty-four student respondents were from a Nigerian-based university, while the other 244 student respondents were from a South African-based university. Eight educators were randomly selected from the eight faculties in the selected universities. Five hundred questionnaires were administered and retrieved with 480 being used for the study. The researchers ensured that the questionnaires administered and used for the study were equivalent in number from both of the selected institutions. The population and sample figures are illustrated in Table 1 below.

Table 1:
List of student respondents

Demographics	South Africa		Nigeria	
	Frequency (N =240)	Percent (%)	Frequency (N =240)	Percent (%)
Gender				
Male	110	46	114	47
Female	130	54	126	53

Demographics	South Africa		Nigeria	
	Frequency (N =240)	Percent (%)	Frequency (N =240)	Percent (%)
AGE				
18-29	120	50	122	51
30-39	115	48	116	48
40-Above	5	2	2	01
Faculty				
Agriculture and Science	39	16	43	18
Arts	72	30	67	28
Commerce, Admin. and Law	63	26	51	21
Education	66	28	79	33
Total	240	100	240	100

Instruments

The study investigated the various ways by which educators in the two selected sub-Saharan African universities perpetrate pedagogic malpractices, and the causes of such acts. Hence, a self-designed questionnaire and semi-structured interview were adopted for quantitative and qualitative data collection respectively. The self-designed questionnaire adopted the Likert rating scale as shown below:

Strongly Agreed	Agreed	Disagreed	Strongly Disagreed
4 Points	3 Points	2 Points	1 Point

The questionnaire comprised two sections. The first section aimed at retrieving personal information of respondents while the second section retrieved information on the different types of pedagogic malpractices experienced by students. Each identified type of malpractice informed by the reviewed literature consisted of four statements as seen in Tables 2 and 3 below.

Semi-structured interviews were conducted with educators to answer the second research question. The responses retrieved through interviews with educators were analysed under various themes. These interviews were used to collect data from an academic perspective on the types and causes of pedagogic malpractices conducted. An interview schedule guide was used to ensure uniformity in the questions asked. However, additional questions were asked based on the responses of the educators. This helped the researchers to gather extra useful information. Educators were conveniently selected based on their interest to participate in the study as well as their availability. The questions asked revolved around their opinion on the existence of pedagogic malpractices and the various ways by which these are perpetrated in the university system. Additionally, research ethics were duly considered and followed. For instance, the researchers ensured that respondents were obliged to respond to the administered questionnaires at their volition and their anonymity was ensured.

FINDINGS AND DISCUSSION

Data were obtained from both students and academics using questionnaires and interviews. The answers provided by both student and academic respondents indicated that pedagogic malpractices are perpetrated in different ways and for different reasons.

Findings from quantitative study

Table 2 and 3 below shows six common pedagogic malpractices that the study found to be perpetrated by educators from the two selected universities. Table 2 presents the analysed data collected from student respondents in the selected South African university, while Table 3 presents the analysed data collected from students in the selected Nigerian university.

Table 2:

South African Student Respondents view on Pedagogic Malpractices by Educators where SA stands for Strongly Agree, A - Agree, D – Disagree and SD – Strongly Disagree

		SA	A	D	SD	Total
Language of instruction						
I enjoy the use of English language as medium of instruction	N	30	45	76	89	240
	%	13	19	31	37	100
I comprehend the lectures taught through the use of English language as medium of instruction	N	58	49	73	60	240
	%	24	21	30	25	100
I prefer the use of local language as medium of instruction	N	91	101	37	11	240
	%	38	42	15	5	100
I perform better when taught in local language	N	98	111	26	5	240
	%	41	46	11	2	100
Student-Educator Relationship						
I enjoy good relationship with my educators	N	35	47	99	59	240
	%	15	20	41	24	100
Our educators are friendly and relate well with us	N	42	50	75	73	240
	%	18	21	31	30	100
I will perform better if I relate differently with my educators	N	72	81	35	52	240
	%	30	34	14	22	100
I get regular counsel from educators	N	35	27	87	91	240
	%	15	11	36	38	100
Adopted Teaching Approach						
I enjoy the teaching strategy of our educators	N	27	33	92	88	240
	%	11	14	38	37	100
I get motivated to learn based on the teaching strategies of my educators	N	30	35	96	79	240
	%	13	14	40	33	100
The teaching strategies of our educators are good and fascinating	N	27	31	87	95	240
	%	11	13	36	40	100
The teaching strategies of educators make me perform better	N	21	34	89	96	240
	%	9	14	37	40	100

		SA	A	D	SD	Total
Poor or non-usage of Appropriate Teaching Materials						
Our educators use teaching support materials regularly	N	21	34	88	97	240
	%	9	14	37	40	100
The teaching support materials adopted by our educators aid my comprehension	N	33	24	87	96	240
	%	14	10	36	40	100
I enjoy classes due to the adopted teaching support materials	N	26	31	94	89	240
	%	11	13	39	37	100
I perform better because of the adopted teaching support materials used by our educators	N	24	36	92	88	240
	%	10	15	38	37	100
Absenteeism and Lateness of Educators to Class						
Educators come late to class for lectures	N	36	47	89	68	240
	%	15	20	37	28	100
Educators absent themselves from lecturing	N	29	34	85	92	240
	%	12	14	35	38	100
I sometimes do not attend classes because educators go late or absent themselves from classes	N	26	31	91	92	240
	%	11	13	38	38	100
Absenteeism or late going of educators for classes affects me negatively	N	30	41	91	78	240
	%	13	17	38	32	100
Assessment and Feedback from Educators						
I enjoy the feedback I get from educators	N	27	29	98	86	240
	%	11	12	41	36	100
I enjoy the way educators assess us	N	30	42	90	78	240
	%	13	18	37	32	100
My academic performance is affected based on the assessment strategy of the educators	N	69	91	51	29	240
	%	29	38	21	12	100
My academic performance is negatively affected due to the type of feedback I get from my educators	N	75	88	43	34	240
	%	31	37	18	14	100

Table 3:

Nigerian Student Respondents view on Pedagogic Malpractices by Educators where SA stands for Strongly Agree, A - Agree, D – Disagree and SD – Strongly Disagree

		SA	A	D	SD	Total
Language of instruction						
I enjoy the use of English language as medium of instruction	N	90	121	19	10	240
	%	38	50	8	4	100

		SA	A	D	SD	Total
I comprehend the lectures taught through the use of English language as medium of instruction	N	93	128	12	7	240
	%	39	53	5	3	100
I prefer the use of local language as medium of instruction	N	32	52	96	61	240
	%	13	22	40	25	100
I perform better when taught in local language	N	8	12	126	94	240
	%	3	5	53	39	100
Student-Educator Relationship						
I enjoy good relationship with my educators	N	27	41	89	83	240
	%	11	17	37	35	100
Our educators are friendly and relate well with us	N	38	46	123	33	240
	%	16	19	51	14	100
I will perform better if I relate differently with my educators	N	76	88	40	36	240
	%	32	37	16	15	100
I get regular counsel from educators	N	28	41	98	73	240
	%	12	17	41	30	100
Adopted Teaching Approach						
I enjoy the teaching strategy of our educators	N	21	39	122	58	240
	%	9	16	51	24	100
I get motivated to learn based on the teaching strategies of my educators	N	22	35	79	104	240
	%	9	15	33	43	100
The teaching strategies of our educators are good and fascinating	N	25	30	99	86	240
	%	10	13	41	36	100
The teaching strategies of educators make me perform better	N	33	41	98	68	240
	%	14	17	41	28	100
Poor or non-usage of Appropriate Teaching Materials						
Our educators use teaching support materials regularly	N	21	29	111	79	240
	%	9	12	46	33	100
The teaching support materials adopted by our educators aid my comprehension	N	21	25	119	75	240
	%	9	10	50	31	100
I enjoy classes due to the adopted teaching support materials of our educators	N	19	23	102	96	240
	%	8	10	42	40	100
I perform better because of the adopted teaching support materials used by educator	N	12	17	114	97	240
	%	5	7	48	40	100

		SA	A	D	SD	Total
Absenteeism and Lateness of Educators to Class						
Educators come late to class for lectures	N	59	87	49	45	240
	%	25	36	20	19	100
Educators absent themselves from lecturing	N	58	72	69	41	240
	%	24	30	29	17	100
I sometimes do not attend classes because educators go late or absent themselves from classes	N	67	71	63	39	240
	%	28	30	26	16	100
Absenteeism or late going of educators for classes affects me negatively	N	73	79	53	35	240
	%	30	33	22	15	100
Assessment and Feedback from Educators						
I enjoy the feedback I get from educators	N	11	39	121	69	240
	%	5	16	50	29	100
I enjoy the way educators assess us	N	27	32	86	95	240
	%	11	13	36	40	100
My academic performance is affected based on the assessment strategy of the educators	N	56	77	52	55	240
	%	23	32	22	23	100
My academic performance is negatively affected due to the type of feedback I get from my educators	N	86	92	41	21	240
	%	36	38	17	9	100

The findings of the study as presented in Tables 2 and 3 show the different identified pedagogic malpractices perpetrated in the selected universities in South Africa and Nigeria. The study indicates that though the English language is adopted as a medium of instruction in the two countries, the majority of the South African educators in the selected university prefer to adopt the home language as a medium of instruction and the students appreciate such. For instance, the majority, 80% and 87% of the students from the selected South African university agree that they enjoy the use of their home language as a medium of instruction and perform better when taught in the same medium. However, 88% and 92% of the Nigerian students agree that they enjoy and perform better when taught in the English language. This implies that the use of English language as a medium of instruction in the selected South African university constitutes pedagogic malpractice because it hampers the teaching and learning process. However, educators in the selected Nigerian university focus on the use of the English language as a medium of instruction, hence, it does not constitute pedagogic malpractice.

The study also reveals that the student-educator relationship or lack thereof is a form of pedagogic malpractice and hampers teaching and learning activities in both selected universities. Data gathered from the student respondents show that pedagogic malpractice is perpetrated through the relationship that exists between the students and their educators. For instance, while 65% and 72% respectively of the South African and Nigerian student respondents disagree that they enjoy their relationship with their educators, 64% and 69% respectively of the student respondents in the selected South African and Nigerian universities agree that they would have performed better if they had different and better relationships with their educators. This implies that students do not enjoy the maximum cordial relationship

they expect from their educators and this hampers teaching and learning activities. By extension, students-educators' relationship constitutes pedagogic malpractices perpetrated by educators.

The adopted teaching strategies are other forms by which pedagogic malpractices are perpetrated by educators. Of the student respondents from both the selected South African and Nigerian universities, 75% disagree that they enjoy the teaching strategies adopted by their educators. The study further reveals that 73% and 76% respectively of students from the selected South African and Nigerian universities feel demotivated to learn due to the adopted teaching strategies of the educators. This implies that the adopted teaching strategies of educators constitute pedagogic malpractice as it hampers learning processes.

Additionally, the study reveals that absenteeism and lateness to lecture is another way by which educators perpetrate pedagogic malpractice. However, the data suggest that this form of pedagogic malpractice is perpetrated more in the selected Nigerian university, compared to the selected South African university. For instance, while 35% of the South African student respondents agree that their educators come late, 61% of the Nigerian student respondents agree that their educators come late. Also, while 26% of the South African student respondents agree that educators absent themselves from lectures, 54% of the Nigerian student respondents agree. Additionally, 24% and 58% of the South African and Nigerian student respondents respectively agree that they themselves are sometimes absent from classes. Also, 30% and 63% of the South African and Nigerian student respondents respectively agree that they sometimes absent themselves from classes and are negatively affected due to the absenteeism and lateness to lecture of their educators. While lateness to lecture and absenteeism of educators constitutes a major pedagogic malpractice in the selected Nigerian university, it is also experienced to a lesser degree, and negatively affects students in the selected South African university. This suggests that students in the selected Nigerian university often play truancy compared to their counterparts in the selected South African university, though they both experience pedagogic malpractices in the area of absenteeism and lateness of lecturers to varying degrees.

The study further shows that pedagogic malpractices is perpetrated through assessment and feedback given by educators to students. Of the South African student respondents, 69% disagree that they enjoy the way they are assessed by their educators while 77% disagree that they enjoy the feedback they receive from their educators and as such it affects their academic performances negatively. On the other hand, 76% of the Nigerian student respondents disagree that they enjoy the way they are assessed by their educators while, 79% disagree that they enjoy the feedback they receive from their educators and their academic performances are negatively affected by such. This finding suggests that assessment and feedback from educators to students is a major form of pedagogic malpractice in the two selected universities.

Another finding of the study is that poor or non-usage of appropriate teaching materials constitutes pedagogic malpractice. Of the South African and Nigerian student respondents, 77% and 79% respectively disagree that their educators use teaching materials during lectures. Added to this, 76% and 81% of the South African and Nigerian student respondents respectively agree that when teaching materials are used for lectures, it impedes their learning. This implies that the selected teaching materials are either not appropriate for the lesson or are wrongly used. Of the South African and Nigerian student respondents, 75% and 88% respectively disagree that they perform better due to the adoption and use of teaching materials by their educators. Inappropriate selection and wrong usage of teaching materials by educators constitute pedagogic malpractices.

Discussion of findings from quantitative study

The findings of the quantitative study reveal that pedagogic malpractices are perpetrated by educators in different ways, among which are: the adopted language of instruction, student-educator relationship,

teaching approach, poor use of instructional support materials, absenteeism/lateness of educators to class, as well as forms of assessment and feedback given to students in both selected universities. However, the language of instruction is peculiar to the selected South African university.

The finding of the study on the adopted language of instruction constituting pedagogic malpractice concurs with the work of Sawir (2005) who states that it is important that the appropriate language of instruction be used when teaching any lesson. The finding from the selected South African university also supports the work of Crystal (2003) who holds that the lingua franca of any nation that is the language of business, politics and religion, among others should be upheld as the language of instruction in any institution of learning. This has hampered the learning process through pedagogy as students find it difficult to comprehend the language used by educators during teaching and learning exercises. Robertson, Line, Jones and Thomas (2000) in support of language of instruction hampering the learning process, states that students should be taught in their lingua franca rather than foreign languages that may not help the students. However, where the lingua franca is a foreign language, as is the case in some African countries, policy makers should ensure that there is continuity from school through to higher education in the medium of instruction so that where it is not the mother tongue language of the students, they are not disadvantaged. The finding of the study suggests that though home languages are considered and treated as official in South Africa, the adoption of the English language constitutes pedagogic malpractice, because it hampers the teaching and learning process. The education policy on language of instruction causes some South African educators to perpetrate pedagogic malpractice. For instance, all eleven languages in South Africa are considered official and educators sometimes engage their students in the local language for easy and better comprehension. However, such students are assessed and given feedback in the English language. This may pose some forms of confusion for the students and hamper their leaning abilities, thereby constituting pedagogic malpractice.

Findings on student-educator relationships constituting pedagogic malpractice agrees with the work of Baker, Grant and Morlock (2008) who aver that the relationship between students and their educators can hamper teaching and learning activities. This suggests that pedagogic malpractice is perpetrated when educators fail in maintaining the right and positive relationship with their students.

The study shows that the adapted teaching approach of educators constitutes pedagogic malpractice, this supports the work of Hutt and Tang (2013) who state that educators perpetrate pedagogic malpractice when they adopt teacher-centred teaching strategies in lecturing their students. These hampers teaching and learning activities and subsequently amounts to negligence on the part of the educators.

Poor or non-usage of teaching materials during lectures was found which constitute pedagogic malpractices perpetrated by educators in the selected universities. This corroborates the work of Bower (2010) who states that teaching support materials are needed for easy comprehension of lessons taught to students at different levels. This implies that the appropriate use of the right teaching support materials motivates and enhances easy comprehension by students.

Absenteeism and/or lateness to lectures is another way by which pedagogic malpractice is perpetrated by educators in the selected universities. This finding corroborates the work of Dimkpa (2011) who considers it as professional misconduct. He further opines that such acts demotivate students and impedes learning processes.

The type and method of assessment and feedback given to students is revealed as another way by which educators in the selected universities perpetrate pedagogic malpractices. This concurs with the work of Fook and Sidhu (2015) who aver that the type and volume of assessments given to students can

demotivate or motivate them to learn. Also, this finding supports the work of Butler, Godbole and Marsh (2013) who hold the view that the feedback received by students contributes towards learning processes of students either positively or negatively. Assessment and feedback given to students contribute to learning processes. In other words, the learning abilities of students are enhanced through quality assessment and feedback from lecturers.

Findings from the Qualitative Study

The qualitative study was used to answer the second research question. From the interviews conducted with educators, themes were generated and discussed. These themes indicate that pedagogic malpractice lingers due to challenges from the students, educators, leadership of the universities, the government and other stakeholders in the field of education. The findings from the qualitative study reflect the causes and effects of pedagogic malpractices perpetrated by educators. These findings are discussed in different themes below.

1. *Assignment-related malpractices*: The study shows that pedagogic malpractice is perpetrated when educators use group work in place of teaching. In this regard, educators fail to guide students in their various group activities as expected when group task / learning is adopted as a teaching strategy. Suffice to state that while students expect to be taught, some educators end up only giving students assignments. In addition, the volume of assignments also suggests pedagogic malpractice. For instance, educators sometimes saddle students with group tasks without proper monitoring. This corroborates the finding of the work of Fook and Sidhu (2015) who opine that the high volume of assignments can constitute learning challenges for students. Some educators acknowledged assignment-related pedagogic malpractice; however, they blame it on the size of the class. For instance, an educator states that

sometimes when an educator gets to class, see the size, consider the materials available, he/she just concludes that the best option is to group the students and give them tasks to carry out. Of course, that is another form of teaching.

2. *Students-educators' relationship*: The relationship that exists between students and educators affects the attitude of the students towards the subject matter. This corroborates the finding of Hughes, Cavell and Willson (2001) and Serfontein and Waal (2014) who aver that educators influence students to acquire knowledge based on the relationship that exists between them. One of the educators admitted to this by stating that

the students are to be mentored by us (educators), because whether we like it or not, they will take over from us. The way we (educators) relate with them (students) determines how far they will achieve. Unfortunately, some educators fail to relate well with students because students may take them for a ride.

This finding indicates that educators may avoid having a cordial relationship with their students for fear of being disrespected by the students. However, cordial student-educator relationships promote good interaction and better academic performance of students (Lee, 2012).

3. *Language of instruction*: The adopted language of instruction constitutes pedagogic malpractice. One of the educators reports that

Educators attempt to teach using a common language (English Language), but the failure of students to comprehend causes them to switch to the use of home language. However, not all educators speak the home language of the students.

This is common in countries that have several indigenous languages and fail to adopt one of the indigenous languages due to the influence of the language of the colonisers.

4. *Task of educators:* The demands placed on educators seem to be high; hence the performance of educators fails to meet expectations. While some educators fail in discharging their duties, others discharge their duties haphazardly due to the level of burden saddled on them. This coincides with the work of Daniels and McBride (2001) who aver that the tasks saddled on educators should be manageable to enable quality output. He further opines that educators should be able to supervise the works of their students. However, this may not be possible when the educators are overburdened.
5. *Educators-students' ratio:* Educators/students' ratio in most departments and faculties is disproportional. For instance, in South African universities, the ratio of educator to student is about 1:55, while for Nigerian universities, the ratio is about 1:352. This affects the output of educators in the discharge of their duties. This corroborates with the finding of Okebukola (2002) and Souriyavongsa, Rany, Abidin and Mei (2013) who opine that learning processes are hampered when the population of students is excessive compared to the population of educators and the facilities for teaching and learning activities are not commensurate. A report from one of the educators' states that

there is nothing any educator can do with a large population of students. Imagine that I teach over 1200 students, what magic can I perform? Yet a lot is expected from me.

6. *Leadership and administration:* Educators are hindered in the discharge of their duties due to the leadership roles played by administrative members of staff. The relationship that exists between administrative members of staff and educators influences the performance of educators when discharging their duties. This corroborates the finding of Wehrich, Cannice and Koontz (2008) and Serfontein and Waal (2014) which suggests that educators are motivated or demotivated to work based on the relationship that exists between the educators, their colleagues, administrative staff as well as a conducive working environment. An educator reports that

the way educators are treated by non-academics sometimes is unfair and it makes them react negatively to job related issues. Lecturers feel unmotivated to work.

This experience may be common in situations where materials meant to be provided by non-academics such as secretaries within the department are not promptly provided. Also, in situations where non-academic staff leave their duties such as registration exercises to educators.

7. *Availability of instructional materials:* The study reveals that low/poor availability of instructional materials affects the transfer of knowledge. Hence, some educators perpetrate pedagogic malpractices due to the poor or non-availability of teaching support materials.

Sometimes, some of us (educators) wish to meet up with the tasks, ensuring that we transfer the necessary knowledge, yet the necessary materials are not made available. In that case, there will be little or nothing that can be done other than to carry-out our responsibilities the best way we can, without teaching support materials, after all, educators are asked if they have lectured, not if they used teaching support materials.

This finding contradicts the view of Bower (2010) who avers that educators are expected to improvise and not allow non-availability of instructional materials to affect transfer of knowledge.

8. *Previous knowledge of students*: Educators reported that the high school background and experiences of students sometimes cause pedagogic malpractices. For instance, an educator reports that

educators will rather build on acquired knowledge of students, rather than go back to all they ought to have acquired in high school.

This finding coincides with the finding of Fook and Sidhu (2015) who state that the previous learning experiences of students affect learning processes, consequently the teaching abilities of educators.

CONCLUSION

This study investigated the various ways by which pedagogic malpractices are perpetrated by lecturers in two selected universities in Sub-Saharan Africa. The results show that pedagogical malpractices are perpetrated in various forms by lecturers in the universities. From the findings of the study, the effects of pedagogic malpractices are extensive. The finding corroborates the work of Mitra (2011) who states that sustainable development may be lacking due to pedagogic malpractice. Pedagogic malpractices have immediate and long-lasting effects. Some of these include: demotivation of students, poor knowledge of students, unemployability of students due to lack of knowledge, skills and competencies, poor ranking and perception of the university among other effects.

RECOMMENDATIONS

Based on the findings of this study, the following four recommendations are made. Firstly, the language of communication is important; the official language of instruction must be taken into consideration as it is the language in which examinations will be written, aids the understanding of students on what is being taught and develop a number of skills and competencies, such as problem solving, critical thinking, among others. Many of the students consider the use of English language as the language of instruction as part of pedagogic malpractice; they prefer their mother tongue to be used. However, for the purpose of universality and international standards, many former colonies of Britain have adopted the English language. Nevertheless, this policy has put many students especially non-native speakers of the English language in a disadvantaged position. Hence, this study recommends that policy makers should reconsider the language of instruction policies in countries with similar situations as this affects the learning abilities of the students as well as poses difficulties to educators. This calls for the need for the adoption of a national language as the medium for teaching and learning activities. However, the English language can be used as an additional language for global standards and to accommodate foreigners. Moreover, the focus must first be to educate and empower students to be useful within their local environments before considering global standards as is the case with nations like Asia and some Latin American countries.

Secondly, the volume and type of assessments given to students must be considered by lecturers. As much as students may be willing to learn through the assessments given by lecturers, the morale to learn may be destroyed if the right assessment strategy is not properly utilised, moreover, the volume must also be checked. For instance, a variety of short assessments can be encouraged, assessment in forms of summary, practical works, as well as assessment in small groups should be encouraged. This will allow students to become more involved and greater satisfaction will be derived from the experience making learning more pleasurable.

Thirdly, lecturers should not be saddled with responsibilities beyond their capabilities. This will enable productivity as they will be able to cope with the workload and stay focused on their teaching assignment. Where they are to be saddled with extra responsibilities such as administrative duties, provision must be made to accommodate the students to ensure they are not disadvantaged. A finding of the study shows that some university lecturers are overburdened and this hampers successful teaching.

Lastly, the study further recommends that a learning environment which enhances peer learning be provided for lecturers and students. However, in the event that such is not made available, the view of Bower (2010), which states that lecturers should improvise where teaching support materials are lagging, is supported by the study. In other words, lecturers should strive to do and be the best in their various fields whatever the circumstances and raise the best students who will in turn raise others in the future.

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