Exploring the Strategies for Mainstreaming Ethics and Integrity in Research and Scholarship at the Catholic University of Eastern Africa

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DECLARATION

I, the undersigned do declare that this thesis is my original work. It has not been previously presented to any other institution. The sources used in the document have been well cited and duly acknowledged in full.

I agree that the thesis could be accessible for references and duplicating at the will of the University.

Elizabeth Onoja

Signature …….

Date…….

We hereby certify that this thesis is an original piece of work, and fulfils all the requirements.

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ABSTRACT

Ethics has received so much attention in the recent past, yet unethical practices continue to persist in society. Given that higher learning institutions play an essential role in shaping individuals for various sectors, it becomes imperative to explore the extent to which ethics is integrated into their core mandate and identify any prevailing concerns. Thus, this research explored strategies for mainstreaming ethics and integrity in research and scholarship in private institutions of higher learning in Kenya, with particular focus on the Catholic University of Eastern Africa. Specifically, the study sought to explore available ethics and integrity policies for research and scholarship, leadership strategies in mainstreaming ethics and integrity in research and scholarship, and how students can enhance the mainstreaming of ethics and integrity in research and scholarship. This qualitative research purposively sampled 30 participants comprising academic and student affairs units, including representatives from undergraduate and postgraduate students, faculty, disciplinary committee, administrative staff under DVC academics, quality assurance officer and library staff. The study found out that participants are largely aware of the available ethics and integrity policies guiding research and scholarship with various implementation approaches used in emphasizing and ensuring adherence to the stipulated standards. Findings notably indicated alignment of students' perceptions of the implementation process with the intended purpose by the management, which focuses on enhancing a culture of academic integrity, leading to responsible stewardship of the larger society. While the overall implementation process indicated good progress in building a culture of academic integrity, the need to improve communication and accessibility of integrity policies, the need to be more humane and inclusive, as well as embracing a paradigm shift, remain areas of concern. Improving the implementation approaches, particularly focusing on the prevention measures with possible adjustments of the disciplinary actions, and flexibility to embrace new changes and concepts like coaching and mentorship could enhance ownership of the process and sustained achievement of academic integrity. The study made recommendations to groups including: students, lecturers, leaders, researchers, institutions and policy makers, for understanding ethics policies, being intentional about preventive measures of addressing academic dishonesty, and proper alignment of perceptions in order to enhance academic integrity. Thus, contributing to the effort of producing ethical and responsible stewards for societal transformation.

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ABBREVIATIONS AND ACRONYMS

AEM	Academic English Masterclass
AI	Artificial Intelligence
CBC	Competency-Based Curriclum
CCTV	Closed Circuit Television
CLM	Centre for Leadership and Management
CUEA	Catholic University of Eastern Africa
CUE	Commission for University Education
DVC	Deputy Vice-Chancellor
ERP	Enterprise Resource Planning
MSHR	Missionary Sisters of Our Lady of the Holy Rosary
NACOSTI	National Commission for Science, Technology and Innovation
TU	Tangaza University

OPERATIONAL DEFINITION OF TERMS

Strategies: The approaches employed in responding to set goals with the aim of attaining the same in the long-term. Strategies in this research refer to key variables employed by the study as means of actualizing the goal of mainstreaming ethics in research and scholarship.

Mainstreaming: The process or act of including or integrating something considered as normal in a system. In this study, it will mean actual implementation of ethics and integrity in research and scholarship.

Ethics: The moral governing principles that guide people's behavior. In this study, ethics will embody specific principles stipulated to guide the institution's affairs as relates to the core mandate, which is research and scholarship.

Integrity: Consistent and firm adherence to moral principles, especially honesty and truth. In this research, the term honesty entails the quality of a person's display of knowledge while respectfully interacting with others' intellectual property.

Research: The logical engagement in an investigation to inquire about a given phenomenon so as to gain a deeper understanding of the same and be able to manage it. In this study, research denotes specific inquiry into the subject matter under discussion, i.e., exploring strategies for mainstreaming ethics and integrity in academia, and the new insights gained will be disseminated.

Scholarship: All academic-related studies at the course of students' educational engagement, for which an academic grade is usually awarded. In this study, scholarship will mean all academic requirements to be met by students for the attainment of relevant grades, following appropriate academic conduct, and maintaining the required standards.

Higher learning: This refers to university education or education at a college post-secondary school. Higher learning in this study refers to acquisition of knowledge in tertiary institutions.

CHAPTER 1: INTRODUCTION

1.1. Introduction

This chapter first presented background to the study which constituted statement of the problem, purpose of the study, research objectives and research questions. Then it discussed the significance of the study, scope/delimitations of the study, assumptions as well as the chapter summary.

1.2. Background to the Study

Exploration of the strategies for mainstreaming ethics and integrity in research and scholarship aimed to assess the application of required academic standards among students and designated authorities vested with the responsibility to ensure sound academic formation at the Catholic University of Eastern Africa. In this study, reference was made to the historical emergence of academic dishonesty, including current trends and strategies employed in integrating ethics and integrity in research and scholarship.

The study used mainstreaming and integration of ethics and integrity interchangeably. Mainstreaming or integration of ethics and integrity in research and scholarship is seen as any approach employed in a bid to address academic misconduct. Academic misconduct here is referred to as isolated cheating, as well as plagiarism and colluding with other scholars (Zachek, 2020). This, in essence, is geared towards attaining personal and selfish academic gains over others without minding the means, which is unacceptable in the face of academic integrity.

The discourse on ethics has been a long-standing subject matter more importantly in educational institutions of higher learning since they are an important component of society, especially in inculcating ethical values in learners (Stankovska et al., 2019). This is further

expounded by Nganchi and Charlotte (2020) in the assertion that education exposes learners not only to gain appropriate knowledge and skills but also to adjust to embracing and aligning with the way of life acceptable to society. With the complexity of human beings, educational institutions have standards in place to guide them in the daily running of activities of the organization. Ojwan'g (2019) revealed that learning institutions have various challenges and within the education sector in the 21st century, examination malpractice is still a huge global concern.

Historical emergence of academic dishonesty

In the context of American higher education, it has been noted that the issue of academic misconduct is complicated with a long history in higher learning and a short one as indicated in literature (Zachek, 2020). Additionally, Zachek attempted to describe the emergence of academic dishonesty by noting that it is a challenging phenomenon that has existed since the advent of formalized education, with examples from both China and America, tracing its origin to the twentieth century. Again, the aforementioned author indicated while citing several authors, that Bowers' (1964) study is a ground breaking one that provided a foundation to the study of academic dishonesty which is relevant even in contemporary society.

In their book Mistakes Were Made (but Not By Me), Tavris and Aronson posit that humans are fallible and have the drive to make justifications and avoid claiming responsibility for harmful or immoral actions. Tavris and Aronson (2020) indicated that mistakes are part of human existence but there is also an innate ability to notice that one is not moving in the right direction. Hence, making a choice to admit whatever error, learn from the mistakes and make things right. Unfortunately, the feeling of being overwhelmed becomes the order of the day, and the other side of humanity takes precedence such that academic dishonesty becomes a norm with justification

for the same. This attitude can be traced to the fallible nature of human beings, further strengthened by negative influence found within systems.

In comparing the demographics of students who get reported on account of academic dishonesty, Beasley (2016) conducted a study that addresses the degree of disparities in applying official sanctions upon students for lack of academic integrity, with higher cases of international students compared to the domestic ones. The fallibility of humans as alluded to by Tavris and Aronson again is seen here which raises a concern on the transparency of the process if it was meant to establish honesty in academia. In an attempt to comprehend the motivation and reasons as to why students engage in academic dishonesty, Zachek (2020) noted that it is relevant to engage in more studies that will provide insights on the subject matter going forward.

Code of ethics

The importance of code of ethics in the fight against academic dishonesty cannot be overemphasized. Given the complexity involved in academic dishonesty as an issue that challenges the fiber of academic institutions, it is paramount to understand the underlying causes and the rationale behind it (Zachek, 2020). Furthermore, approaching the issue from an academic perspective, like presenting it as skills to be acquired will go a long way in assisting the management of higher education institutions to address the matter. Similarly, from the inaugural Ethics Network for Course-based Opportunities in Undergraduate Research meeting report published by the American Society for Cell Biology, Diaz-Martinez et al. (2019) alluded to the fact that integration of ethics and responsible conduct of research is crucial. This is important in education, particularly considering integrating ethics into the research experiences of undergraduates in order to enhance their scientific undertaking.

Focusing on quality education in line with the fourth United Nations Sustainable Development Goal (SDG), Boeren (2019) emphasized the need for multiple actors to unify in improving the quality of education worldwide. This calls for the contribution of all parties involved, ranging from individual students, institutions, government regulatory bodies and other stakeholders. It is very crucial for such an approach to be embraced in order to address the issues inhibiting quality education globally.

In the discussion on ethics and fake university results, Lilian in Ike and Mbae (2021) offered a global viewpoint and emphasized the importance of ethics in institutions of higher learning with reference to the code of responsibility of New Zealand Education Council. The code advocates for learners' well-being as well as mitigation against future negative impact on prospective clients, arising from students' cheating. Acting ethically is paramount to both learners' and societal well-being, thereby enhancing the institution's profile and reputation.

Relatedly, Hughes (2022) acknowledged the fact that students are not the only ones who engage in cheating within the academic spheres in Canadian institutions of higher learning, faculty also enable this vice by colluding or overlooking plagiarism. Furthermore, the above author stressed that it is important to have an approach of dealing with academic misconduct that goes beyond punishment of students but one that factors in systemic contribution in enabling the same and calls out the role of faculty as far as promoting academic integrity is concerned. Alluding to the same, Mauti et al. (2021) investigated students' perceptions of and contributing factors that influence examination malpractices. Casting wide the net to fish out and consider all the factors contributing to academic misconduct will go a long way in addressing the issue and restoring academic integrity.

Zachek (2020) also indicated that it is important to ensure that key stakeholders like students and their lecturers have a common understanding of academic integrity codes or policies and what cheating entails. This indeed will be helpful because getting to the root cause is a step in the right direction and having a common understanding would provide the necessary synergy in addressing the issue. Agunloye (2019) explored the importance of upholding ethical principles and integrity in research and scholarship while emphasizing the need for fidelity and trustworthiness in academia both currently and in the future. Furthermore, the above author noted that research and scholarship designed for dissemination have particular integrity principles that ought to be adhered to and should be given due consideration for purposes of credibility. This is vital because ethical considerations form an essential part of research and scholarship in academia and maintains the integrity of institutions of higher learning.

Again, Eaton (2022) carried out a comprehensive overview of contract cheating in Canadian institutions of higher learning as a growing concern globally. The study indicated both various forms of contract cheating, its impact and strategies like prevention, detection and disciplinary approaches employed by academic institutions in combating the issue as it seriously threatens academic integrity in the Canadian context. The need for a collaborative effort of all stakeholders involved was highlighted in order to effectively address the issue with a prevention approach. Additionally, Bassey and Owan (2019) in their comprehensive overview of ethical issues alluded to the need that scholars must stay clear from unethical issues associated with educational researches, and adhere to ethical principles. There are many aspects to consider in the fight against academic dishonesty, hence the need for synergy. As a way of addressing this concern, an early value-oriented approach would perhaps be a good intervention strategy to

embrace. Particularly, an approach of awareness creation on the need to uphold integrity from an early school stage in life would be a potential success area to focus on.

Starovoytova (2017) investigated academic plagiarism among staff at the School of Engineering, Moi university in Kenya and discusses the significance of academic integrity and ethical responsibility in research and publishing. Furthermore, plagiarism has a damaging effect and undermines the values of academic integrity which has been heightened with the coming of technology. Again, the issue of academic misconduct cannot just be blamed only on students, a holistic approach is needed here to address the problem in all its forms.

Influence of technology

Emphasizing the need for African nations to evaluate systems of education and incorporate moral teachings, D'orsi (2022) indicated the following as practices that damage learners' educational openings: academic fraud which he calls "soft marking", copying other people's answers, cheating in examination and impersonation. D'orsi specifically noted that academic dishonesty in Ethiopia largely takes the form of exam cheating and plagiarism (copying and pasting from internet sources). Similarly, the research conducted in some higher learning institutions in Zambia, presented a high occurrence of academic fraud, specifically connected to plagiarism and exam malpractice notwithstanding various mitigation strategies (Mugala et al., 2022). Zachek (2020) noted that the widespread of technology, especially the online space has caused a drastic change in the pattern of academic dishonesty. Hence, inviting higher learning institutions to observe and deal with issues of falsifying academic records, attainment of grades through sexual favors, purchasing grades through monetary exchange or gift items, and intimidating as well as attacking examiners and supervisors.

Bilen and Matros (2020), from the university of South Carolina, Columbia and Lancaster university, noted that with the coming of Covid-19, many schools including universities moved their activities online and this was a shift that affected many people globally. They further indicated that there was widespread report of online exam cheating from many universities in 2020. Upon engaging in a survey of students at one public university, it was found out that the answer for the exam was distributed in a common platform online and students could access it for some amount of dollars. The aforementioned authors indicated that cheating has always been, it currently is and will be in both onsite and online examination. But universities can moderate it and ensure that there is proctor in place to keep students in check.

Perkins et al. (2020) maintained that academic dishonesty is a long standing problem in university education. They further noted that contract cheating as a difficult form of plagiarism is an alarming area to pay attention to and address accordingly. The aforementioned authors indicated that before the introduction of Academic English Masterclass (AEM) in 2016 which was to help improve students' academic writing skills in British University Vietnam, the percentage of submissions having plagiarism offences was 4.81% (n=3137) out of 12937. However, with the introduction of AEM, the mean percentage of submissions having plagiarism reduced to 3.03%. In order words, the data revealed 37.01% reduction in plagiarism detection over a period of 12 semesters, thereby indicating the effectiveness of the initiative. This was in a way encouraging because interventions employed from recommendations of prior studies concerning plagiarism helped but was further improved through AEM. Therefore, regardless of the challenges posed by technology, different approaches can be used to combat it and it needs a lot of commitment and determination.

Creating a value-based culture

It is paramount to note that holistic education is not only concentrated with the academic component of an institution but also every other activity and personalities involved in the entire system, all of which are important in creating moral awareness as well as preparing candidates to be responsible members of the society (Nganchi and Charlotte, 2020). That is a key aspect of sustainable leadership as alluded to by the aforementioned author. Hence, the availability of codes of ethics in organizations has a positive influence on the organization's operations and all the activities that are involved in it.

Guerrero-Dib et al. (2020) conducted a study that investigated the link between academic integrity and ethical work behavior in Mexico. The study reported that academic misconduct is common and students who engaged in such acts were also found in other areas engaging in dishonest activities. Additionally, students who do not take academic breaches seriously were more prone to frequently engage in academic misconduct (Guerrero-Dib et al., 2020). This suggests that integration of academic integrity in higher education have positive influence on the ethical behavior of students who would later serve in different workplaces within the society.

Stankovska et al. (2019) asserted, at the annual international conference at Bulgaria, that given the challenges the global society is experiencing and as a result of the rapid change posed by globalization and technology, higher education institutions have an important task in preparing students to be responsible citizens of the world. The research established that there was a positive connection between ethical sensitivity, global competence, gender and academic performance among students (Stankovska et al., 2019). Hence, both moral development and global competence should be given crucial consideration as a core mission of education globally. This research aimed to echo the call for moral development, to explore the strategies for mainstreaming ethics and

integrity in research and scholarship at the Catholic University of Eastern Africa in Langata Constituency.

In essence, all the structures put in place within institutions of higher learning is to aid acquisition of knowledge that will in turn transform society positively. By inculcating knowledge, higher institutions of learning contribute greatly to societal transformation and it only makes sense to put things in the right perspective by ensuring that the ethical climate of tertiary institutions themselves are sound and in order, hence mirroring the desired society. This study also sought to explore the effectiveness of existing strategies on organizational performance.

Alluding to the crucial role of educators in schools and universities, Ike and Mbae (2021) maintained that by virtue of the position of lecturers as academic and moral educators, they are expected to provide moral formation to students by living ethically and being good examples to be emulated by the students. The above-mentioned authors posit that the success of mainstreaming ethics and integrity in higher education ought to be linked to and measured by the level of graduates' commitment, influenced by committed lecturers to positively influence the currently corrupt as well as unsustainable society, in order to be one that respects and upholds integrity leading to sustainability for future generations.

Ike and Mbae (2021) further noted that the much-desired transformation of our African society can only come about when learners are really committed to doing what is right for the common good as opposed to personal gains. Thus, unless individual students and faculty are committed and true to themselves in the fight against academic dishonesty, the cry of corruption will continue. Also, if mainstreaming of ethics and integrity is not successful then there is a high chance that more challenges will be experienced in the job market and society at large because some industry players have sometimes complained of the kind of graduates that universities send

out, their morality and performance on the job is wanting: could it be as a result of lack of formation in terms of intentionally embracing ethics and integrity?

This destructive practice called examination malpractice is indeed eating deeply into the fabrics of universities and the direct or indirect collaboration of various stakeholders is making it possible (Peter et al., 2021). Investigating about the influence of higher education students' social persuasion on exam malpractices in Kiambu Kenya, Peter et al. (2021) noted the need for a multi-sectoral approach in order to address examination malpractices as greatly influenced by social persuasion as well as self-efficacy.

Referring to the subsector of higher education, Kirya (2019) raised a crucial concern of an unfair practice of issuing academic degrees and unearned credentials to political officials, including relatives and friends. Some examples cited by Kirya (2019) stated that Grace Mugabe was conferred PhD in 2014, and the suspected confer of degree in education to Janet Museveni without her going through due admission procedures as well as failure in completing the required teaching practice. Likewise, Kirya (2019) affirmed that unethical university officials in Kenya graduated unqualified students from non-existing programs and in 2017, Commission for University Education (CUE) took action by requesting some higher learning institutions to cancel illicitly conferred degrees.

Malpractice as a reality is seemingly a norm and a frequent occurrence among students of higher learning institutions which ranges from America to Europe and Africa (Mauti et al., 2021). They further argued that from lecturers' perspective, cheating in examination is a resultant effect of leadership failure in putting integrity standards and practices in place to provide appropriate guidance of conduct. Mauti et al. (2021) carried out a study in 8 university campuses at Kisii County, findings indicated that a large number of the respondents (73.3%) believed they can write

and perform very well in exams without engaging in malpractice nevertheless, 62.2% believed that it was in order to get involved in exam cheating like copying in assessment or assignment and regrettably, 68.9% hold that those mandated to provide oversight like instructors and administrators actually encouraged malpractice in exam. The study noted the following as factors influencing examination malpractices in higher learning institutions: peers influencing each other (74.2%), pressure to attain good grades (74.2%), academic workload which results in limited time for personal study (72.0%), inability of lecturers in effectively communicating content (72.0%), technology usage (70.2%) and the attitude of procrastinating (70.2%) among others. Similarly in their study, Mugala et al. (2022) alluded to the same causes as triggers of academic misconduct.

The role of leadership cannot be overemphasized when it comes to embedding ethics culture in institutions of higher learning. Discussing about rebuilding ethical leadership practices in East African universities, Katundano in Ike and Mbae (2021) posit that ethical leadership practices are important to embrace owing to the positive influence on both employee and academic performance as well as quality education and job satisfaction in institutions of higher learning. Demotivation was highlighted as a key challenge to ethical leadership. Hence, the need to address the challenges inhibiting ethical leadership and so promote a culture of ethics and integrity in universities.

Equally, a research conducted in Poland on academic dishonesty among higher education students examined the risk factors as well as mechanisms that contribute to this sort of behavior (Baran & Jonason, 2020). To have a deeper understanding of academic dishonesty, the above mentioned authors indicated that it is crucial for all factors to be considered so as to effectively address the situation. This is important because interventions aimed at enhancing motivation and self-control may be instrumental in prevention of cheating (Baran & Jonason, 2020).

Adaptation to change gives an organization a competitive advantage and the benefits of good governance of higher learning institutions cannot be overemphasized as it improves both the welfare and performance of students and staff alike. In addition, Samoei and Makau (2022) indicated that the experience of financial instability in Kenyan public higher learning institutions is on the increase amidst high enrolment, coupled with high staff to learner ratio (1:30) which has superseded the ideal ratio (1/;18 and 1:10), thereby affecting quality of performance. They further argued that Kenyan institutions are grappling with challenges such as high cost of maintenance of resources, insufficient funding, understaffing, and minimal access to internet among others, hence the need for reformation so as to enhance the quality of research.

In referring to strategies employed by institutions of higher learning in addressing examination malpractice, Ojwan'g (2019) noted that a particular Kenyan faith-based university employed the following: engaging students in adequate preparation for exam, effectively invigilating and supervising candidates, provision of CCTV cameras, and being strategic on the use of strict disciplinary measures on candidates who fail to adhere to the set rules.

The concern of exam malpractice remains a challenge that cuts across the globe without exemption of Ethiopia as a nation as the country experiences difficulty in the provision of quality exams (Chala & Agago, 2022). Lamenting on the reality of exam malpractice that occurs not only in primary and secondary national examination levels, but also in Ethiopian university entrance exam, the aforementioned authors noted that schools in Ethiopia have been tainted of recent by this menace which is a great threat to good citizenry as cheating is being normalized in the society.

While stressing that university education is meant to equip students with relevant skills so that they in turn participate effectively towards societal development, Situma and Wasike (2020) acknowledged that in the process, assessment is needed periodically but also the challenge of exam

malpractices in higher learning institutions in Kenya has been a continuous struggle. Alluding to the connection between proper education and societal development, Waweru (2020) noted that cheating in examination has negative influence on the growth of the society.

Situma and Wasike (2020) carried out a descriptive survey research in five public universities in Kenya with 295 respondents inclusive of students, lecturers, administrators and exam officers. The study indicated several causes of exam malpractices, among them are; alteration of marks to favor particular students over others, bringing in others to sit for some students during exam, financial and sexual gains, and lack of staff integrity, just to mention a few.

Most learning institutions seem to have policies for exams and other components like having role models, plagiarism software, establishment of due process when it comes to publication and all that demand adherence to ethics and integrity. But the reality based on researches above and the obvious disconnect between theory and practice in the world of work reveal otherwise. The researcher therefore aimed to find out whether it is the case at the Catholic University of Eastern Africa Langata, and if so, how effective are the strategies the institution uses in mainstreaming ethics and integrity in actual practice.

From the global business and ethics survey conducted by Ethics and Compliance Initiative (2023), there was an alarming rate of 84% of employees who were not only pressurized to go against set institutional standards but also noticed actual misconduct. Similarly, Transparency International (2023) echoed the same following the outcome of corruption perceptions index conducted for Sub-Saharan Africa, as 44 out of 49 assessed countries scored below 50. The report of 2021 national ethics and corruption survey in Kenya indicated that corruption negatively affects the country's welfare and the damaging effects of corruption grievously hinders development across all sectors (Ethics and Anti-Corruption Commission, 2022).

Furthermore, findings from the survey indicated that there was 8.3% likelihood of encountering corruption and unethical conducts in the ministry of education (Ethics and Anti-Corruption Commission, 2022). The education sector has got a lot to do in the fight against unethical practices. Hence, a swift and effective action needs to be taken in order to curb this horrible practice that is eating deeply into the educational system. Therefore, this qualitative study, sought to explore the strategies for mainstreaming ethics and integrity in research and scholarship at the Catholic University of Eastern Africa Langata, Kenya.

1.3. Statement of the Problem

Institutions of higher learning in Kenya strive to maintain effective policies and regulations to guide their activities and achieve high performance, enhancing their competitive advantage including adhering to ethical guidelines (Commission for University Education, 2014). Being strategic and ethical are sure signs of effective organizations with high record of performance that gives the institutions a competitive edge (Singh, 2018).

This present study is concerned about ethics and integrity in academia because, maintaining an ethical climate within institutions of higher learning has over time boosted the reputation and served as a good sign for a healthy society. However, the reality of institutions of higher learning is a great cause for alarm when attention is focused on the quality and integrity of people graduating to serve the society. Hence, both the individual and the society are affected by the threat posed by academic dishonesty. Questions are being raised when people, including students, complain of the kind of corruption within the political leadership, and yet are caught in similar situation in the context of academic dishonesty. Some students are caught cheating, others have no time to attend lectures and have assignments attended to, others buy grades, while others pay experts to write research and the list of academic vices can continue. The impact of these vices put

the society in a state of moral decay, it yields dishonest citizens and therefore impacts sustainability of a morally responsible generation. If this issue of moral decay is addressed from the angle of academic formation, other key players in it will be challenged to make their contribution and the society at large will be harmonious and better. Whereas if lack of ethics is not addressed, the challenges of leadership like maintaining integrity and getting commitment from team towards the common vision which are being faced presently, will be worse with future generations because of lack of morality and responsible people to lead the society in the right direction. The issue of lack of ethics happens almost on daily basis and takes different form as articulated by various scholars above, either in the classroom and largely during exams, or writing and submission of academic papers and the like. Since it is an area affecting the harmonious operation of society, it needs a swift and effective response for better and habitable society.

Literature points out a gap between the ideal and the practice as most universities have integrity policies on research and scholarship, but there seems to be a disconnect between what is stipulated on paper and the actual practice on campus (Denisova-Schmidt, 2017; Gottardello & Karabag, 2020). Hence, the outlined issues need to be addressed in order for positive transformation to happen, because institutions of higher learning have the special mandate to form students to be ethical citizens who would make a difference for a sustainable society (Ekene & Oluoch-Suleh, 2015). If this vicious cycle continues or remain unattended, worse scenarios maybe experienced in future, thereby hampering the desired change of transformation and sustainable leadership.

Hudson et al. (2019) noted that in order to have better understanding of how to improve policy support, it is very important to appreciate the nature of policy failure because logically, the reasons as to why things go wrong should help provide guidance on the search for potential

solutions. Given the above concern of academic dishonesty and the disconnect between theory and practice as seen in the world of work, students' holistic education is seriously endangered unless mainstreaming ethics and integrity in research and scholarship is taken to another level, and this study sought to explore the strategies connected to it. It is against this background that the present study aimed to explore the strategies associated with mainstreaming ethics and integrity in research and scholarship within the Catholic University of Eastern Africa. This will help establish whether existing strategies are currently serving the institution well or not and if need be, to re-evaluate and possibly employ other strategies that will best serve the organization's interest.

1.4. Purpose of the Study

Lichtman (2013) posit that the purpose of research "is to explore, describe, understand, or explain a phenomenon, it is about the what, how, and why of something" (p. 28). Therefore, the purpose of this qualitative study is to explore the strategies for mainstreaming ethics and integrity in research and scholarship at the Catholic University of Eastern Africa.

1.5. Objectives of the Study

1. To find out the available ethics and integrity policies for research and scholarship at the Catholic University of Eastern Africa Langata, Nairobi.

2. To identify the leadership strategies in mainstreaming ethics and integrity in research and scholarship within the Catholic University of Eastern Africa Langata, Nairobi.

3. To determine students' perception of the implementation of ethical principles put in place to enhance integrity in research and scholarship at the Catholic University of Eastern Africa Langata, Nairobi.

1.6. Research Questions

The study is guided by one central and three associated research questions.

1.6.1. Central Question

What are the strategies for mainstreaming ethics and integrity in research and scholarship at the Catholic University of Eastern Africa Langata, Nairobi?

1.6.2. Associated Questions

1. What are the available ethics and integrity policies for research and scholarship at the Catholic University of Eastern Africa Langata, Nairobi?

2. What are the leadership strategies in mainstreaming ethics and integrity in research and scholarship within the Catholic University of Eastern Africa Langata, Nairobi?

3. How do students perceive the implementation of ethical principles put in place to enhance integrity in research and scholarship at the Catholic University of Eastern Africa Langata, Nairobi?

1.7. Significance of the Study

The following will benefit from the study.

Management of institutions of higher learning. This study will inform management of institutions of higher learning in their mainstreaming of ethical principles in research and scholarship of the organization entrusted to them and in their mandate to guide the institution's affairs, taking the welfare of stakeholders seriously. With the new knowledge from this study, institutions of higher learning will be challenged and make possible amends in implementing written policies accordingly, following due processes for the common good.

Employees of institutions of higher learning. The results of the study will help management rethink their decisions in relation to employees' job satisfaction. Thus, leading to motivating decision-making at the management level, and as a result, employees' sense of belonging will be heightened and performance improved.

University Students. The study will reveal the impact of employees' well-being on students, resulting from an ethical climate perspective. As such knowledge will be appropriately imparted on students and the institutions' holistic goal will be achieved to a credible extent.

Policymakers. Findings from the research will be disseminated and will inform policymakers of the identified gaps and enable them to make relevant decisions on improvement of processes and possibly embracing new strategies that better serves the interests of higher learning institutions.

Researchers. Finally, understanding the strategies for mainstreaming ethics in research and scholarship and the emerging challenges, will pave way for further research on how institutions of higher learning can device different approaches to respond to the identified concerns in productive ways that will advance the institutions' excellence.

1.8. Scope and Delimitation of the Study

According to Simon and Goes (2013), scope in research project refers to the parameters that will guide the operations of the study, hence fitting the problem to be resolved within stipulated parameters. The aforementioned authors further maintained that the scope could be seen as the domain of the research, bringing on board what is in and what is not. The delimitations refer to the characteristics that come from limitations in the scope of the research as well as the

conscious decisions of exclusions and inclusions made during development of the research plan (Simon and Goes, 2013).

This research focused on exploring the strategies for mainstreaming ethics in research and scholarship in a private institution of higher learning. The focus on strategies is crucial because there is a likelihood of sticking to old ways that are no longer effective and productive. Hence, being intentional or deliberate as to making changes that serves the purpose of the institution is considered a step in the right direction. This study is therefore aimed at finding how key stakeholders such as students, faculty and academic staff under DVC academics experience and collaborate in mainstreaming ethical principles as well as the overall impact of the whole process on institutional performance. The research is delimited to Catholic University of Eastern Africa, Langata Constituency in Nairobi County where other private universities are also located. Being a unique faith-based institution with its internationality, the reliability and expectation by the society of students being graduated on annual basis is high. Hence, the need to explore the existing strategies for mainstreaming ethics and integrity and possibly identify areas of improvement for maintenance of public trust. The study included 30 participants from the categories listed above and was carried out within a period of three months which enabled efficient data collection and analysis. This sample size aimed for an in-depth exploration as well as analysis of the phenomenon under study and sought to encourage the employment of more productive and effective strategies that will combat the growing threats to academic integrity. To address the challenge of time constraints, the researcher proposed a schedule to the participants and was flexible to making possible adjustments that aligned with their availability.

1.9. Assumptions

The following are the assumptions underpinning the study:

1. Ethics and integrity policies for research and scholarship are in place at the Catholic University of Eastern Africa Langata, Nairobi.

2. Leadership challenges are experienced in the approaches employed in mainstreaming ethics and integrity in research and scholarship within the Catholic University of Eastern Africa Langata, Nairobi.

3. There are gaps in students' compliance to ethical principles in mainstreaming ethics and integrity in research and scholarship at the Catholic University of Eastern Africa Langata, Nairobi.

4. Both students, faculty and selected academic administration staff will honestly engage in the interview process and provide relevant responses.

1.10. Chapter Summary

This chapter presented background to the study which looked at the relevance of academic honesty guided by codes of conduct but also the actual challenges of academic misconduct displayed in different forms especially exam malpractice. It was noted that the core mandate of learning institutions is to form ethical citizens for better and sustainable society. Hence, the importance of mainstreaming ethics and integrity in research and scholarship in institutions of higher learning cannot be overemphasized, and the study sought to explore strategies for attaining that, with specific highlights on the significance as well as the scope/delimitations of the study.

CHAPTER 2: LITERATURE REVIEW

2.1. Introduction

This chapter reviewed both theoretical and empirical literature related to the strategies for mainstreaming ethics and integrity in research and scholarship in institutions of higher learning. It provided information regarding the historical background of the study on mainstreaming ethics and integrity, considered diverse views from other scholarly works on the topic in line with the research questions and drew conclusions based on identification of major gaps found in the literature.

2.2. Theoretical Literature Review

This study was anchored on virtue ethics and deontological theories. The two theories are discussed in the following section.

2.2.1. Virtue Ethics

Virtue ethics is an ethical theory that originated in ancient Greek philosophy with Aristotle being the key proponent (Aristotle, Abakare, 2020). According to this theory, the practice of virtue or excellent functioning of human is at the core of good living. The exercise of virtues for Aristotle is worth more than having anything in life since it brings about fulfilment, contentment and makes a life flourish. Hence, virtue for Aristotle is a state that disposes human beings to respond appropriately to human conditions by wise and deliberate actions with proper emotions. Aristotle asserts that one thing that the human person possess that is not shared with other animals or plants is reason, and virtues have to align with reason in order to determine the good human life and being moral (Athanassoulis, 2013). In this assertion, it can be said that theory is brought to life through practice in a reasonable and well aligned manner. Hence the aspect of being as purported by virtue ethics is seen in the reasonable doing while responding appropriately to human conditions. It

implies that virtue has to do with feelings and actions which calls for great care lest, one can err through excess or deficient response to a given situation, hence the right amount of feelings or response – the mean (Aristotle, Athanassoulis, 2013).

Different scholars have articulated and strengthened the assertion of virtue ethics in various ways. Sakellariouv (2015) noted that a good life indicates harmony of motives and reasons. Similarly, the alignment of motives and reasons is clearly seen in care ethics which brings out the virtue of caring and promotes personal and interpersonal relationships. Annas (2009) indicated that virtue is a state as well as a disposition to engage in certain actions. Also, virtue is seen by Aristotle as a habit that can be gained through constant practice (Kucukuysal and Beyhan, 2011). The aforementioned authors further noted that virtue is a state of character as indicated by Aristotle. Building on this, Jonsson (2011) maintained that a virtue can be seen as a character trait that identifies one and influences one's behavior.

Likewise, Tomlinson (2012) maintained that virtues encompass the ability to comprehend the right choice that suits a given situation, and are propelling forces for ethical consciousness that goes beyond the limitations of principles. Strengthening the preceding position, Baumane-Vitolina et al. (2016) contend that virtue ethics emphasize on human relationship at the interpersonal level, where happiness is experienced due to moral lifestyle as well as service to society. Abakare (2020), noted that for Aristotle, "virtue is a state of character connected with choice and action" (pg 99).

The usefulness of virtue ethics cannot be overemphasized in the effort to mainstream ethics and integrity in research and scholarship in order to ensure quality education. The revitalization of ethics and integrity in institutions of higher learning has got different players who in turn need to embrace virtue in its entirety. From the above arguments virtue ethics emphasizes human relationships and excellent functioning which is at the core of good living. Given the

interconnectedness and interdependence of humans and relating with the mandate of education institutions as regards formation of responsible citizens, virtue is central and worthwhile for both educators and learners in ensuring harmonious and responsible coexistence in the society. From the foregoing, with the various attributes of virtue ethics, choices and actions will be guided for positive outcomes. This is further revealed in the assertion of Athanassoulis (2013) who noted that good life as far as human beings are concerned, entail reasoning well which is the same as being virtuous. Relatedly, Sakellariouv (2015) argued that virtue ethics stresses on harmonizing motives and reasons. Such alignment between motives and reasons aid people to act out of conviction as opposed to blind or pretentious emulation of virtues. As a result, virtues will be entrenched and embedded in the society. It implies that virtue ethics speaks to the goal of the study and aligns properly to the mandate of education institutions in forming ethical and responsible citizens for service in the society.

Following the assertion by Tomlinson (2012) that virtue is the ability to comprehend the right choice in a particular situation as well as the propelling force for ethical consciousness, this model cannot however be treated as a stand-alone one because according to Sakellariouv (2015), virtue ethics is self-effacing, it does not resolve moral conflict in that there is no clear guidance on what to specifically do in a given situation. Athanassoulis, (2013) also alluded to the same failure of virtue ethics in offering specific assistance. The whole aspect of duty plays a key role in attaining meaningful outcomes, hence deontological ethics.

2.2.2. Deontology

According to an article in The Editors of Encyclopaedia Britannica (2023), deontology stems from the Greek word *deon*, which means “duty” and *logos*, meaning “science”. The article posit that the German founder Immanuel Kant was the key proponent of deontological ethics in

the 18th-century and he emphasized that deontological ethics looks at the connection between duty and morality in terms of human actions. This theory holds that certain actions are seen as an obligation irrespective of the consequences on human lives. Similarly, deontologists assert that an action is right if it is seen and carried out as a duty (Freeman et al., 2008). The aforementioned authors noted that Kant believed that ethics as well as ethical reasoning consists in the unique ability of the human person in making choices that are rational and free out of various available alternatives. They indicated that Kant's point of argument rests on moral decisions as what we have control over like the choices we make and the intentions behind our actions, as opposed to consequences resulting from our actions that we cannot control. These choices and actions according to Kant are linked to actions that applies to human beings as a whole and respect for the human person is at the heart of this.

Ethics Unwrapped (2022) asserts that deontology as an ethical theory employ rules to differentiate what is right and wrong and for Kant, ethical actions adhere to moral laws that are universal, laws like do not cheat, lie or steal. Furthermore, in deontology, subjectivity as well as uncertainty are avoided due to adherence to stipulated rules. Expounding on the same, Kranak (2019) noted that for Kant, ethics entail commands regarding what people ought to do and they stem from within, that is from human reason. Again, Kranak indicated that Kant believed so much in good will as a fundamental aspect of morality. Hence, alignment of good action with right intention brings out the moral goodness of the particular action.

The argument around deontology as an ethical theory have been uniquely articulated by different scholars. Baumane-Vitolina et al. (2016) maintained that deontology emphasized the significance of intentions of an action in relation to an outcome. Deontological ethics, seen as duty-based, looks at the nature of an action as well as the motive behind it in a bid to establish whether

it is right or wrong, also, it indicates that certain actions are intrinsically wrong, not necessarily because they have bad penalties attached to them (Benlahcene et al., 2018). Similarly, Frezza and Frezza (2017) echoed that deontology is a way of judging the morality of actions following set rules. Thus, constantly engaging in one's duty with the right intention while following set rules, one will arrive at a reasonable action.

Institutions of higher learning have got set rules and regulations in place and adherence to such by all the players involved, aids smooth running of activities (Westerheijden & Kohoutek, 2014). Here, deontology comes in handy as it makes application of set rules easy and gives direction on what to do and what not to do (Ethics Unwrapped, 2022). By implication, deontology is very useful to this study and particularly, in mainstreaming ethics and integrity in research and scholarship since various policies and principles come to play at different levels. However, an aspect of deontological ethics that is not so pleasant is the bit of ignoring possible outcomes or consequences resulting from people's actions in deciding right and wrong, which might as well yield results that are not acceptable in society (Ethics Unwrapped, 2022). From the above argument, it is clear that deontology as an ethical theory is useful to this study, but with its limitations, it cannot stand all alone and so virtue ethics comes in to compliment it and vice versa.

2.3. Empirical Literature Review

This section presents empirical literature of past studies relating to the study on mainstreaming ethics in research and scholarship, following the outlined research questions. The literatures reviewed include studies carried out globally, regionally as well as locally.

2.3.1. Ethics and integrity policies for research and scholarship

Ethics is seen as the way in which people ought to act in the context of knowledge, given what they know, must know and should know and do (Agunloye, 2019). Furthermore, Agunloye noted that engaging in academic research and scholarship responsibly and successfully with respect, needs observance of ethical principles in order to uphold fidelity in academia as well as the scholar's integrity. This brings to mind questions connected to individuals' value system and how they are wired to act in different situations and particularly with regard to the subject matter – research and scholarship. A concrete indication of people's values is seen in the actual upholding of the same no matter the cost.

From the global perspective, Stoesz and Eaton (2020) carried out a study involving 45 universities in Canada and the United States. They focused on academic integrity policies and documents of publicly funded universities. Their analysis considered the efficiency of the policies, accessibility, the details, responsibility, approaches as well as the support necessary for prevention of academic misconduct. The study revealed that there were controversies regarding the use of terminologies and definitions such as plagiarism and effectiveness of plagiarism detection software, contract cheating and its impact, institutional role in promoting academic integrity, employment of academic sanctions and penalties. The study lacked empirical evidence for effectiveness of various policies to promote academic integrity. Alluding to the need to maximize on policies as powerful tools in driving academic integrity, Labib et al. (2021) engaged in a focus group study about education and training policies for research integrity; a key finding of the investigation indicated that, successful implementation of research integrity in education heavily depended on different players like individuals, institutional and system of science components. Hence, research integrity in education should be made more attractive for all the components and

contexts. Furthermore, Stoesz and Eaton (2020) identified the need to research more about the motivations and attitudes of students who get involved in academic dishonesty. They indicated that there was limited research examining issues of academic integrity in non-western contexts and recommended more research to establish the relationship between academic integrity and issues of social justice, diversity and inclusion. The present study sought to respond to the gap in minimal empirical evidence for effectiveness of policies to enhance academic integrity, as well as the need to conduct more research on the same subject in non-western context. This is crucial in changing the trajectory for greater efficiency and effectiveness.

Similarly, Bornsztejn (2022) examined academic integrity policies of selected institutions in Australian state of Victoria and within Foundation Studies Programs. The Foundation Studies Programs are meant to support underrepresented groups to smoothly access higher education. Bornsztejn analyzed various academic integrity policies to establish whether the policies help underrepresented students supported by the program to learn skills that would enable them engage in academic activities morally and enhance their learning experience, while preparing them for further academic ventures as well as future professional engagements. The study found that predominantly, a punitive approach was employed, also noting the scarcity of research revolving around this subject.

The aforementioned study also provided a broad literature review on existing research on academic integrity policies and implementation of the same in higher learning institutions. The review highlighted major discrepancy in the effectiveness of academic integrity policies and indicated the need for more research on the same to strengthen the effectiveness of the policies. Conversely, an analysis of the situation in Spanish universities conducted on academic integrity policies against assessment fraud in postgraduate studies, revealed that a significant number of

universities have plagiarism check tools in place and particular code of conducts for postgraduates (Cerdà-Navarro et al., 2022). However, the need to develop a clear academic integrity policy was also highlighted. While Bornsztejn (2022) tackled a crucial aspect of mainstreaming ethics and integrity in academia, it only focused on the policies and left out key aspects like leadership and actual involvement of different people that could give the study a human touch since it concerns the human person in relation to the broader society.

Equally, Davis (2022) examined inclusive practice in academic integrity policies, procedure, teaching and students support in higher education in the UK through interviews and academic integrity documents analysis. Findings indicated that academic conduct processes result in high anxiety among students, highlighting the need for enhanced institutional support both in assimilation of expected practices and development of inclusive academic integrity approaches. A crucial aspect of mainstreaming ethics and integrity has been highlighted by the above study as it emphasized the need to make academic integrity documents more accessible and easier for students to grasp. The current study sets out to explore the availability, accessibility and effectiveness of academic integrity policies in a non-western context.

From the continental perspective, a South African qualitative study discusses the challenges higher education face in terms of tackling plagiarism with particular focus on improper referencing and citation and how lecturers can offer support (Singh et al., 2020). In the same way, Ike and Mbae (2021) alluded that in mainstreaming of ethics and integrity in the context of higher education, it is believed that faculty members have key roles to play and should be fully committed in modelling right behaviors in teaching, research as well as community engagement. Singh et al. (2020) aimed at engaging students to reflect on their past and improve going forward with regards to proper understanding and use of academic sources as well as the guiding norms of the institution.

Findings from the study indicated that students lacked the relevant knowledge and competency in terms of accessing and utilizing credible academic sources, thereby negatively impacting their ability to engage in proper referencing. Strategies like workshops, revising referencing guides and employing strict penalties for lack of compliance were used to assist students in navigating through the challenges. While some scholars advocated for a punitive approach in addressing issues of plagiarism, others were more focused on educational approach which entail teaching students why they should not engage in such practice, whereas some were also for a mixed approach. Whichever approach, a sound judgment and well-informed structure for addressing issues of academic misconduct is needed to better serve an institution in terms of what strategy to employ that will best address academic challenges given the operating context.

Regionally, ethical consideration is key in academic research as particularly discussed by Kessio and Chang'ach, (2020) within the East Africa context. Kessio and Chang'ach indicated the significance and recommendation of the need to ensure ethical considerations in data collection. They also pointed out concerns in writing and presenting report while factoring issues connected with participants' consent as well as confidentiality and their safety. Natade et al. (2023) expressed similar sentiments in their qualitative study that explored the required standards in data collection for students at postgraduate level in Kenya and recommended formation of peer review groups as well as committees for research ethics. Using a mixed method, findings indicated that ethical considerations are prevalent in research undertaking, a global requirement in higher education (Kessio & Chang'ach, 2020). From the foregoing, ethical considerations in research is complex and evolving in nature as there are divergent perspectives on specific issues pertaining research in line with various guidelines. The prevalence of ethical considerations is one thing, but the effectiveness is another aspect to look at which is partly the concern of the present study.

Exploring academic integrity in the context of sustainable development in Kenyan higher learning institutions, Murumba and Alari (2024) emphasized on the importance of academic integrity and the quality it offers, while discouraging cheating and promoting independent thinking, critical analysis as well as the need for students to embrace hard work which in the long run produces competent professionals for the society. From the study conducted targeting all undergraduate and post graduate students in universities within Kenya, 550 responded and the following were identified as factors that contribute to academic dishonesty and integrity challenges; lack of institutional policies, ineffective implementation, inadequate resources as well as infrastructure (Murumba & Alari, 2024). In view of the above listed factors leading to academic dishonesty and issues of academic integrity, the study proposed a framework known as Academic Integrity for Sustainable Quality Education. The framework comprised of six interdependent components namely; quality control checks, leadership and management, resources, teaching, learning and assessment among other recommendations for enhancing academic integrity and the quality of higher education. It is noteworthy to affirm the proposed framework, especially with keen consideration on quality control checks and the component of leadership and management which in the researcher's view is very crucial in ensuring academic integrity, quality education and sustainable development. Once the leadership of an institution is sound, every other aspect tends to fall in place.

The study of Murumba and Alari (2024) also highlighted some controversies regarding the interpretation of academic dishonesty, which was seen by some researchers as a moral issue that stems from a personal lack of integrity versus a legal issue that needs enactment of policies to address it. From literature, some researchers advocated for a preventive approach in detecting and dealing with academic dishonesty, while others supported a punitive measure. The whole aspect

on contract cheating was another controversy highlighted in the study and is indeed a growing concern. A key gap identified in the above study was the lack of universally accepted instruments for assessing academic integrity. Also, understanding how cultural factors influence academic integrity especially in non-western contexts was one gap indicated in the study and very little research has been conducted on this. The study had limited focus on the role of leadership and management in enhancing academic integrity, the effectiveness of various interventions for dealing with academic dishonesty, as well as the impact of academic integrity and the quality of education in the long run, thereby highlighting the need for further research that can address them.

Mauti et al. (2021) equally conducted a study on examination malpractices among students in higher education in Kisii County, Kenya and found that at times it was not clear to students what exactly exam malpractices are. They also found key factors contributing to this misconduct which included the desire to excel, academic overload, peer influence, the school environment, technology as well as procrastination. Hence, they recommended formulation of code of conduct to address examination malpractice. While this study was relevant in establishing students' perception about exam malpractice, it did not indicate whether there were available academic integrity policies and how effective they are in combating examination malpractices.

In a study that looked at Kohlberg's theory of moral development in the context of academic integrity, Peter et al. (2021) argued that moral dilemmas can arise from individual students, supported by social persuasion that can result to taking part in cheating during examination. Findings from their study in two Kenyan universities presented 22.2% participants indicating that role models who went unpunished post academic misconduct motivated students to participate in exam malpractice, 30.5% indicated peer pressure as a crucial element, 28.9% affirmed social approval while 22.9% agreed that weak examination policies in the institutions of

higher education contributed to cheating in exam. While the study indicated the contribution of unpunished role models of academic misconduct, peer pressure and weak policies, it left out the role of leadership in mainstreaming ethics and integrity which is crucial in the smooth running of institutions of higher learning.

2.3.2. Leadership approaches in mainstreaming ethics and integrity in research and scholarship

Higher education faculty are tasked with the responsibility of implementing academic integrity, thereby showing the way for students to follow suit (Kirya, 2019). By leading the way for students on how scholarship is conducted with proper referencing, faculty create ethical climate. The aforesaid author also added that faculty should encourage reflection on the implications of academic dishonesty. While affirming the mandate of faculty in leading in matters of academic integrity, it is important to highlight that some faculty do not adhere to this practice and so there is need to address it in an appropriate forum (Almutairi, 2022). Also, in as much as it is vital for students to reflect on the dangers of academic dishonesty, engaging them more in a forum where the positive aspects of promoting academic integrity is emphasized will be more productive as they will get to understand the reason as to why they should be ethical in their research and scholarship.

Discussing on the nexus between ethics and quality in higher education, Warter (2019) found that there was lack of transparency that cuts across allocation of academic positions to staff and non-transparency in scholarship, leading to decrease in quality. This is an indication that leadership play a critical role in mainstreaming ethics and integrity. It takes ethical leadership to ensure ethical atmosphere in academic institutions in order to ascertain quality teaching and research with positive results.

Examining the ethical environment in higher education in the UK, Richardson and Healy (2019) posit that few respondents indicated that upholding of ethics within the school environment was a shared responsibility. Furthermore, they found out the need for more commitment of academics in supporting an ethical university environment.

Hubchen et al. (2023) engaged in a study on the behaviors of leaders in universities today in the southeastern part of the United States in order to give an understanding of the significance of ethical leadership behaviors in universities. The authors indicated that this was crucial as ethical leadership behaviors in universities will not only better the organizations' image alone but also positively impact students who will then translate learning throughout their lives. Some scholars alluded that ethics is important in the success of higher education with particular reference to the change that can be stimulated by ethical leadership in universities (Amghar, 2022; Gichuru, 2023).

Using a researcher-designed survey instrument, Hubchen et al. (2023) found that age and gender significantly impacts the perception of ethical leadership in higher education, thereby highlighting the richness in diversity. Although this study was limited to one university with particular focus on tenured and tenure-track faculty and cannot be generalized, leadership that promote ethics is crucial in higher education as the current study sought to explore that in a non-western setting using a qualitative method which involved students, staff and those in administrative positions. The aforementioned authors pointed the debate over what ethical leadership is about, that some scholars noted it should emphasize on promoting the interests and common good of stakeholders, while others emphasized that personal responsibility and accountability should be the focal point. However, the point of emphasis on this in essence should be a healthy balance between individual responsibility that factors in the common good.

Relatedly, discussing on the need to embrace innovative approaches of enhancing ethics and integrity in education of research in order to embed a culture of integrity in universities, Tammeleht et al. (2022) focused on early-career researchers as future leaders of research ethics and integrity. They highlighted how learning and development of research ethics and integrity competencies take place in collaborative training on research ethics. The study indicated the importance of this training, not only for students but it also provides facilitation skills for leaders in academia. Carried out in two universities in Finland and Estonia, the study employed a design-based research methodology and findings indicated the effectiveness of a collaborative training approach as it encouraged sharing of knowledge and leadership experience. Leadership has a crucial role in ensuring that effective structures are properly put in place and an enabling environment for integrity to thrive. It is important to also note that there are leadership challenges that could hinder possible efforts to build a culture of integrity in higher education. Thus, the current study employing a qualitative approach, sought to explore the realm of leadership as a key factor in mainstreaming ethics and integrity in research and scholarship.

Continentally, a research by Kuranchie et al. (2014) on the perception of corrupt practices of academics in two universities surveyed in Ghana, noted that staff were perceived as initiators of academic corruption, majorly in the form of nepotism, favoritism as well as exam malpractices. These in turn were promoted by students' fear of institutional authority and victimization as well as bureaucracy in handling such matters. This again highlights the critical role of leadership in mainstreaming ethics because once leadership fail to spearhead the needful, other players within the system fail as well.

Alluding to the crucial role of educators in schools and universities, Ike and Mbae (2021) maintain that by virtue of the position of lecturers as academic and moral educators, they are

expected to provide moral formation to students by living ethically and being good examples to be emulated by the students. This is in line with the findings of Bain et al. (2022), who argued that effective collaboration among all stakeholders, education as well as awareness creation can be instrumental in building a culture of ethics and integrity in research and enhancement of quality results in sub-Saharan Africa. This also highlights the critical role of leadership in ensuring effective collaboration across board. Ike and Mbae (2021) posit that the success of mainstreaming ethics and integrity in higher education ought to be linked to and measured by the level of graduates' commitment, influenced by committed lecturers to positively influence the currently corrupt as well as unsustainable society, in order to be one that respects and upholds integrity leading to sustainability for future generations. Similarly, Amghar (2022) explored the nature of ethical leadership as well as the processes and outcomes across higher education in Morocco and argued that ethics in leadership acts as a driving force in realizing success and quality in teaching and learning. The study found out that ethical role modeling, organizational ethical atmosphere and the moral weight of issues encountered by the leader affect the perceptions of followers. From the study, it was evident that ethical leadership significantly impacts the quality of higher education and it is important for organizations to plug into the ethical domain for positive change. Consistent with the findings of Amghar, Berges-Puyó (2022) underscores that ethical educational leadership enhances cooperation among administrators, faculty and students as well as curtails ethical scandals, leading to effective and productive leadership. In that light, institutions of higher learning have the mandate to produce competent graduates for the world of work. So, for transformation to happen, ethics has to be part of the process of formation and the present study sought to bring that aspect to the fore.

Supporting the need for enhancing research integrity in higher education across Africa by regulatory bodies, Omutoko (2020) maintained that cases of research misconduct are becoming rampant. Hence, the need to embrace collaboration with relevant bodies to address the lack of systemic approach in combating issues of research misconduct in Africa as found in the study. To ensure development and effective implementation of appropriate regulations and standards, the role of leadership cannot be overemphasized.

Katundano in mainstreaming ethics in higher education, Ike and Mbae (2021) conducted a qualitative study with a comprehensive analysis highlighting the state of ethical leadership practices in selected institutions of higher learning within East Africa, namely; Kenya, Uganda and Tanzania. The study used quite a range of qualitative research methodology which includes interviews, document analysis and focus group discussion with the aim of providing an in-depth understanding of the challenges associated with ethical leadership practices in universities. Findings from the study indicated that challenges linked to ethical leadership in universities within East Africa are majorly based on demotivation.

Discussing the effect of strategic leadership, Chepkurgat et al. (2019) posit that institutions of higher learning play a key role in the world of education and promote economic advancement amidst the many challenges they face, especially in Africa. Using a survey method, the study engaged the management of three chartered institutions of higher learning in Kenya and elicited 99 responses. Findings from the study indicated that strategic leadership, supported by transformational leadership has positive effect on the performance of higher education organizations in Kenya, specifically, it enhances both academic and financial performance. The study was limited to three chartered institutions of higher learning, hence results cannot be generalized across universities in Kenya. Therefore, an in-depth study is required to further explore

this and the present study sought to factor in aspects of leadership influence in mainstreaming ethics and integrity in research and scholarship, thereby highlighting the significance of contributing to the formation of competent and responsible workforces.

Relatedly, Gichuru (2023) sampled and examined 32 written texts on ethical leadership across higher education institutions. Findings indicated that ethical leadership in higher education can build a firm ethical foundation for all stakeholders, enable an environment where integrity is embraced for academic and institutional success. The study analyzed existing literature and highlighted that ethical leadership is crucial in ensuring academic integrity, factoring other aspects of academic institutions like diversity and inclusion, financial and stakeholder management and the need to uphold ethics in all. The study was limited to literature review but offered a comprehensive analysis of studies on ethical leadership, it lacked empirical evidence. Hence, the present study comes in handy to bridge the gap with involvement of students, faculty and administrators in a qualitative process.

Likewise, Muindi (2018) argued that the leadership approaches employed by top management in higher education had an effect on institutional performance. This quantitative study was conducted in the context of universities in Kenya, it engaged top management, student leaders, leaders of administrative staff as well as heads of academic and support staff across private and public universities and colleges in Kenya. Findings from the above study indicated that transformational and transactional leadership styles significantly impact performance of institutions of higher education in Kenya. Furthermore, the study argued that good leadership drives and sustains transformative change and that the success of higher learning institutions depends on the quality of leadership decisions. While the study investigated the impact of

leadership on the performance of institutions of higher learning, the whole aspect of academic integrity which is the crux of higher education, was explicitly missing.

2.3.3. Mechanisms for engaging students in complying and enhancing mainstreaming of ethics and integrity in research and scholarship

Mainstreaming ethics and integrity as seen from various literature review is quite a challenging process, though worth engaging in looking at the common good for the global community. Owing to the assertion of the good that comes with mainstreaming of ethics and integrity, Kirya (2019) indicated that academic integrity policies should be placed on notice boards and disseminated through various means and even reinforcing it on exam question papers as well as classroom materials. A more effective approach as indicated by the aforementioned author was getting students involved in anti-corruption movement and commit themselves to upholding academic integrity.

Furthermore, a number of research affirmed that teaching ethics courses within the degree programs offered by universities have the capability to enhance students' understanding and desire to embrace and promote academic integrity in research and scholarship (Kirya, 2019). Following this mandate by the United Nations Convention Against Corruption, universities would make great contribution in impacting society positively through ethics education because in reality, most higher learning institutions lack ethics subject in their courses.

Literature from the background of this study revealed that efforts have been made in terms of different measures in strengthening mainstreaming of ethics and integrity in research and scholarship, like the aspect of investigating corrupt academics within higher education settings and then provision of possible solutions. Calling out unethical practices by name and bringing to book perpetrators of the same is powerful in the fight against academic misconduct, as leaders would

then be well informed of how to address the issue with the right strategy. It is unfortunate to note that at times, faculty who are expected to be champions in promoting academic integrity are the very ones initiating and misleading students.

From the global dimension and investigating academic cheating as a planned behavior, Zhang (2023) used a paper-based questionnaire survey approach and engaged 2,293 students at undergraduate level across 35 institutions of higher learning in China. The study found that academic cheating is prevalent among Chinese students with particular reference to attitudinal beliefs playing a key role in the issue, highlighting the significance of perceived behavioral control for academic cheating. This further suggests that focusing on individual's fundamental values would help in reducing academic cheating and must be taken into account for future study. Also, the study maintained that having a wide range of approaches for intervention that incorporates administrative procedures as well as students' beliefs and cultural background would be instrumental in curbing academic cheating and build an environment of integrity. This study was limited to China and employed a paper-based survey, whereas the current study sought to explore the effectiveness of different strategies in mainstreaming ethics in academia within the context of Africa.

Similarly, Garcia (2023) carried out a study at the University of Texas and investigated the prevalence of students' academic dishonesty in higher education and what they perceived as academic integrity. The study noted that increased awareness, leading to other prevention efforts and education can significantly contribute towards creating a culture of integrity in higher education. Using mixed methods, Garcia found out that academic dishonesty was prevalent and students had many different reasons why they engaged in this vice in higher education. The study indicated exam cheating, copying assignments from others and plagiarism as the most common

type of academic dishonesty among students, often with the awareness of the consequences associated with such behavior. One controversy highlighted in the study indicated that some scholars maintained that technology highly contributes to the prevalence of academic dishonesty, while others believed it is greatly influenced by cultural factors like pressure for success. The study was limited to the rationale of students' engagement in academic dishonesty while leaving out other possible contributing factors. Hence, the current study aimed to explore the aspects of policies, leadership and students' compliance as key variables in building a culture of integrity in higher education.

Relatedly, Asgher et al. (2023) investigated the reasons behind academic dishonesty of postgraduate students at a university in Pakistan. The study identified the following: learning difficulties, teaching methods, personal and behavioral issues and social influences as factors that promoted students' academic dishonesty. According to the authors, academic dishonesty is destructive and has long lasting effects on the lives of students, hence the need for organizations to engage in an effective fight against it. Employing a quantitative method, findings indicated fear of failure as the top factor influencing students' academic dishonesty. While the study noted that female students were less likely to get involved in academic dishonesty compared to male students, some scholars argued that females were more likely to be caught in instances of academic misconduct. The study was limited to one university and findings cannot be generalized to other contexts, it also focused on students at undergraduate and postgraduate levels without considering other populations like administration and faculty members. The current study sought to bridge this gap by including students, faculty and administrative staff to gain a broader understanding of mainstreaming ethics and integrity in research and scholarship.

Conversely, Rundle et al. (2019) engaged in a study that discussed reasons why most students do not engage in contract cheating. Employing a quantitative research design, the study engaged undergraduate and postgraduate students from two Australian institutions of higher learning. Findings indicated that the most common reasons why students do not engage in contract cheating was due to morality and motivation for learning. The study identified some factors linked to the reasons why participants do not engage in contract cheating and these include fear of detection and punishment, morality and norms, self-efficacy and mistrust, lack of opportunity as well as motivation for learning. A good number of the respondents noted that they considered contract cheating unethical and that was why they did not engage in it. The study was limited to two universities in Australia and results cannot be generalized across other higher learning institutions within the country, again the study lacked qualitative data to gain an in-depth understanding of the situation. The research noted some ongoing controversy about the effectiveness of punishment in addressing academic misconduct, with some scholars indicating the possibility of it having limited success and others supporting it as a necessary approach to embrace. The current study is qualitative in nature and it explored the effectiveness of the approaches employed in enhancing the culture of integrity in research and scholarship in a private university within a non-western context.

Regarding improvement of quality assurance in the African examination system, among other concerns, findings indicated that exam cheating has turned out to be recurrent happenings in African system of education, notably in Nigeria (Onuka & Durowoju, 2011). The study also noted that the following measures could enhance assurance of exam systems if adequately used; consistent and thorough inspection of school systems, ensuring spacious examination rooms in strategic areas where exams are taken, ensure students' photos are on their answer sheets and

certificates as well as collaboration among examining bodies in Africa. Collaboration brings in the possibility of exchange of ideas to strengthen systems.

Aworanti (2013) engaged in a study on security breach to establish threat to the quality of examination and assessment in Nigeria. Findings from the study showed various risk factors to exam quality and assessment which include students' longing for success and lack of integrity of exam personnel among others. Notably, the study indicated that employing security officers at different centers of examination contributes significantly as an effective control measure of exam and assessment (Aworanti, 2013). From the foregoing, even though security deterrents were powerful measures in the short-term, i.e. within examination centers, employing such approach will gradually build the desire within candidates to be mindful of their reputation and safeguard the same.

In order to strengthen integration of ethics and integrity in research and scholarship, a study was carried out which focused on investigating into the causes, forms and consequences of examination malpractice in Nigerian institutions of higher learning. The study by Uchenna and Funke (2015) largely indicated undue stress on excellent qualifications without provision of institutional support in achieving same excellence with integrity. Findings of the research also revealed that poor organizational structure encourages academic misconduct as opposed to strengthening it.

Conversely, the experience of Covid-19 pandemic brought its own dynamics to the effort of safeguarding academic integrity. Mutongoza and Olawale (2022) investigated the challenges faced by institutions of higher learning in developing countries as a result of Covid-19 when they had to transition to online learning and assessment. The study was conducted across three Southern African institutions of higher learning and engaged students, managers and faculty members and

investigated the safeguarding of academic integrity with the coming of online learning. Using a mixed method approach, findings revealed that several strategies were employed by the universities which include administration of different versions of the same exam questions, the use of case studies and text-matching software for plagiarism check, all in a bid to ensure safeguarding of academic integrity. Again, the study was limited to three universities and findings cannot be applied across the region, also the possibility of biased response due to the sensitivity of the study was another limitation identified. While the study engaged students, faculty and management in a mixed method approach, the present study sought to adopt a qualitative method in order to have an in-depth exploration on mainstreaming ethics and integrity in research and scholarship in a private higher learning institution.

Investigating the seriousness of academic cheating behaviors as perceived among undergraduate students from three schools at Dire Dawa University, Ethiopia, Chala (2021) sampled 557 students in the quantitative study. Findings showed that even though students indicated that most cheating behaviors were serious, a good number of them (81.26%) still engaged in it actively, suggesting the need for more awareness creation on academic integrity and the associated consequences so as to combat the prevalence of academic cheating. This is in line with the argument of Tovarović and Stevanović (2023) who posit that understanding the attitudes, subjective norms as well as perceived behavioral control, academic institutions and educators stand a better position to develop effective intervention strategies in addressing the root causes of academic dishonesty and so enhance ethical behavior. The study noted that some forms of cheating behaviors were perceived serious than others, with female students' perception being more serious than their male counterparts (Chala, 2021). Permitting others to copy answers including whispering answers during exams and carrying out assignment for fellow students were rated as

moderate forms of cheating in the study. The research was limited to one university and cannot be used as the reality of universities across Ethiopia, hence the need for more studies in other contexts which the current study engaged not only students but also members of faculty and administration, using a qualitative approach. The above-mentioned study indicated that there was lack of uniformity among researchers about the definition of academic cheating with varying tools employed by researchers in investigating academic cheating behaviors.

A study by Abel et al. (2020) indicated how students themselves wanted to be part of the solution to the threat against academic integrity and to also collaborate with other key stakeholders on the same. Discussing on the issue of academic dishonesty, Abel et al. (2020) conducted a study in Tanzania and engaged postgraduate students from four institutions of higher learning in Dar es Salaam, Dodoma and Iringa regions. The study focused on the intensity of academic dishonesty using a qualitative method and collected data from students, leaders of departments as well as those in charge of quality assurance. Findings indicated the importance for faculty and higher learning institutions to take proactive measures in order to address the issue of academic dishonesty. Similarly, Tovarović and Stevanović (2023) alluded to the fact that it is necessary to address ethical issues in research, particularly on matters pertaining academic dishonesty. Furthermore, suggested proactive measures from the study conducted by Abel et al. (2020) include introduction of academic ethics courses, quality assurance personnel to be more active in promoting academic integrity and the use of plagiarism detecting software, diversifying assessment methods and bringing in eternal examiners to ensure fairness and consistency, and the need to strengthen quality assurance systems. The research was limited to four universities in particular regions and findings might not be applicable elsewhere. Consequently, there was need to conduct further research to establish other proactive measures different from the identified ones from the study.

Plagiarism being one of the forms of academic dishonesty remains a key challenge across board. In a bid to get a sense of why postgraduate students engage in plagiarism, Selemani et al. (2018) carried out an empirical study at Mzuzu University, Malawi using mixed method. Findings indicated that in spite of students' report of having a conceptual understanding of plagiarism, majority (86.7%) reported that they had engaged in plagiarism intentionally and unintentionally largely as a result of pressure to attain good grades, laziness and poor time management (84.9%) and lack of proper academic writing skills (84.9%). Furthermore, the study revealed that prevalent forms of plagiarism committed and admitted by students as well as reported by faculty include lack of proper acknowledgement post paraphrasing (69.8%), summarizing (64.1%) and the use of quotation marks (56.6%). The study recommended the following strategies to help in curbing plagiarism among postgraduate students: enhancing students support, improving learning and teaching resources, encouraging a culture of academic integrity through policies and procedures and ensuring adequate training on research and proper acknowledgement of intellectual property. Findings from the study cannot be generalized to other contexts due to its limitation to one institution. The debate around a universal definition and understanding of plagiarism was a key controversy in the literature, other controversies include cultural variations in academic writing in terms of citations and lack of available and effective plagiarism detection and prevention software. From the foregoing, it is important that education institutions make all the necessary provisions to ensure an ethical learning environment. Hence, part of the current study sought to explore the availability and effectiveness of strategies employed in a private university in mainstreaming ethics and integrity in research and scholarship.

The challenge of dealing with students' academic dishonesty is a reality as well in Kenya. Akaranga and Ongong (2013) discussed exam malpractice with particular focus on two Kenyan

public universities. The study used questionnaires and interviews to gather data from students and staff. Findings indicated prevalence of exam irregularities which include collusion with examiners and invigilators, writing synoptic notes and impersonation. Thus, the authors argued that institutions of higher learning and government bodies need to enforce measures to curb the threat against academic integrity. Also, the study noted that examination malpractice is still a controversial issue researchers are yet to come to a consensus on, and how to handle it systematically in academia. It is the concern of the current study to explore the approaches presently employed by an institution of higher learning as a way of contributing to the efforts of curbing the threat of academic dishonesty.

Still in reference to engaging students in enhancing mainstreaming of ethics and integrity in academia, Ojwan'g (2019) examined students' perspectives regarding examination cheating in basic education in Kenya. Findings indicated that inadequate preparedness of students amongst other causes and consequences of examination cheating, calls for better preparation of students, strengthening of invigilation and supervision to ensure effectiveness as well as installing CCTV cameras. From the foregoing, to be able to employ effective measures of mainstreaming ethics and integrity in research and scholarship, those in positions of management need to be well informed about the loopholes so as to be able to effectively address them. Thus creating an enabling environment for students to also support the effort of building a culture of integrity.

Assessing the mitigation strategies used in management of examination malpractices by universities in Mount Kenya region, Mulongo et al. (2019) argued that among other findings, majority of the participants indicated that exams were not thoroughly invigilated by examiners of the university and examination offenders were punished. Hence, the need for administrators of university to continuously act on cases of exam misconduct and to emphasize the need for

academic honesty and ensure systemic control. Also, regarding the effectiveness of university examination management strategies in mitigating exam malpractices in the context of Kenya, Mulongo (2020) among other findings, indicated that to an extent, control strategies of examination were effective, however, leadership systems of university need to increase effort in addressing cheating in exam as there was an observed refusal of lecturers in reporting incidences of exam misconduct. The study showed a significant role of punishment of offenders in addressing exam misconduct. A concern has been highlighted from the above study and it indicates safeguarding of whistle blowers which is crucial in mainstreaming ethics and integrity in research and scholarship.

Furthermore, another study on policy related strategies to curb examination malpractices among undergraduate students in Kenyan universities, revealed that policies connected to exam malpractices were very effective in reducing exam misconduct (Keter, 2021). The study further remarked, however, that policies connected to exam cheating touches on the attainment of minimum mark of 40 which was one of the things that encouraged students to cheat. The study also indicated that overcrowded exam rooms, low lecturer/students ratio as well as inadequate students' records contribute to academic misconduct, hence adoption of strong policies to reduce exam cheating (Keter, 2021). From the above argument, while the adoption of strong policies will help in reducing cheating in exam, ensuring close monitoring and evaluation of the same can make a difference in maintaining set standards.

Likewise, Wamalwa et al. (2020) affirmed that the same scenario was faced among nursing students in Western Kenya where a mixed method study revealed prevalence of academic dishonesty in three sampled colleges. The study indicated that overcrowding, failure to abide by examination policies, family as well as peer pressure were contributing factors to the wide spread

of this vice. While the listed factors were seen as contributing to academic dishonesty, other scholars have argued that lack of good role models and technology play a key role in fueling malpractice. 91% of the participants acknowledged engagement in exam cheating. The study was limited to nursing students only from the sampled college and universities and findings cannot be generalized, hence the current study.

2.4. Research Gap

Studies from the literature review showed some limitations in research done around integrity and misconduct policies. It implies the need for provision of centralized body to support with proceedings of investigations. Hence, consideration of making systemic adjustment to enhance research governance. Also, other studies indicated an urgent need to ensure greater understanding of academic integrity in teaching, research as well as service in higher learning and ensuring professional code of ethics are put in place in some institutions. Lack of ethical thinking and learning integration in educational programs was identified as well as lack of care and sensitivity as part of professional ethics in handling ethical issues.

Gaps in minimal empirical evidence for effectiveness of policies, approaches and interventions to enhance academic integrity were evident in most studies (Bornsztejn, 2022; Stoesz & Eaton, 2020; Singh et al., 2020; Kessio & Chang'ach, 2020; Davis, 2022; Gichuru, 2023; Tammeleht et al., 2022; Zhang, 2023; Garcia, 2023; Wamalwa et al., 2020; Asgher et al., 2023; Chala, 2021; Mutongoza & Olawale, 2022; Selemani et al., 2018; Rundle et al., 2019).

Literature indicated lack of research connecting strategic leadership with organizational performance and exploring the relationship between ethical leadership, its implementation and quality education in universities, which includes role modeling both for faculty and students (Chepkurgat et al., 2019; Amghar, 2022; Gichuru, 2023; Muindi, 2018; Tammeleht et al., 2022).

Some authors indicated need for more studies on plagiarism and referencing challenges encountered by students in different fields given the differences in formats (Singh et al., 2020; Rundle et al., 2019; Kessio & Chang'ach, 2020; Davis, 2022; Chala, 2021; Selemani et al., 2018). Some literature highlighted the need to conduct empirical studies examining the prevalence and impact of unethical academic research practices among students (Natade et al., 2023; Zhang, 2023; Garcia, 2023; Chala, 2021).

A few studies noted the need for more research on the role of technology in fueling academic misconduct and the potential role it plays in preventing it (Rundle et al., 2019; Garcia, 2023; Natade et al., 2023). Others indicated lack of clarity on influential forces driving students' academic dishonesty, hence the need for more empirical study to establish crucial contributing factors to the vice (Asgher et al., 2023; Wamalwa et al., 2020; Garcia, 2023). Other gaps mentioned in the review include need for research that investigates the connection between emotional intelligence and engaging in academic misconduct, further research to examine the relationship between academic motivation and engagement in academic misconduct, more studies on development and validation of methods for assessing academic integrity beliefs and behaviors in different cultural and linguistic settings (Rundle et al., 2019); future studies that investigates the long-term impact of Covid-19 pandemic on academic integrity (Mutongoza & Olawale, 2022); most studies on academic dishonesty has been carried out in western contexts and so there was need to conduct more studies regarding the same in non-western settings to better understand the situation globally (Asgher et al., 2023); literature noted the need for comparative studies on academic dishonesty across various nursing colleges and universities in Kenya (Wamalwa et al., 2020); need for further study on exploring how organizational culture and human resource management impact organizational performance (Chepkurgat et al., 2019); and need for more

interdisciplinary and collaborative research, bringing together scholars from various backgrounds to address the complex nature of academic integrity and inclusivity in the approaches employed by institutions of higher learning (Davis, 2022).

Therefore, this study explored the approaches for mainstreaming ethics and integrity in research and scholarship and proposed mechanisms to employ in order to address emergent challenges in terms of different tactics used by students, highlighted the need to update policy interventions and to look into issues of lack of proper role models by faculty. Also, it bridged the gap in literature relating to effectively mainstreaming ethics and integrity in research and scholarship in the context of a private institution of higher learning.

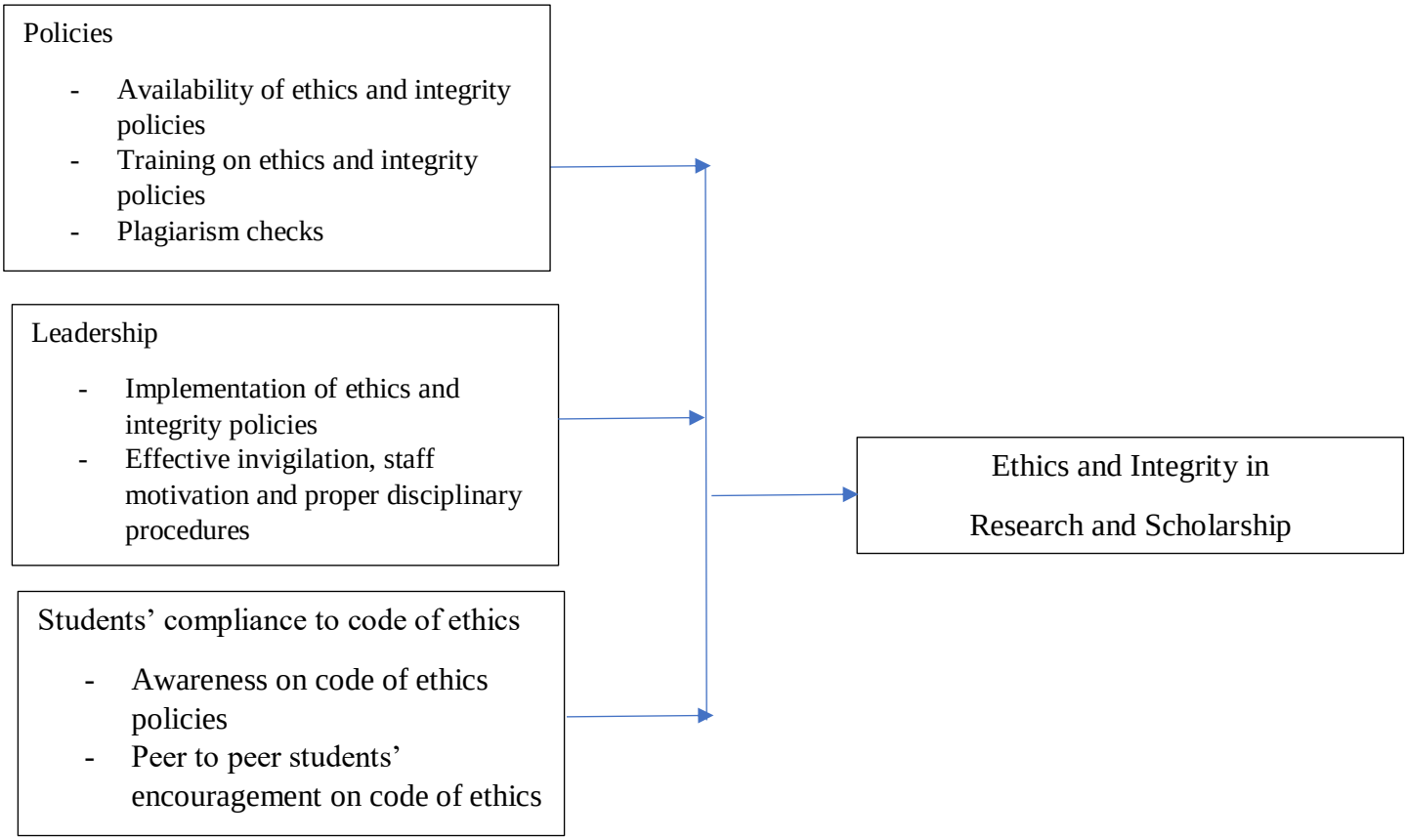
Figure 1

2.5. Conceptual Framework

The conceptual framework indicates the relationship between the independent and dependent variables. The independent variables include ethics policies, leadership process, and students' compliance to code of ethics, while the dependent variable is ethics and integrity in research and scholarship.

Strategies for mainstreaming ethics — *Ethics and integrity*

Independent Variables — **Dependent Variable**



The study investigated the independent variables; ethics policies, leadership process, and students' compliance in adhering to code of ethics in line with how each component influences the dependent variable which is ethics and integrity in research and scholarship. Education plays a key role in the society and a society laid on good foundation is sure of sustainability. Hence, integrating ethics and integrity within educational institutions provide avenue for sound formation and produces people of integrity. The role of ethics policies and effective leadership to direct implementation of policies, as well as leading exemplary lives by faculty cannot be overemphasized in ensuring academic integrity and formation of right attitudes. Students' cooperation in adhering to code of ethics is needed in the entire process to ensure their holistic formation as ambassadors of transformation.

Research as a key component in this study looks at how new knowledge is generated through critical inquiry into a given phenomenon and the dissemination of the same to improve systems. Scholarship in this regard denotes all academic requirements to be met by students for the attainment of relevant grades during their course of study, while following appropriate academic conducts, and maintaining the required standards with respect to others' intellectual property. While the two concepts of research and scholarship are distinct in themselves, there is an overlap in that they both require interaction with existing and relevant literature, reference making to intellectual properties as well as value addition to the body of knowledge. Therefore, the need to respectfully and responsibly engage with others' intellectual property and adhere to set standards is paramount, and when all aspects are aligned, facilitated by ethical and competent leadership, the resultant effect will be ethics and integrity in research and scholarship.

2.6. Chapter Summary

The chapter reviewed literature related to strategies for mainstreaming ethics and integrity in research and scholarship in institutions of higher learning. Literature has confirmed that fouling marks in higher education institutions is both an immoral as well as amoral act which has in a way become the norm, but strong willingness and commitment to change is required. A notable gap was established from studies on lack of implementation of research integrity and misconduct policies. Hence, it is paramount to mainstream ethics and integrity by reviewing existing approaches, improving aspects that needs strengthening and embracing new and effective ones to enhance a culture of integrity in higher education.

The prevalence of academic misconduct was associated with pressure for more publications and the expectations of good research from students. Also, paying keen attention on students' ability in understanding the use of plagiarism software is an aspect to note. It was indicated that some faculty do not adhere to the practice of academic integrity and so mislead students. Literature revealed the damaging effect of systemic education corruption.

The effectiveness of an educational approach as opposed to a punitive one was a key aspect pointed out in ensuring a culture of academic integrity in higher education. It was also noted that most higher learning institutions lack ethics subject in their courses, hence the need to consider inclusion of ethics in the programs offered by institutions of higher learning. Therefore, this study aimed at looking into the strategies for mainstreaming ethics and integrity in research and scholarship in a private institution of higher learning in Kenya.

CHAPTER 3: METHODOLOGY

3.1. Introduction

This chapter explains the research methodology of the study. It includes the research design, location of the study, target population, sampling method, research instrument, pilot study, trustworthiness, and data collection techniques. It also explains how the data collected was analysed, and the ethical considerations, reflexivity, envisioned impact of the study and chapter summary.

3.2. Research Design

This qualitative study adopted a phenomenological research design to gain an in-depth understanding of the experience of integrating ethics and integrity in academia. A key characteristic of this design was the exploration of peoples' actual experiences and perception (Ugwu & Eze, 2023), particularly regarding ethics and integrity in research and scholarship. The researcher sought to explore strategies for mainstreaming ethics and integrity in research and scholarship in a private institution of higher learning in Langata, Kenya.

3.3. Location of the Study

The research was conducted at the Catholic University of Eastern Africa (CUEA), Langata Constituency. Langata Constituency is in Nairobi County with an area of 223km square and it is approximately 18km from Nairobi center. According to Langata Constituency (n.d.), the area includes both Karen and Langata sub-locations of Kibera location, Mugumoini as well as Nairobi West of Mugumoini locality in Nairobi. Furthermore, the constituency is basically a residential area, though with some businesses in operation which includes offices and institutions. There are several educational institutions in Langata area ranging from primary to university including

CUEA. The institution for the study was selected because of her diverse nature, and for being an environment where faith is nurtured amidst other ethical formation given through education and most importantly, the special mandate to "Consecrate them in the truth" which stands as a unique motto of CUEA and reflects key elements of ethics and integrity in academic formation. CUEA has a long history of operation in academia at various levels and the institution was easily accessible by the researcher.

3.4. Target Population

According to Mugenda and Mugenda (1999), a target population is a population from which the researcher intends to acquire the results of the study. The research targeted the academic and student affairs unit at CUEA, including the quality assurance office, library, research office, lecturers as well as representatives from undergraduate and post graduate students. Mainstreaming ethics and integrity is challenging in itself regardless of the population in any organization due to the complex nature of human beings. Given the diverse nature of CUEA as well as the element of integrity specifically and explicitly seen in her mandate, the researcher's attention was attracted. Hence, the process explored strategies for mainstreaming ethics and integrity in research and scholarship at CUEA.

3.5. Sampling Method

The study used a purposeful sampling technique that allowed for the use of a population with the required characteristics with respect to the questions (Mugenda and Mugenda, 1999). Purposive sampling involves selecting participants who meet specific criteria that are relevant to the research questions. Purposive sampling is non-probability in nature because it enables the researcher to gather information from a specific population on purpose (Nikolopoulou, 2022). The

sample population was selected based on two principles. First, the respondents should be university students, faculty and administrative staff. Second, they must have experienced integration of ethics within their spheres. The second criterion was established by engaging students and faculty who have had some semesters or years of experience of the university's operations but also new comers were engaged and diverse opinions elicited. The selected participants involved in the preliminary phase assisted in identifying other students and academics with the same characteristics.

3.5.1. Sampling Size

McCombes (2023) asserted that the sample is referred to a particular group of persons from whom data will be collected. The number of participants of the study was a total of purposively selected sample of 30 from CUEA which included undergraduate and postgraduate students, faculty, disciplinary committee, administrative staff under DVC academics, quality assurance officer and library staff. There were representatives of fifteen respondents from the students' category, five from faculty, three from the disciplinary committee, three administrative staff under the DVC academics, three library staff and one quality assurance officer. The interviews were conducted until data saturation was reached which was seen as the point where no new information surfaced in terms of themes. This was observed at the 26th interview and confirmed at the 29th where subsequent sessions produced similar data and so the process stopped at the 30th interview.

3.6. Research Instrument

The research instrument for the study was a semi-structured interview guide. This interview involved a face-to-face direct interaction that enabled the interviewer to engage the interviewee with prior planned questions, which was followed by other probing questions for clarification

(George, 2023). It also allowed the interviewer to probe the respondents further, thus enabling them to gather more data. The interview guide was derived from the research questions and students, faculty and management level respondents had different questions. The use of semi-structured interview guide was instrumental in collecting relevant data, and to elicit varied responses and provided some flexibility and creativity for the interviewer to make possible adjustments and asked follow up questions, while still maintaining the planned set of questions for the interview (Ugwu & Eze, 2023). This helped in getting a sense of what people said through interviews, including the cues accompanying their spoken words. The findings were used to derive means of effectively addressing academic dishonesty while enhancing a culture of academic integrity.

3.7. Pilot Study

The researcher conducted a pre-test at Tangaza University, targeting one participant from each category of the target population. This determined the reliability of the questions in providing the desired data, in that it established whether the instructions and questions were clear and understood by participants and whether the quality of information provided was satisfactory and meets the expectation of the researcher. Identified error and perceived mistakes were corrected by the researcher prior to the main study.

3.8. Trustworthiness

The results of the study depended on the honesty of the participants to ensure credibility through deep, reflective engagement with them, using open ended and probing questions to elicit responses. The researcher ensured there was detailed notes from the field as well as audio record from the interviews. Different responses were compared to check and to verify congruence and

the participants gave answers that agree. Comparing responses across the different categories of participants helped in validating and authenticating the data, consequently, making the data reliable for use in academia and knowledge creation.

3.9. Data Collection Procedures

Taherdoost (2021) posit that data collection refers to the process of gathering information with the aim of gaining insights about a given research subject. Furthermore, the above author argued that this process gathers data connected to the study's variables with the intention of employing them during the phase of data analysis in order to obtain results and answers to the research questions.

In this study, the researcher used a face-to-face semi-structured interviews with participants for data collection. The interviews were guided by a pre-designed interview guide which was audio-recorded with consent from the participants and thereafter transcribed for analysis. The face-to-face interactions were useful in this study in gaining an understanding of the strategies for mainstreaming ethics and integrity in research and scholarship. This personal approach was preferable as the data was collected directly from the interviewee. The interviews took about 30 to 45 minutes per session, during which notes were taken by the researcher following participants' consent. Prior to collection of data, the researcher obtained necessary permission from relevant authorities such as letter of introduction from Tangaza University (TU), and authorization from National Commission for Science, Technology and Innovation (NACOSTI). With the aid of the permissions, the researcher visited the relevant offices at CUEA and had a conversation around the interviews and then secured appointments for the same.

3.10. Data Management

According to Idika et al. (2023), data management denotes accurate, intentional and systematic collection, analysis, usage and preservation of data to enable decision making, arrive at possible conclusions, generate new knowledge as well as add to and amend existing knowledge and then make provision for accessible retrieval and easy future usage. Additionally, it is the process by which data are gathered, sorted, coded, prepared for analysis, presented, interpreted, stored and secured for future use (Idika et al., 2023).

This study employed a face-to-face interview method of data collection. The researcher ensured a system of protecting data before, during the process of data collection, and at the stage of data analysis. The voice recorder as well as hand-written notes were packaged and sealed in a bag and taken to a safe place for data analysis. Integrity and honesty guided the process of reporting the findings and there was no alteration in a bid to maintain the originality of data from the participants.

3.11. Data Analysis

The researcher was very instrumental in data collection and analysis as observations continued throughout the entire process. Upon collection of data and transcribing, thematic data analysis method was employed in this study to analyse the data, particularly focusing on respondents' personal experiences in order to make sense of their responses. According to Braun and Clarke (2006), thematic analysis is the process of identifying, analysing, and reporting patterns of data. It is used in sets of texts like interview scripts or observational notes. Therefore, the researcher got familiarized with the data, assigned codes following significant information in connection with the study's research questions, searched for patterns and themes, reviewed themes, defined and named themes and then produced a report. According to Linneberg and Korsgaard

(2019), coding is seen as a crucial tool in the process of converting raw data in qualitative research into a meaningful and trustworthy narrative or report. They furthermore noted that coding is the process of identifying sections or meaning making out of sections in collected data and assigning labels to them using a code which can either be a word or phrase that captures the main point (Linneberg & Korsgaard, 2019). Specifically, the researcher engaged in this process by transcribing the written and recorded data, read through the transcripts and listened to the recording as points or ideas were noted down for familiarization and assignation of codes. This was followed by interpretive analysis of the codes collated and sorting of relevant data. An in-depth review of the identified themes followed to establish whether there was need to refine or adjust initial themes in order to ensure coherence of data and well-defined themes. Collected data was converted into an interpretative piece of work following the above mentioned process which helped in answering the research questions. Thereafter, the compiled findings of the analysis were communicated in a convincing manner to the reader, while highlighting outstanding themes on academic integrity, as well as the worth and validity of the analysis process.

3.12. Ethical Considerations

Mirza et al. (2023) argued that ethics looks at moral problems connected to research practice and the responsibilities of those carrying out researches towards their respondents, audience, society as well as the academic institutions they belong. Hence, researchers ought to make reference to the required ethical guidelines and principles and adhere to good research practices and so ensure safety of participants and credibility of the entire process leading up to the findings.

The researcher abided by ethical requirements for doing research of this nature which involved seeking consent, maintaining confidentiality, privacy of data as well as anonymity of participants which entailed safeguarding their identity. Prior to data collection, permissions were sought like obtaining the letter of introduction from Tangaza University and authorization from NACOSTI. The data collected was used only for research purposes. The participants were assured of the confidentiality of their data. Written notes and audio recordings during interviews were stored securely and accessible only to the researcher for purposes of privacy. The exercise was voluntary; thus the participants decided deliberately to participate and any potential conflict of interest was disclosed to encourage neutrality of responses and minimize biases that could influence the study's findings. Therefore, before collection of data, the researcher sought consent from every potential participant. The participants had the right to understand the purpose of the research and how the research may affect or benefit them. They were made aware that they were free to withdraw at any time if they felt uncomfortable. Both the participant and interviewer signed the consent form to prove that there was no coercion. The interviews were held at the convenience of the participants.

3.13. Reflexivity

Bearing in mind the importance of reflexivity, the researcher maintained a credible level of self-awareness throughout the process. With such awareness, the researcher was keen on her leadership background and did not allow that to interrupt the process. There was a high possibility of imposing best practices of leadership in terms of mainstreaming ethics and integrity in research and scholarship, but that was not the aim as that was reduced through self-awareness and the flexibility to let the process flow.

3.14. Envisioned Impact

This research resulted in necessary insights that were useful in strengthening students' academic integrity which has got a huge impact on their attitude towards performance and particularly, holistic education and formation. The study brought insights that highlighted the essential role of academic and administrative staff as drivers of ethics and integrity. It brought on board the relevance of ethics and integrity and how it also contributes enormously to sustainable institutions of higher learning with particular reference to the institution under study. The study was necessary in influencing the whole body of knowledge and particularly, in improving the society with ethical and educated people who will help move the agenda of transformation forward.

3.15. Chapter Summary

The chapter looked at the methods employed in the study for data collection from respondents, with the adoption of a phenomenological research design which helped in providing more insights into the research problem. The number of respondents of the study was a total of 30 purposively selected sample from CUEA and included undergraduate and postgraduate students, faculty, disciplinary committee, administrative staff under DVC academics, a quality assurance officer and library staff. Following the ethical requirements, participants' consents were sought, confidentiality, privacy and anonymity were maintained. Hence, the collected data was solely used for research purposes. Chapter four presented collected data from the research interviews as well as the analysis.

CHAPTER 4: DATA ANALYSIS

4.1. Introduction

This chapter presented findings of the study in relation to its objectives and research questions. The following research questions guided the study: 1) What are the available ethics and integrity policies for research and scholarship at the Catholic University of Eastern Africa Langata, Nairobi? 2) What are the leadership strategies in mainstreaming ethics and integrity in research and scholarship within the Catholic University of Eastern Africa Langata, Nairobi? and 3) How do students perceive the implementation of ethical principles put in place to enhance integrity in research and scholarship at the Catholic University of Eastern Africa Langata, Nairobi? The chapter also presented the demographic information of participants and key themes that emerged from the study.

4.2. Demographic Information of the Participants

The study interviewed 30 male and female participants from the Catholic University of Eastern Africa (CUEA). Among the participants, 5 were faculty members from different departments, 10 participants from the administrative viewpoint (specifically 3 staff under DVC academics, 3 library staff, 3 members from the disciplinary committee and a representative from the quality assurance), and 15 students from across various departments. Participants' age ranged between 20 and 60 years old, 56.67% (17) were 40 years old or younger, 40% (12) were 44 years old or older and 3.33% (1) preferred not to indicate the age. With regards to gender, 43.33% (13) of the participants were male and 56.67% (17) were female. In terms of level of education, 16.67% (5) have attained PhD, 23.33% (7) had a Master's degree, 50% (15) were Bachelor's degree students while 10% (3) were Diploma students.

Table 4.2 presented the demographic information of the participants

No.	Age	Gender	Education Level	Designation
P1	50	M	Masters	Librarian
P2	60	F	PhD	Admin staff
P3	20	F	Diploma	Student
P4	22	F	BA	Student
P5	23	F	BA	Student
P6	44	M	BA	Student
P7	59	M	Masters	Student
P8	25	M	BA	Student
P9	23	M	BA	Student
P10	20	F	Diploma	Student
P11	25	M	BA	Student
P12	50	F	Masters	Admin staff
P13	29	M	BA	Librarian
P14	29	F	Diploma	Student
P15	27	M	BA	Student
P16	45	F	Masters	Disciplinary Committee
P17	40	F	BA	Student
P18	50	F	PhD	Faculty
P19	40	F	BA	Student
P20	38	F	BA	Student
P21	33	F	BA	Student
P22	50	M	PhD	Librarian
P23	50	F	BA	Admin staff
P24	25	F	BA	Disciplinary Committee
P25	Nil	M	PhD	Faculty
P26	32	M	Masters	Faculty
P27	52	F	Masters	Faculty
P28	54	F	PhD	Faculty
P29	46	M	Masters	Quality Assurance
P30	35	M	BA	Disciplinary Committee

4.3. Presentation of Qualitative Data

The study engaged participants in an interview to elicit diverse responses from them regarding the strategies for integrating ethics and integrity within the institution, particularly in matters of research and scholarship. This was followed by transcribing of the recorded interviews, consolidating the data into themes, and presenting the findings. From the interviews, the following

approaches for mainstreaming ethics and integrity in research and scholarship surfaced: role modeling, leadership, fast-tracking systems, guidance and counseling, ethics training, orientation to study, mentorship by older researchers, ethics courses, exchange programs, student handbook, HR handbook, research ethics committees, online ethics module which focuses on prevention, plagiarism detection software, disciplinary measures, Centre for Social Justice and Ethics promotion of integrity, integrity club, ethics awareness creation and quality assurance audit.

4.3.1. What are the available ethics and integrity policies for research and scholarship at the Catholic University of Eastern Africa, Langata, Nairobi?

Participants in the faculty category were asked to verify whether there are available ethics and integrity policies governing research and scholarship as well as their level of awareness of the implementation process. The following themes emerged from five (5) of them: strong awareness of policies, intentional emphasis on credibility of research and encouragement of adherence to ethics and integrity policies. The themes are further presented in table 4.3 and discussed in detail.

Table 4.3. Verification of ethics and integrity policies for research and scholarship

Theme	Description	Saliency
Strong awareness of Policies	*"I have a very high level of awareness and implementation of the available ethics and integrity policies for research and scholarship" (P25). "My level of awareness and implementation of the available ethics and integrity policies for research and scholarship is at 9% out of 10" (P27).*	5
Intentional Emphasis on Credibility in Research	*"I am aware of these policies and in terms of their implementation, CUEA is really trying to implement them and there are periodic seminars for different groups to create awareness on the same" (P18). "I am aware of the implementation of available ethics and*	4

	integrity policies for research and scholarship e.g. plagiarism and AI detection software, ensuring that students are aware of integrity regulations and continuous emphasis on the same" (P26).	
Encouragement of Adherence	*"There are available policies on ethics and integrity governing research and scholarship, strict adherence is encouraged and my level of awareness of this is 9% on a scale of 1 to 10" (P28).*	4

4.3.1.1. Strong awareness of Policies

Strong awareness of the policies emerged as a theme for all five participants under the category of faculty in a bid to gauge their level of awareness and implementation of the available ethics and integrity policies for research and scholarship within the institution. This showed a strong consensus among the participants about the importance of the policies and the direction they provide to ensure smooth operations of the institution. Participants indicated that ethics and integrity policies for research and scholarship are available and easily accessible by all, with constant reminders to uphold the same. However, this contradicts the views of some student participants who raised concerns regarding difficulty in accessing the students' handbook. Particularly, the institution saw the policies as general guidelines that governed both students, lecturers and administrators at different levels and has also embraced different strategies of implementation. For example, Participant 18 noted that *"The policies are implemented by ensuring that students follow the stipulated guidelines during defense proposal and thesis. Panel members also have guidelines to adhere to in the process."* Efforts and strategies were put in place in order to demystify the mentality around research for both students and lecturers as remarked by Participant 28

The policies are actually implemented through workshops for both students and lecturers in matters research to demystify the mentality around research (a sense of difficulty). There are refresher courses for lecturers on research methodology. The practice of using anti-plagiarism is another approach of mainstreaming ethics and integrity in research and scholarship. As part of the implementation, there is discouragement of total use of AI, defenses are taken seriously, and supervisors are encouraged to be present.

The faculty interviews generally revealed that there were available policies for research and scholarship and these policies were concretely implemented to ensure mainstreaming of ethics and integrity within the institution. In strictly implementing the stipulated regulations, confidentiality and respect were employed to guide the process as articulated by Participant 25. *"The policies are practically implemented while upholding confidentiality and respect for human lives. The institution implements the policies following due procedures and what has been allowed by the church."*

The institution factored in anti-plagiarism and AI detection software as well as ensuring ethical clearance from appropriate bodies in matters of research. These internal control and protection of work was affirmed by Participant 27

The policies are concretely implemented through the use of plagiarism check and AI system for originality confirmation, incorporation of ethics in teaching students and ensuring ethical clearance by the concerned bodies, encouraging printing of research works within the institution for protection.

The place of communication in providing clarity and ensuring compliance cannot be overemphasized, and so how the policies were communicated to stakeholders was of interest to

the researcher. When participants were asked, a variety of media through which the policies were communicated emerged as follows:

a. Departmental meetings
b. Online platforms and students' handbook
c. Classes, particularly a unit in research
d. Conferences/workshops
e. General assembly and staff retreats

Regarding the impact of the approaches employed by the institution in mainstreaming ethics and integrity in research and scholarship, it was gathered that the strategies had a significant impact on the operations of the organization. Some participants noted that the implementation approaches were clearly defined and students were fast-tracked in order to complete their studies within the stipulated timeframe. Again, the effort in following up supervisors and offering students the support they needed to complete on time yielded positive outcomes. This impact realized by the employed strategies considered the human factor and the sacredness of life, it advocated for application of respect, ethics and integrity in dealing with lives. The essence of the approaches was geared towards enhancing credibility of research and advancement of institutional reputation as expressed by Participant 27 *"in terms of impact, the employed approach helps in enhancing credibility of research done following ethical standards, it also advances the institutional reputation/performance."* Also, the response rate of stakeholders indicated interest in the cause and ownership of the process, thereby leading to positive impact as Participant 28 noted *"largely, the approaches have positive impact in creating a culture of interest/ownership and learning given the response of people."*

Though the interviews revealed that the implementation strategies for mainstreaming ethics and integrity in research and scholarship were very impactful, some participants highlighted other approaches that could be considered. Areas such as ongoing refresher courses to rejuvenate staff and enhance their motivation as well as enhanced knowledge around Catholic identity were pointed out. The need to enhance the practice of offering more training on ethics and delegation of specific departments to handle matters around ethics surfaced as expressed by Participant 18 *"in my view, institutional support in matters ethics can be employed to make things better. More trainings on ethics can be considered. Ethics department be given full mandate to manage unethical issues."* Mentorship and making knowledge a sharing platform was another option for consideration in the implementation process, proposed by Participant 25. *"Other approaches that can be employed in my view are: mentorship and making knowledge a sharing platform – give and take – hand holding. This indeed is a very friendly kind of mentorship beyond service. Also, organizing more workshops for researchers/supervisors."* Building on the mentorship approach, it was affirmed from the administrative staff perspective, that the system allowed for gurus to engage in training younger researchers to embrace and apply ethics in research.

In as much as the existing implementation approaches were impactful with very positive remarks from faculty representatives, there were proposed areas of improvement geared towards making things better for all the stakeholders. According to Participant 18 *"to improve mainstreaming of ethics and integrity in research and scholarship, the institution can consider embracing AI – new technology. Agree that it is here with us and live with it, offer continuous trainings/seminars to stay informed."* Viewing it from a different angle, Participant 28 stated that,

Policies related to social affairs and financial matters needs to be improved. This gives a sense of belonging and ownership of the university to members, such environment helps in being one another's keeper and a support system to everyone. Management should consider remuneration increment and issues of staff promotion, which need to be clearly communicated in good time.

The positive and strong affirmation of the availability of ethics and integrity policies as well as implementation of the same resulting in remarkable outcomes, supports the indicated saliency record of this theme. It brings to the fore the significance of ensuring a concrete connection between written policies and actual practice. Therefore, it is not enough to have the policies in place; making genuine effort in practicing them brings the difference.

At the course of the interview, the researcher observed passion in the way participants expressed appreciation for the available governing research ethics policies in place. Apparently, they all reported that they derived joy and pride in serving in the institution and supported the management in contributing to the common good. They also expressed concerns freely with regards to areas that needed attention for further improvement, noting how they worked tirelessly to support the institution without stressing so much about the remuneration which needs to be increased given the economic challenges. This implies a sense of ownership of the institution and deliberate contribution towards its success. The manner in which the sentiments were expressed suggests a willing workforce, a sense of altruism in action, regardless of the financial benefits. However, the concerns raised here about remuneration as a form of motivation supports the views of some administrative staff participants, which calls for appropriate response of the management. Again, the researcher observed genuine concerns to improve service delivery like embracing AI but discouraging total reliance on it, and also a cry to consider increment of staff

remuneration. This suggests their desire for motivation while maintaining credibility, and the willingness to uphold academic integrity in birthing responsible citizens for the society. The strong confirmation of available ethics and integrity policies by the participants, responds to the first research question under consideration here.

4.3.1.2. Intentional Emphasis on Credibility in Research

Being intentional about ensuring credibility in research was a need identified by participants that requires a paradigm shift. This shift is relevant to the first research question which tries to establish the available ethics and integrity policies for research and scholarship at the Catholic University of Eastern Africa. From the interviews and given the rapid growth of technology, a close monitoring of students' progress through the adoption of various approaches made a huge difference in enhancing academic integrity. This difference was seen when students were taught with care, motivated, encouraged, advised, given hope, and kept in check. Also, all this helped in fast-tracking students to complete their studies within the stipulated timeframe, thereby avoiding unnecessary pressure that mostly leads to academic dishonesty, like buying grades or paying lecturers to move their work forward.

Adopting new approaches was a response to the gap identified that required a paradigm shift. For example, participants noted that in the past, less effort was put into demystifying research. The traditional or manual ways of detecting plagiarism, like verbal communication and mere observance of the writing style of students, as well as motherly encouragement, were mainly used to emphasize ethics and integrity in research and scholarship. Participant 25 attested that,

> *We have more students graduating now compared to the past, more numbers and growth, because in the past, not much effort was put into demystifying research, but doing that*

now creates more buy-in and also more support, which was lacking before. This new approach is making research easy and doable, making it now a friendly journey and bridging the gap of corruption.

Also, Participant 27 noted that,

In the past, the role I played in strengthening ethics and integrity in research and scholarship was using traditional ways of detecting plagiarism, like verbal communication and mere observance of the writing style of students which is different from the current day and age of using technology to be more effective. I've taught students business ethics for years and stressed a lot on avoiding scandals, personalizing the need to uphold ethics and practicing ethics in their daily lives.

Faculty representatives indicated that they currently engage in providing clarity on the research process in order to enhance credibility in research, which supports the view of creating scholars for life, as acknowledged by some of the admin participants. This was achieved through different forums such as during classes or organizing workshops and conferences for students. Participant 28 emphasized that *"Students are being encouraged to own and internalize their work. Workshops bring students together, making work easier and discouraging laziness."* Embracing the need to be more intentional in enhancing academic integrity, participants adopted creative ways of engaging with students to provide a friendly learning environment for students given the current trends and challenges. For instance, Participant 25 said,

I engage in encouraging students to face the reality, no short cuts, I ensure that they have clarity of the research process and policies are available to them, I teach research in a

manner in which they can easily recollect what is required of them, encourage them to get research assistance who are credible, get consultants in research for guidance, I encourage creating an enabling environment for defense so that people can be comfortable and increase confidence by doing it themselves, I also discourage paid services for research.

Similarly, Participant 28 noted, *"Currently, I am part of a research team that simplifies the methodology process for easy engagement of students, and it is a role I am passionate about."* Speaking to the need for students to uphold originality of their work, Participant 26 mentioned that *"currently, the role I play in strengthening ethics and integrity in research and scholarship is to emphasize that students do original work while acknowledging other scholarly works, the need for proper citation and acknowledgement."*

From the findings, the role of ethics and integrity training in creating a culture of academic integrity is crucial. It provides an environment of ethics, a suitable space where the birthing of responsible stewards for society becomes a reality. Training on ethics and integrity was very beneficial to lecturers: it prepared them to be responsible midwives who would, in turn, instil values in the students. Students, on their part, also expressed that championing ethics and integrity begins with them as individuals in the system, with a clear understanding of the governing policies and being an example for others. They indicated that, regardless of the apparent harsh nature of some of the implementation approaches, the process was meant to form them into responsible stewards. This notion was also affirmed by the administrative staff participants. The empowerment gained as a result of training aligned with the views of the administrative staff representatives, and Participant 25 passionately captured it thus,

The role of ethics and integrity training in creating a culture of academic integrity is bringing to birth responsible stewards for the society. Ethics training plays a great role in bringing out the good in others, making the environment conducive while enabling people to engage in doing the right thing whether seen or not.

Alluding to the opinions of the administrative staff participants, faculty representatives noted that ethics training also provided a sense of motivation, enhanced credibility that in turn created a market for the institution and served as a reminder for members to constantly engage in doing what is right. Participant 27 affirmed the need for frequent ethics forums by stating that, *"ethics and integrity training is important in ensuring credible work and avoiding cancellation of degree or academic paper. Creating awareness on the same is key."* Referring to a critical aspect to bear in mind while promoting a culture of academic integrity, the interview revealed that ethics and integrity training was very impactful and emphasized that the dignity of human beings deserves special attention. Participant 28 articulated this, *"humans need ethics for proper functioning, human life without ethics is death. The training is very impactful. Everything we do as humans call for integrity. Integrity is what you do when alone."*

Intentionally emphasizing on the institutional policies served as a reminder for all stakeholders to embrace the need for strengthening a culture of ethics and integrity. Interested in this noble cause, participants opined that having a general ethics forum across the board like regular or frequent workshops and employment of advanced technology would encourage upholding of ethics as also admitted by some administrative staff representatives. Again, the consideration of handling the human person with dignity and respect was of paramount importance in improving mainstreaming of ethics and integrity within the system. To this effect, Participant 26 underscored that *"to improve mainstreaming of ethics and integrity in research*

and scholarship, more seminars for students would be a good practice to uphold. Also, more and frequent reminders to students on the danger of academic misconduct is recommended." In addition, Participant 27 commented that,

> *There is the continuous need of instilling ethics to the researcher through regular workshops. Creating a ready culture of doing and owning your own work and looking for more advanced ways of using technology is another strategy that can work towards improving mainstreaming of ethics and integrity in academia.*

Looking at the current trends and what needed to change so as to ensure academic integrity and more effectiveness of the implementation strategies, all 5 faculty participants had various perspectives with the following proposals to be intentionally considered:

1. Shift away from traditional teaching methods by incorporating AI positively, as opposed to resisting it.
2. Fully adopt and strengthen ERP systems, and Mass to reinforce core values.
3. Discourage overdependence on AI through clear policies while promoting original research.
4. Implement learner-centered strategies like Competency-Based Curriculum (CBC) to curtail cheating and support integrity.
5. Embed ethics education across all curriculum levels.

During the interviews, the researcher observed how participants expressed themselves with passion and how they took pride in having an opportunity to break down and simplify the research process. It was pleasing for them to keep check on students' progress with strong emphasis on the need to let their voices be heard in their work and maintain originality and

credibility of research work. That aligned with the change noted by some admin participants who expressed that there was significant reduction in the number of students being caught cheating. There was also change in students owning their work as opposed to paying others to write research papers for them. This indicates deliberate implementation of the available ethics and integrity policies for research and scholarship at the Catholic University of Eastern Africa. Although, some of them lamented on the dimming sense of academic integrity by the young generation as some students relied heavily on AI with little or no observance of ethics. This was confirmed by some student participants who acknowledged reliance on AI and engagement in some academic misconduct. They lamented on the crippling effect of this which they detested with passion and they constantly discouraged students from being lazy. This concern was also expressed by participants from the administrative staff category as they tried to ensure strict exam regulations and compliance to invigilation procedures. This shows that academic integrity was highly valued and the participants were concerned about the apparent dimming of the light that it brings. Again, their genuine concern suggests hope of restoration of the light of academic integrity that was dimming and with constant emphasis supported by stringent disciplinary measures, mainstreaming of ethics and integrity will be enhanced.

4.3.1.3. Encouragement of Adherence

Encouraging students' adherence to the governing policies for research and scholarship was another theme that emerged and connects well with achieving a culture of academic integrity, which speaks to one of the independent variables on compliance to code of ethics. This was also in response to the first research question that sought to find out the available ethics and integrity policies for research and scholarship at the Catholic University of Eastern Africa. It had a saliency score of 4 out of the 5 faculty representatives, with the indication that adhering to

stipulated principles gave meaning to the written policies by bringing them to actual practice. This opinion was supported by participants from the admin and student categories and it was considered critical in realizing an atmosphere of academic integrity, which in turn advances the institutional image.

The faculty participants reported encountering various forms of academic dishonesty in their interactions with students, especially plagiarism and exam malpractice. As supervisors and examiners, they mentioned that when plagiarism was detected, students were often given feedback, penalized, or offered support, alongside warnings about the severe consequences connected to such behavior, including the risk of losing their degree. Some participants highlighted that disciplinary measures vary by academic level, undergraduates were often referred to the disciplinary committee spearheaded by the senate, while postgraduates may face cancellation of their work and be required to start over. Weak institutional systems and time pressure were identified as contributing factors to academic dishonesty, emphasizing the need for better support to uphold academic integrity and the Catholic identity of the institution.

Others observed a worrying trend among students, specifically the younger generation as they exhibited laziness and a preference for shortcuts, as stated by Participant 26, *"From my interaction with students, some of them are very lazy. The younger generation prefer quick fixes and so engage in academic dishonesty in terms of copying and pasting without referencing or proper citations as well as exam malpractice."* Other forms of academic dishonesty expressed by the participants include impersonation, and cheating during exams through various means, such as writing on their bodies or desks, faking illness, or even bribing for marks. Physical exam conditions, such as large seating arrangements, were also seen as enabling cheating.

Largely, there was a strong call to revive a culture of reading, critical thinking, and academic ownership. Participants stressed that genuine learning not only prevents dishonesty but empowers students to defend and take pride in their work, contrasting sharply with those who purchase assignments and are not able to defend their work. Participant 28 emphatically expressed*, "There is nothing to lose when you read and study well, the only thing to lose is your ignorance."*

The participants also indicated their perspectives of plagiarism and anti-plagiarism software in relation to academic integrity, stating that plagiarism is a reality in higher education. They further indicated that anti-plagiarism software played a vital role in promoting academic integrity, emphasizing the importance of ethical conduct by individuals within the system and the need for properly managed anti-plagiarism offices. This notion speaks volume about what academic integrity truly is, it is about the human person that makes the system and holds every other component within the system intact. Participant 28 commented, *"my perspective is that effort towards combating plagiarism using anti-plagiarism software aims at enhancing academic integrity. Acknowledgment of academic work is very important."* In addition, Participant 18 stated that,

> *Ethical anti-plagiarism offices are needed to overcome issues of copyright to ensure quality, no compromising even for the staff working there. Hence, plagiarism is unethical, anti-plagiarism software and operators should be ethical in every respect in order to maintain an atmosphere of academic integrity.*

Alluding to the call to consecrate them in the truth (the motto of CUEA), as well as calling the research board to action to keep examiners in check in an effort to ensure integrity, Participant 25 strongly noted,

> *Plagiarism is real and so keeping students in check through an anti-plagiarism detector meets the institutional values, ensuring integrity, hence, consecrate them in the truth. Academic integrity makes/produces transformative leaders for society, and a huge difference is seen in service delivery. I recommend the board for research to deliberate on matters of research plus non-conformity in research. Also, the board reviews the examiners and panelists in order to create an environment for ethical practices.*

Affirming that anti-plagiarism software helped in upholding ethics and enhancing integrity, Participant 27 said that, *"plagiarism is a reality with us, but the anti-plagiarism software detects plagiarism and helps in upholding ethics while enhancing academic integrity."* Also, the software kept students in check to ensure integrity, as underscored by Participant 26,

> *Plagiarism occurs every now and then and anti-plagiarism software is available to help detect and correct dishonest attempts. Hence, there is a connection between plagiarism and the detection software, a real step towards ensuring academic integrity, as it keeps students in check.*

Participants stressed that ethics must be promulgated, users need to be aware of that as well as the set standards and ensure compliance and credibility in research because it brings peace of mind. Also, this results in the desired outcomes of the implementation of the policies. One interviewee stated,

> *Presently, my role in strengthening ethics and integrity in research and scholarship is upholding ethical standards and encouraging students to do the same, calling them to adhere to originality of work following certain guidelines, stressing the use of email, AI/plagiarism tool* (Participant 27).

The manner in which matters of academic dishonesty are handled by the designated authority also builds or destroys concerned individuals. Embracing this reality with compassion and motherly care as well as teaching people to be honest, is of utmost importance. Participant 28 alluded to this by saying, *"We treat academic offense with compassion while applying disciplinary measures, and the ability to fish out inconsistencies in research and take appropriate actions are ways of concretely implementing the ethics policies."* However, some of the admin and student participants stressed the need to bring in compassion as the sanctions had a serious impact on them and their benefactors. Another participant also remarked that, *"sanctions are applied for unethical behaviors, including withdrawal of research documents. Also, the institution has got anti-plagiarism check software for AI, background check for students' work is done to ensure rightful ownership"* (Participant 25). This supports the views expressed by some administrative staff participants in ensuring the appropriate use of AI in research by incorporating AI features in the system.

A different perspective presented by Participant 26 emphasized the consequences of academic misconduct in order to ensure compliance when he stated,

> *In my view, emphasizing the consequences of academic misconduct is very crucial in enhancing compliance/adherence. Exposing students to the consequences of hijacking other people's work to avoid situations of recalling degrees in future would communicate the intensity of such an offence.*

Speaking about strengthening ethics policies, ensuring stringent sanctions, making research more friendly and creating a reward system for ethical practices, Participant 25 commented,

> *In my view, there should be compulsory component of research on ethical training in order to improve mainstreaming of ethics and integrity in research and scholarship within the institution. The institution should consider strengthening policies and stringent sanctions, make research and ethical practices more friendly, and create a reward system for the same. Management should ensure that the institution have very good report system for unethical practices, a feedback system plus open door policy, make ethics a compulsory study across board, a common unit and then ensure protection of whistle blowers.*

Ensuring continuous motivation through training and by recognizing stakeholders' contribution towards maintaining an ethical environment as expressed by representatives of the administrative staff participants, supports the above views on creating a reward system. This plays a significant role in strengthening a culture of integrity, as affirmed by participants from the administrative staff category. Faculty's enablement of an atmosphere where research is perceived as a friendly affair was strongly alluded to by the administration's effort in providing guidance on students' accessibility of information effectively. While some students appreciated CUEA's open-door policy, there was a broader call for the institution to promote a sense of belonging and safety for all stakeholders. Both administrators and students emphasized the need for an anonymous reporting system to protect whistle blowers.

Faculty and students also supported making ethics a mandatory part of all academic programs. Faculty representatives expressed relief at the system's use of technology to ease workload in checking originality, highlighting the significant role of technology in promoting academic integrity. Participants acknowledged the value of disciplinary measures but also stressed the need for more efficient ways to uphold integrity amid technological advancement, suggesting the important role of punitive methods in calling people to order. There was a shared call for collaborative efforts and a paradigm shift to integrate AI while preserving core ethical standards, implying a sense of working collaboratively towards a potential direction. The proposed shift would support reviewing and updating CUEA's current ethics and integrity policies to align with emerging changes.

Given the strong emphasis on both students and faculty observance of ethics policies governing research and scholarship, findings from this section of the study aligned with deontological ethics which stresses adherence to rules, and moral obligation regardless of the consequences.

4.3.2. What are the leadership strategies in mainstreaming ethics and integrity in research and scholarship within the Catholic University of Eastern Africa, Langata, Nairobi?

This part of the study explored leadership strategies from the administration's perspective. The analysis highlights how university leaders operationalize integrity policies and foster a culture of ethical scholarship. Findings indicated that three interrelated themes frame the strategies employed: ethics and integrity training, change of behavior and mindset, and the application of humanistic ethics. These themes emerged from the views of staff representatives

drawn from the library department, DVC academics, the disciplinary committee and quality assurance office.

4.3.2.1. Ethics and Integrity Training Approach

Training on ethics and integrity was largely noted as one of the approaches employed by the leadership in enhancing academic integrity at the Catholic University of Eastern Africa. This was duly acknowledged by some faculty participants who affirmed that they found training on ethics and integrity motivating and beneficial to their work and interaction with students, as it enhanced credibility. All 10 participants under the administrative staff category alluded to training as a way of focusing more on behavior and attitude change in terms of research, and it being a process that requires honesty. The institution offered orientation to students and information literacy training was also conducted to respond to the need for, and location of information. This was important, especially for new students, to get the right guidance on how to access information correctly and to meet the expectation of quality authorship. Participants remarked that the engagement in training was geared towards creating awareness on ethical requirements, calling students' attention to measures put in place such as penalties for academic offenders or defaulters. Participant 13 stated that *"tools like plagiarism detectors and seminars or workshops are employed to create awareness on ethics and integrity in research on a quarterly basis and quality is ensured in the process."* They indicated that once plagiarism was detected, the concerned document and candidate would not be allowed to proceed until the requirement was met. This expression aligned with faculty participants' position on strengthening originality and credibility in research and scholarship. However, some students expressed difficulty in accessing the students' handbook which carried certain information regarding ethical requirements guiding research and scholarship. Hence, simplifying and making

the handbook more available would make a difference as confirmed by some student participants.

a) Responsible authorship

In emphasizing ethics training as a crucial approach in ensuring academic integrity, the interview participants affirmed that research makes a university unique and the management tried to promote ethics and the catholic faith. They mentioned that,

1. Ethics training by Global Ethics was ongoing for all staff, as research writing cuts across various courses.
2. Training on responsible authorship was used as a key approach to promote ethics and integrity at CUEA.
3. The presence of an Ethics Committee and the inclusion of Catholic social teachings by the Centre for Social Justice and Ethics (CSJE) helped in promoting academic integrity.
4. The institution emphasized prohibition of research in certain areas, such as artificial family planning, in line with Catholic values.

Participant 12 specifically referred to policy documents that govern staff and students' operations within the institution saying that, *"being a Church institution, different approaches of mainstreaming ethics and integrity in research and scholarship have been inculcated into the system over the years across the organization, e.g. HR policies, students' handbook."* Participant 23 remarked that,

research ethics committee is mandated to help students meet research guidelines, trainings and workshops are organized on a regular basis, there are gurus training younger

researchers to be ethical and plagiarism detection tools to ensure honesty and originality. Also, students are taught in various disciplines and are encouraged to practice mentorship.

Mentorship is a concept and practice that the faculty used in their engagement with the students and it confirmed the above remark as an approach in ensuring credibility in research and scholarship. In addition to organizing ethics training every semester especially for postgraduate students, Participant 16 commented that, *"exchange programs with schools abroad to share ideas and advance is another helpful approach adopted by the institution."* Participant 24, opined that,

> *The following approaches are in use: the students' handbook containing policies governing academic work is a helpful tool to refer to for guidance, visits are made to relevant offices to address matters of academic dishonesty, and the student leader or representative on the disciplinary committee is required to appear before the senate to consult about certain issues.*

To ensure responsible authorship, there were a variety of approaches employed by the institution as gathered from the interview participants. *"CUEA uses institutional research ethics committees (IREC), mandatory plagiarism checks, strict supervision protocols, mandatory proposal defences, and structured research capacity-building programs to mainstream ethics and integrity"* (Participant 29). Similarly, Participant 30 affirmed that at CUEA, several strategies were employed to promote ethics and integrity in research and scholarship. These include:

1. *Induction to the staff code of conduct and student handbook for both students and staff.*

2. *Use of plagiarism detection software to ensure ethical writing.*
3. *Systems and procedures put in place for review and approval of research proposals.*
4. *Strict exam regulations and adherence to invigilation protocols.*

Though the strategies were largely significant in impacting a culture of academic integrity, some faculty, administrative staff and student participants affirmed aspects of the approaches as positively impactful, while others were considered very strict. Hence, there was a need to adjust and be more compassionate in applying stringent measures. When asked what they thought about the above-mentioned approaches of ensuring responsible authorship and by extension academic integrity in this current day and age, participants noted that having anti-plagiarism in place given the evolving nature of technology, was relevant and crucial, and it was an ongoing learning process. They indicated that the above strategies still apply currently, and in addition, there was the practice of recording guest speakers' sessions during conferences for reference purposes. Incorporation of AI features in the system and leveraging more on the power of technology to detect plagiarism and AI-generated content was a consideration that is currently and deliberately being explored, as expressed also by the faculty participants.

Furthermore, from the experience of using the different approaches, participants commented that various gaps have been experienced given the rise in technology like issues to do with exam irregularities and reliance on AI as affirmed by some student participants. As a result, the institution came up with measures to curb that. Faculty members were trained and empowered with tools to be able to guide them on how to set exams. Lecturers and management uphold ethics and were informed on emerging technology. They strongly stated that these approaches were essential and mandatory, especially given the growing complexities in academic publishing and the ease of digital access to content, which increases the temptation for

academic dishonesty. Plagiarism detection tools and formal training help set clear expectations, while rigorous examination supervision encourages learning, help maintain trust in scholarly output, better quality of student outcomes and society as a whole. The training mentioned here by administrative participants was confirmed by the faculty representative and shows practical connection of aspects of the implementation of the strategy.

b) Staff Motivation

Staff members are instrumental in creating and enhancing a culture of academic integrity and so it was of interest for the researcher to establish how effective the motivation measures in place were for them. The participants indicated that the measures in place were effective and Participant 1 commented that,

> *Training is a motivation in terms of equipping personnel to be competent and effective in service delivery and being capacity built as trained librarians is value addition. However, it still boils down to people and with how accountable and responsible they are in discharging their function.*

The study participants perceived motivation differently and they expressed that remuneration support was given for supervision of research work. Participant 22 observed, *"generally, there is staff motivation and satisfaction now, thanks to efforts being made by the management and the staff are doing a good job. However, motivation is personal and staff can be at different levels in that regard."* Also, Participant 12 proudly stated that,

> *The invigilation and staff motivation measures in place are quite effective. On a scale of 1 to 10, CUEA is at 7% in terms of salary increment for all staff – teaching and admin. After every 3 years, there's a promotion and the University council is intentional about*

that. Staff can be heard through meeting forums in the event they have concerns to raise. More motivations are underway.

In confirmation of the above expression, faculty participants acknowledged ethics and research training as beneficial and motivating in equipping them to serve the students better. Although the administrative staff participants affirmed that effective measures governing research and scholarship were in place, there were some cases of ineffective invigilation and queries were addressed through appropriate policies. One participant expressed that *"the motivation measures are not so appropriate because of huge number of students handled by just one person instead of two to minimize cases of abuses or misconduct"* (Participant 24). Also, Participant 23 noted,

With regards to the invigilation and staff motivation measures, there is a gap in motivation and remuneration due to the big number, few invigilators are available due to small pay, and the big number of students in a hall encourage malpractice during exam. The gap was from both admin and students because when invigilators lack motivation and relax during invigilation, students tend to engage in malpractice and more suspension follows. But the admin takes steps to address these issues like organizing training of staff.

Similarly, Participant 16 mentioned,

Lack of remuneration discourages staff – in the last 3 to 4 years, the remuneration has improved. There is staff motivation in place, like refresher trainings, which are effective in keeping them informed on emerging research challenges but also retaining them for the institution.

Concerns regarding the lack of adequate staff remuneration confirmed the reaction of some faculty participants who expressed that there should be consideration by the management to increase remuneration, and look into issues around effective communication of staff promotion. A feeling of lack of transparency around the process of staff promotion was expressed and this suggests a gap in oversight that calls for urgent attention and adjustment. While some administrative staff participants were of the opinion that the motivation measures were very effective, others expressed that there was a gap in remuneration due to the large number of students. Implying that the staff to students' ratio was not feasible and very few invigilators were available as a result of small pay, which in turn gave room for malpractice during exams.

Supporting the sentiment that the motivation measures within the system were effective, some enhancements could make things even better for the realisation of academic integrity. Participant 29 commented, *"The measures are moderately effective; while invigilation is strict during examinations, continuous motivation through recognition and training could be strengthened to build a deeper intrinsic culture of integrity." Participant 30 added by saying, "Exam invigilation has been standardised and strengthened through clear guidelines. Staff motivation through a transparent academic environment plays a key role in reinforcing integrity. Digital surveillance tools on student exams and research could enhance educational integrity."* This notion affirmed the stand of the faculty participants in relation to ensuring a reward system in place in order to acknowledge individuals' contributions toward strengthening a culture of integrity. Faculty participants also expressed a similar opinion about the reinforcement of integrity through ensuring transparency in staff motivation.

c) ***General Leadership Experience***

Participants were asked about their leadership experience in managing the reality of ensuring responsible authorship and staff motivation in an effort to enhance a culture of integrity. Various responses emerged as follows:

1. Ethics begins at home; introspection helped, though from experience, many resist rules despite being open to learning at the same time.
2. Students and staff showed effort even though there were cases of laxity on both ends, but misconduct was addressed as a form of support from relevant authorities.
3. Academic honesty was prioritized and information literacy support was offered and sanctions applied to violators.
4. Policy gaps and delayed research funds disbursement created discouragement.
5. Humane leadership was crucial and involved listening, support, fair discipline, and counselling for offenders.
6. Students needed guidance, softer sanctions, and encouragement to maximize the potential for integrity within and more focus on positivity.
7. Students' concerns such as delayed supervisions, were addressed through timely interventions.
8. Ethics is crucial in leadership, especially in handling cases of misconduct.
9. Administrative support and collaboration with other leadership effort, ensured exam integrity and consistent policy enforcement.
10. Leadership in promoting ethics involved policy development, ensuring related training and ethical review leading to increased awareness and better compliance in research.

The above responses were important in assessing how the different leadership approaches of mainstreaming ethics and integrity in research and scholarship were contributing towards the goal of academic integrity at the Catholic University of Eastern Africa. From the interview feedback following the various leadership experiences of administrative staff at different levels, it was evident that the leadership strategies were impactful to an extent in enhancing a culture of academic integrity. However, some gaps were identified that needed attention for improvement of service delivery. The identified gaps were concerns raised by faculty representatives, administrative staff and students alike. The call for embracing compassion in addressing academic integrity was echoed by the different categories of participants. Students' grievances and the concern to strengthen the communication system were met by the management's response through offering the necessary support like ensuring fast-tracking of students' progress and enhanced communication, as testified by some faculty, admin staff and students as well. This implies a collaborative network of different players to ensure smooth operation within the institution. It also gives an imagery of a driver carrying passengers who are alert to the travelling route, but also providing feedback to possible dangers along the way and suggesting re-routing for enhanced experience.

4.3.2.2. Change of Behavior and Mindset

The second theme that emerged in an attempt to answer the research question was the particular focus on the effectiveness of the employed leadership strategies in enhancing a culture of academic integrity. Participants expressed appreciation for engaging in the study and thought it was appropriate to pause and reflect. Seeing the interview as an opportunity to assess the implementation process and to take stock of the fruits, the participants agreed that they found the

strategies very effective and motivating. They noted that it was good to teach and expose users to knowledge, as it enhanced learning in a positive direction. Participant 13 expressed that *"the strategies employed are effective in that the results are seen and are adding value to the entire system."* Confirming the views expressed by some faculty representatives, Participant 23 also commented that,

> *The trainings bring about changes – for example, more than 100 who graduated from peer counselling were supported by the Centre for Social Justice and Ethics (CSJE). The trainings are so effective that students are able to call a spade a spade. CSJE is committed to promoting the social teachings of the Catholic Church and inculcate moral values – upholding the values of the Church, Catholic identity which is all-inclusive.*

It was gathered that the institution had graduation trackers which were progressive with a positive influence on students. Participant 30 noted that, *"the strategies have proven quite effective in reducing exam malpractice, particularly due to technological tools, routine staff sensitization, and effective communication."* However, Participant 22 underscored that *"the employed strategies were effective but not a 100% system because of some offenders breaking through."* Supporting the opinion of some faculty representatives, Participant 29 similarly commented that "*the strategies have been fairly effective in reducing incidents of plagiarism and non-compliance with research ethics. Regular monitoring and the integration of technology have significantly enhanced transparency."* Given the crucial role of leadership, one of the participants acknowledged the effectiveness of the employed strategies while highlighting the need for eliminating unhealthy competition and the seeming politics and struggle for power by saying *"policies and procedures are in place though there is a bit of fighting and competing, leadership counts"* (Participant 2). Apparently, the views regarding fighting and competing

among the leaders relate to an aspect of lack of transparency in the process of staff promotion earlier mentioned by one of the faculty participants. This suggests a seeming tension in the system that could result to division thereby obstructing the process of creating an atmosphere of ethics and integrity. It is noteworthy to mention that even the leaders themselves are humans and so ethics comes in to aid proper human functioning as expressed by a faculty participant. Hence, leadership is an everyday learning experience and there is room for improvement.

As the leadership continues to bridge gaps within the system by embracing various strategies, it was of particular interest to the study to enlist the notable contributions of the approaches employed, resulting from the change of mindset. Participant 1 proudly alluded to contributing to lifelong learning by commenting that *"I am part of creating scholars for life and wherever they go they are libraries; they carry and share the knowledge wherever they go."* This confirmed the opinion expressed by the faculty participants with regards to providing guidance on the research process to ensure credibility.

The study revealed several notable contributions as indicated by the participants. These include the publication of books with acknowledgments of the support received, the incorporation of impactful courses such as information literacy, and the replication of library usage models in other places. Internal and external audits report and recommendations have contributed significantly in enhancing the institution's reputation. Academic integrity has considerably improved, with fewer cases of cheating, a notable change in students' attitudes toward research, and better compliance with exam regulations.

There has been a noteworthy promotion of research ethics, which includes advocating for researchers' rights to remuneration. Students were more disciplined, focused, and committed to

their studies, with no reported strikes, making the institution stand out from others. Previously, some students outsourced their research work, but currently, a change of attitude has been noticed in terms of students being more accountable and responsible in doing and owning their work as a result of the employed strategies. The university registered a higher postgraduate success rate, with increased student transfers from public universities, and more referrals. Technological improvements, particularly in the ERP system, curtailed issues like missing marks and improved overall efficiency. Additionally, there was increased student awareness of academic integrity standards, improved quality of research proposals, greater plagiarism awareness, and stronger mentorship between supervisors and students.

Recounting the contributions enabled by the leadership strategies evoked a strong sense of fulfilment and collegiality among participants. Faculty described experiencing feelings of joy, motivation, and renewed energy, which they associated with a more vibrant and supportive learning environment. Many reported that these strategies fostered not only professional satisfaction but also a deeper sense of connection with students, thereby reinforcing the university's mission of holistic formation. Words such as young, happy, fulfilled, motivated, passionate, and privileged were frequently used to express the personal meaning derived from upholding academic values. One participant summarized this sentiment, stating: *"It feels great and I applaud the management and the council for putting measures (not punitive) in place. We are proud to have achieved staff retention at the moment – staff turnover not high for now"* (Participant 12). This view underscores how ethical leadership can translate into both personal and institutional gains.

In as much as the administrative staff participants felt encouraged by the progress, they also recognized the need for ongoing adaptation and continuous improvement to meet new

academic challenges as one of them stated, *"I feel good that we are making progress but wish to have people of integrity convinced in themselves and embracing honesty"* (Participant 22). This opinion regarding having people of integrity was a shared one across the different category of participants in the study. Raising the need to be customer-centric, Participant 2 expressed that,

> *I feel happy that research is moving, and it gives some sense of fulfilment. Research being a huge contributor to an academic institution is uplifting in itself. Being good to customers (students) matter because they in turn promote and advance the institutions brand – students to be treated with care and respect being key stakeholders. It feels good to see the students graduate with good memories of the treatment received in school, appreciative of the same but also ambassadors and marketers of the institution.*

While acknowledging the contributions of the employed strategies for strengthening academic integrity, participants proposed several key changes to enhance institutional operations. They indicated the need for deliberate training on SPSS package, integration of AI-based tools for content analysis, and continuous upskilling in emerging technologies. Building a collaborative research culture and a learning community that promotes knowledge-sharing in the spirit of Ubuntu were emphasized. Addressing administrative overload through increased personnel, redistributing lecturer workloads to ensure efficiency, and strengthening student progress tracking were also recommended as noted by one of the participants, *"As a way of doing something different to be more effective, the administration can perhaps increase personnel because the work can be overwhelming given the number of students being served, this is to ensure efficiency"* (Participant 13).

Ethical practices could be reinforced through frequent training as a preventive measure, installation of CCTV, peer-led ethics committees, and digital monitoring tools. Leadership was

noted as crucial, with calls for a mindset shift, adherence to students' handbook and periodic review for updating were highlighted and the need to put an end to intimidating management practices. Improving remuneration for student leaders, maintaining ERP systems for efficiency, and recognizing and rewarding excellence in research and avoidance of delays in payment were equally noted as motivating factors and proposed changes to be embraced by the institution. Participant 12 stated, *"In order to be more effective, the institution can improve more on reward system. Delays in payment is an area to improve on…"* In addition, embracing Competency Based Curriculum (CBC), encouraging exchange programs and community service were viewed as valuable and beneficial steps toward global competitiveness and holistic education.

Having recounted the notable contributions resulting from the leadership strategies for mainstreaming ethics and integrity in research and scholarship, it is necessary to consider the above-proposed changes, by the participants, for greater achievement in enhancing a culture of academic integrity going forward. It was observed that the participants expressed some level of satisfaction with regards to the leadership approaches in integrating ethics in matters of research. However, concerns such as harsh disciplinary measures, unrealistic staff to students' ratio and remuneration related issues among others were also raised. There was consistency in the data provided across the different categories of participants regarding the training offered by the Centre for Social Justice and Ethics, the effort around making research more friendly, as well as aspects of leadership improvement from the students' perspective, which was affirmed by some members of the administration. The sentiments expressed imply a shared fulfilment experienced in implementing the policies, but also the deep desire to make the system better and for the attainment of greater heights. Findings under this thematic section gave a picture of the

leadership strategies and is geared towards strengthening the integration of ethics and integrity in research and scholarship within the Catholic University of Eastern Africa.

4.3.2.3. Humanistic Ethics

Aspects of humanistic ethics, as a concept that prioritizes human well-being and ensures an environment that maximizes people's potential, came out in the responses of the participants. This was in response to the second research question that focused on the leadership strategies in mainstreaming ethics and integrity in research and scholarship from the administrative position. Humanistic ethics as a crucial element in the process of ensuring academic integrity was considered by the administration in dealing with the individuals within the system of CUEA. This was seen in the context of a review of the policies to make adjustments or factor in emerging needs, as the case may be, for better institutional experience.

When asked how often the available ethics and integrity policies for research and scholarship were reviewed, participants responded differently. Some indicated that guided by the law, the policies were reviewed following the requirements and standards of CUE and it was done on quarterly basis and they were up to date i.e. 4 times at the course of the academic year at senate meetings, others reported that the review was done every 3 years externally and annually internally, there was also an indication that there was no timeline as such for review of the policies. Participant 30 commented that, *"typically, ethics and academic integrity policies are reviewed as needed in response to regulatory changes."* Similarly, Participant 29 stated that *"the policies are formally reviewed every three to five years, or earlier when triggered by significant regulatory or technological changes."* There were indications that the policies are reviewed after every 5 years, particularly one of the participants noted that the review was done

once since 2021, though not sure how often the documents were reviewed, while another one mentioned that the policies are reviewed every 10 years e.g. students' policies, programs/research policies, HR policies.

Most participants gave differing responses regarding how often the policies were reviewed. These inconsistencies raise concerns, particularly regarding the influence of leadership transitions, which appeared to have altered the review timelines. With regards to that, Participant 2 remarked, *"Policies are reviewed after every four years but due to change in leadership, it has not been because of the leadership gaps and priorities."* From the foregoing, policy documents should be one of the priorities of leadership as it gives direction and guide the operations of an institution. This concern suggests an urgent consideration because policies help an institution to maintain consistency and support stakeholders in getting the clarity and understanding they need, and what is expected of them to deliver as decided by the management. Given the critical role of policies within an institution, it is important that this be accorded special attention because it serves as a sounding board, indicating the organization's values and key concerns and a point of reference to all the stakeholders.

The study also sought to establish how realistic the periodic review timeframe was. The participants indicated that the different timeframes were realistic, approved by the council, and it acted like a time for performance appraisal. It was also gathered that some committees meet to note concerns of members and identify policy review of the concerns on need basis. Furthermore, some participants indicated that the timeframe was realistic but radical changes can be made before the actual review as commented by Participant 29 thus, *"the timeframe is realistic but should remain flexible enough to accommodate emerging ethical issues, such as those relating to AI in research."*

Acknowledging the fact that there might be emerging issues that would possibly require academic integrity policy adjustments, some participants noted that the review timeframe was realistic and emerging issues were handled by the senate. Participant 12 stated that *"the timeframe is realistic and the body mandated to carry out this function abide by the timelines but there are delays at times due to certain emerging issues like Covid-19."* Another one affirmed that *"the timeframe is realistic and emerging issues are tackled by the senate. A special senate sits and make changes so that when the main review time comes, they can be incorporated into the main document"* (Participant 23). However, one of the participants expressed concern about the management's negligence to pay attention to some emerging issues by saying, *"I am not sure about the review timeframe but emerging issues are not really looked at"* (Participant 24). This indicates tension in participants' views and calls for intentionality to carry everyone on board, such that a sense of belonging and welfare is created and felt within the institution by the stakeholders.

It was gathered from the interview that there was a need to bring in compassion in handling academic misconduct. Being humane, especially in a faith-based institution like CUEA, is a huge expectation from society, and this makes the institution stand out in comparison to other tertiary institutions. Still on the element of humanistic ethics, participants' perspective on punitive vis-à-vis educational approaches to addressing academic dishonesty was sought. A good number of the participants believed that a punitive and educational approach to addressing academic dishonesty work hand-in-hand, complementing each other depending on the character of the students. Participant 13 underscored that,

> *I believe that the punitive approach of addressing academic dishonesty is good and takes care of any attempt to destroy the institutional reputation. Again, the application of*

punitive approach for me depends on the weight of the matter. However, the educational approach is also very much needed – the students' handbook guides the process and students need to be guided on the stipulations.

Additionally, supporting the opinion of some faculty and student representatives, the participants noted that a punitive approach to addressing academic dishonesty was good because we need order. They commented that students need to be disciplined; if not, they will not take things seriously. Hence, punitive measures deter repeat offences, while educational interventions help students understand consequences and promote long-term integrity. The emphasis should be on prevention through training and constant positive communication, as Participant 1 commented, *"plagiarism detection approved percentage is fair, not harsh. Educative approach is recommended and enables learning. Punitive approach not encouraged because it demoralizes, people grow in hatred."* Likewise, another participant stated that, *"personally, I feel punitive measures are not so helpful as such, e.g. length of suspension. Educational approach takes the upper hand and should be promoted. Both can be used in moderation, but punishment should not erode the system"* (Participant 12). The latter view challenges the former with regard to the use of a punitive approach, thereby appearing one-sided.

Furthermore, some of the participants affirmed that both punitive and educational approaches of addressing academic dishonesty are fine for learning purposes and growth. Nevertheless, there is the need for balancing by bringing in the education bit like guidance and counseling to offer help and create awareness about academic integrity. In affirmation of the need to create a balance, Participant 23 remarked,

Both punitive and educational approach of addressing academic dishonesty are necessary but some considerations have to be made. The admin does not take time to

explain why some sanctions are given e.g. like long suspensions keep students away from school. Balance is needed as well as being humane and compassionate.

While faculty participants indicated that academic offenses were treated with compassion, it was noted here that there was a gap in the way misconducts were addressed, implying some tension that needs to be looked into. In as much as integrity is very important, issues of nepotism were there in handling misconduct leading to injustice. An example was given by one of the participants of a situation where two students were involved in cheating, one was forgiven and the other was punished badly because he was from a different tribe. Encouraging strict adherence to the stipulations in the handbook is therefore necessary. Speaking to the need to embrace a more sustainable approach, Participant 29 stated that, *"while punitive measures deter misconduct, an educational approach is more sustainable in the long-term as it builds internalized values of integrity among students and staff."*

In light of the above and given their experiences, participants recommended several key changes. They proposed manageable class sizes for information literacy, having CCTV in exam halls for security, and maintain use of ERP systems to strengthen accountability. Emphasis was placed on early and continuous institutional ethics education, integrating responsible use of technology, as well as embracing and fostering AI literacy. They recommended values-centered leadership, emphasizing that it should be policy-driven, transformational, and human-centered. Also, the institution must ensure an atmosphere that prioritizes students' safety, support lecturers, and promote value-based administration, bringing in the motherly aspect of leadership. Furthermore, embracing application method of assessment would minimize cheating in the institution, disciplinary actions must be fairly enforced, and the management should consider introducing a compulsory ethics refresher course annually. Participants also advocated for

anonymous reporting system to take care of whistle blowers, involving student leaders in integrity campaigns to foster peer accountability, and combining mentorship in research and restorative justice models alongside traditional disciplinary measures.

Being humane as a key component in the formation of citizens for societal transformation enabled the effective implementation of the leadership strategies in mainstreaming ethics and integrity in research and scholarship within CUEA, as confirmed by some student participants. The participants were very strong in their expression of acknowledging the need to be supportive and be student-centric, as critical in the running of the institution. It appeared as though there was a gap, and this was affirmed by the dissatisfaction about how some concerns were not taken seriously, like the perception of some leaders as using threats in dealing with students.

Even though the support of being humane was felt within the system, there was a strong need to make this louder, with a stronger sense of motherly leadership and moderating between punitive and educational measures of addressing academic dishonesty. This aligned with the sentiments expressed by some faculty and student participants. Particularly, the need to embrace the educational approach was expressed because of the more sustainable effect it has in building internalized values in key stakeholders.

4.3.3. How do students perceive the implementation of ethical principles put in place to enhance integrity in research and scholarship at the Catholic University of Eastern Africa Langata, Nairobi?

This study also sought students' perceptions of the implementation of ethical principles in enhancing integrity in research and scholarship within the institution and how this contributes towards creating a culture of academic integrity. Thus, this section primarily explored the level

of participants' awareness or knowledge of ethics and integrity policies governing research and scholarship, their perception of the implementation process and how they can be more engaged in enhancing a culture of integrity within the institution. Findings from the above focal areas were presented below.

4.3.3.1. Awareness of ethics and integrity policies governing research and scholarship

In response to the third research question, which looked at how students perceive the implementation of ethical principles governing research and scholarship at CUEA, the interview participants under this category largely and strongly agreed that they were very much aware of the available ethics and integrity policies for research and scholarship. Their level of awareness ranged from 4%, slightly below average, to 10% on a scale of 1 to 10, with 10 being the highest. One of the participants, 6.67% (1), noted that policies were available, the level of awareness was at 4% on a scale 1 to 10 and students were encouraged to abide by them. Although, 6.667% (1) indicated that they were not aware of the policies as stated by Participant 3 *"I am not aware because I missed orientation."* Another 6.667% (1) was on the average in terms of level of awareness, while 80% (12) was on the higher (7 to 10 on the scale) side of awareness of ethics and integrity policies as stated by Participant 9 *"on a scale of 1 to 10, I am at 7% aware of the available ethics and integrity policies for research and scholarship. I also experience CUEA as having an open door system that makes stakeholders comfortable."* While CUEA was perceived as having an open door policy for some participants, this was yet to be experienced by others which suggests discrepancy in the perception and perhaps more effort by the leadership in making this reality more concrete.

The above presentation indicated the different spaces of students in terms of their awareness of the policies guiding research and scholarship, and it is notable to mention that a good number were aware of the available stipulations. However, a few of the participants indicated a need for support to be able to increase their awareness of the governing policies. This raises interest regarding how ethics and integrity policies were communicated within the institution.

When the participants were asked about how these policies were communicated, they expressed that ethics and integrity policies were communicated verbally during orientation, student/general assembly and before exams in the hall. The institution communicates through phone, billboards, learning forums like meetings and lectures, talks, as well as Question and Answer sessions. Part of the course content of project writing was another medium used, as affirmed by Participant 20, who stated that *"there is a compulsory core unit on ethics and the policies are communicated through that. There are also short courses on ethics done online through which students are told the importance of ethics."* Faculty participants also noted the need to practically introduce and incorporate ethics in the curriculum at all level of education, which affirmed the existing approach as indicated above.

Furthermore, the policies were communicated through one-on one interaction with supervisors during which the consequences of plagiarizing was emphasized. Online platforms such as the CUEA website, the students' portal and WhatsApp groups were also used to create awareness against exam malpractice. Communications were done through the students' leaders, exam regulations, newsletters, course outlines, noticeboards, posters, banners and dress code indicated at the main entrance of the school. Likewise, the policies were communicated through the students' handbook, though some participants expressed

concern about the accessibility of the handbook. Participant 17 commented, *"The policies are communicated through the students' handbook available online, though it's a challenge accessing it."* Additionally, Participant 21 indicated,

> *The admin communicates the policies through different forums like email, during orientation, ODEL, meetings and the students' handbook, which is available online. Though the handbook is very voluminous, one has to look for information in it as a student. The policies are evaluated/updated annually.*

The aforementioned challenge in accessing the students' handbook contradicts the remark made by one of the faculty representatives, which indicated that the policies for research and scholarship were available and easily accessible by all. A similar claim by one of the administrative representatives and some student participants also raises concern about either the quality of students' attention given to the training on information literacy, or the large and overwhelming number of students being trained. This results in a lack of individualized attention which in turn creates a gap in getting the right guidance on accessing the necessary information that would aid maintenance of ethics and integrity in research and scholarship as expressed by some of the students. With regards to the feelings of the participants about how the policies were communicated, a good number of them 66.7% (10), articulated that they felt satisfied and that the mediums of communication were adequate. However, 33.3% (5) of the participants noted that they were contented with the methods of communication with some expression of dissatisfaction as stated, *"I feel the admin is doing very well in terms of communication but needs improvement in the aspect of students' handbook, print out and emphasize it to students to take care of slow learners"* (Participant 21). Participant 17 added by saying, "*I feel the accessibility of the*

handbook is a challenge and has to be simplified and made accessible." Expressing a similar sentiment, Participant 11 mentioned,

> *I feel good about the methods of communication of the policies but the institution should stress more on the accessibility of the students' handbook which is online and communicate the same on a regular basis. Improve communication, encourage discussion about how to improve the services.*

Other concerns raised around communication were on continuous emphasis as opposed to just before exams as noted by Participant 15, *"I feel that the communication is not so clear at times because reminders are just before exams. It should be done every now and then and not just before an exam."* To make the process more engaging and impactful, Participant 20 remarked that *"I feel the communication means are good enough in shaping students for the future. Though the online engagement can be made compulsory for everyone."*

Generally, the student participants agreed that as peers, they can be ambassadors of ethics and integrity principles so as to enhance a culture of academic integrity, a notion supported by the admin representatives. This would act as a more direct way of challenging, reminding but also communicating the expected integrity attitude amongst them as persons within the system. When asked how this can be concretely done, they indicated that it can be achieved by being practical examples and through sharing of information on the importance of integrity, challenging dishonesty in academic works and reporting such occurrences. Participant 7 commented that *"being an ambassador of ethics and integrity principles start with me seeing the policies as okay with a clear personal understanding of the policies, followed by encouragement of others to do the same."* Participant 17 also expressed a similar sentiment thus, *"students can*

be ambassadors of ethics and integrity principles by first being a person of integrity and then pass it on to another person (s). The principles must communicate to me as a person."

Some participants agreed that students can be ambassadors of ethics and integrity by following the motto Consecrate them in the truth, challenging and encouraging each other to live by it, pass it on to others and be true representatives of the same. This aligned with the view of some faculty participants who expressed that keeping students in check and insisting on academic integrity meets the institutional values. In reference to the likely population that engages in academic misconduct, Participant 8 remarked *"... victims of breaching such policies are the youth and with such approach of challenging one another, the vices can be curtailed."* Echoing the same sentiment, Participant 19 stated, *"being one of the students, as an ambassador of ethics and integrity principles, I need to be a soundboard to other students, to be trustworthy as a person and to concretely practice integrity."* Looking at the consequences involved after reporting an academic offence, there was a feeling of applying compassion in the process of being an ambassador as captured by Participant 11 *"... I try having the core values at heart, take steps towards reporting offences of academic dishonesty but at times weighing the consequences, I apply compassion for those from poor backgrounds and later on approach them and offer advice."* From the above, the passion expressed by the student participants in championing ethics and integrity principles was encouraging. It was indeed an added advantage to the implementation process within the system and it personifies ethics, thereby eradicating the apparent disconnect between the written policies and the actual practice. The participants' responses denote a sense of responsibility and ownership of the process. Hence, they indicated that the policies must first of all communicate to them as individuals before going forth to encourage others to abide by them. Findings from the participants regarding their awareness of

the ethical principles governing research and scholarship, form the basis for establishing how students perceive the implementation of ethical principles in enhancing integrity in research and scholarship at CUEA.

4.3.3.2. Perception of the implementation of ethical principles governing research and scholarship

The third research question focused on how students perceive the implementation of ethical principles guiding research and scholarship at CUEA. Students' perception of the implementation measures ranged from very fair to good, referring to the process as a better way to go. Largely supporting the opinions of the faculty and admin representatives, the student participants described the implementation process as the right thing to do in order to instil discipline, help people to be responsible and ethical and reduce cases of academic dishonesty. Participant 9 strongly indicated that,

> *For me, the implementation of ethical principles is perceived as a good way to go as the culture of integrity is being cultivated. Being formed to be responsible stewards make students better in society. How can we have an integrity-based society in 50 years if they are not cultivated now? This follows the mandate – Consecrate them in the truth! It goes without saying, when cooking ndengu, one or two might not cook well, meaning that one would still find dishonest people in the system, given the complicated nature of human beings.*

Also, Participant 14, in affirmation of how the institution has ensured effective implementation commented that,

My perception of the implementation of ethical principles in enhancing integrity in research and scholarship is that CUEA has the best policies around exam malpractice. Instead of exam cheating, one can pull out and have supplementary exam later. Exam malpractice puts tension in students and they start invigilating the invigilator. CUEA is implementing the policies in an effective manner, molding future leaders. The school seems strict in enforcing discipline but it is for the good of the individual, preparing people for the world of work as testified by Alumni from experience of employment. Additionally, looking at the spiritual dimension, praying is very supportive to the operations of the school.

Even though some participants perceived that there was a gap in the implementation of ethics principles, Participant 7 quickly challenged this perception and commented that *"most students see the process as punishment and some students want the easy way but what does it profit if I cannot defend my certificate?"* Perhaps this notion was facilitated by the apparent pressure and emphasis around exceeding and students get involved in unhealthy behaviors to excel at all costs. Participant 10 acknowledged the tension involved in cheating and affirmed the need for some adjustment by stating that, *"no one is perfect, failing is a stress, being caught cheating is a stress, and stealing is a stress. I believe that the disciplinary measures employed are good apart from suspension. Instead of suspension, one can retake the unit."*

Interacting with the different views from the participants, it was of interest to also check what approach of implementation they found most helpful in enhancing a culture of academic integrity. Participants highlighted that they found cautioning concerned students most helpful as opposed to suspension. They noted that supportive measures like counseling, integrity policy awareness creation, and promoting spiritual growth and a sense of community were very helpful.

Visible write-ups on values in strategic areas of the institution, and student expression platforms were also seen as effective. Some participants supported suspension as preferable to expulsion as a deterrent which gives an opportunity for change. Additionally, mixing departments during exams and strict adherence to performance standards were affirmed for reinforcing discipline and order.

The participants expressed that there were aspects of the implementation process they found least helpful. Aspects like deducting marks because it discouraged hard work and a number of lecturers deduct some students' marks to favor others for personal gains or in the spirit of tribalism. This affirms a concern raised by one of the admin participants and it contradicts the expected practice as far as academic integrity is concerned. On the one hand, subjecting students to scrutiny and other punitive approaches like suspension were considered least helpful because it was seen as very painful and should not involve parents, an opinion expressed by some admin and student participants. While on the other hand, suspension was considered most helpful compared to expulsion because it offered a room for repentance. Furthermore, some students perceived certain implementation approaches as being too strict. This aligned with the position of some of the administrative staff who called for a more compassionate approach and care for students. They mentioned that students should face the consequences alone because parents struggle a lot to send them to school only for them to mess up and then put another stress on their parents on how to get fees for them to repeat a whole semester. Hence, there should be consideration for this punitive approach of addressing academic misconduct.

Certain participants indicated that some full-time lecturers were assigned units by the management and cannot deliver competently and students suffer as a result. However, their

satisfaction is paramount and that should be taken seriously by the management of the institution as admitted by some faculty and admin representatives. While some participants particularly noted that expulsion was least helpful, others commented that they detested the suspension of one whole year, but that discipline should be strict and applied to the particular unit and not the entire semester. Thus preventing possible suicidal cases.

The interview participants emphasized several ways to improve the implementation of ethical principles governing research and scholarship, with particular focus on fairness, inclusivity, and transparency. Key suggestions included adopting a more compassionate and rehabilitative approach in addressing academic misconduct, revising and simplifying the students' handbook and also ensure accessibility to the handbook, and fair hearings, as well as involving students in policy-making to reduce bias and encourage ownership of the process.

Participants also emphasized the need for stricter enforcement against academic misconduct that applies to both lecturers and students, proactive administration, close interaction with learners, and continuous ethics education through seminars, online sessions, and awareness campaigns. Participant 5 affirmed, "*Adopting stricter rules that include lecturers facing the board to curtail nepotism and favoritism alongside other academics misconduct."* Furthermore, being more intentional on practical steps like using suggestion boxes, regulating exam hall populations by having manageable sizes, and genuinely addressing student complaints were seen as essential to fostering a more ethical academic atmosphere. Another participant remarked, *"The administration should look at the population and as a control measure, reduce number of students in an exam hall"* (Participant 21).

The above responses from participants indicated various student's understanding and perception of the strategies for integrating ethics and integrity in research and scholarship. These expressions paint a picture as to whether the intended purpose of the policy was clear or not. Largely, students were in agreement with the management in terms of their perception of the ethical principles geared towards formation of ethical and responsible stewards for the society. This common understanding on both ends suggest alignment of purpose. It also sheds more light on intentional emphasis on upholding the stipulated principles as articulated in one of the themes above. However, being on one end of the implementation process and having a sense of belonging and the desire to make the process more effective, they presented certain areas for improvement. By implication, this forms an aspect of feedback which is relevant in a system and indeed a good practice to embrace and concretely consider in order to increase productivity. The alignment of perception across all the categories of participants, especially findings from the students' category, responded to how students perceive the implementation of ethical principles put in place to enhance integrity in research and scholarship at CUEA.

4.3.3.3 How students can be more engaged in enhancing a culture of integrity

This section responds to the third research question which sought to ascertain how students perceived the implementation of ethical principles governing research and scholarship at CUEA. All the participants under the students' category agreed that it was a personal responsibility as members of the institution to be engaged in enhancing a culture of integrity and they were disposed to the task. They perceived their role as genuine adherence to the set standards, taking part in positive change and being role models. Some participants noted that availing of ethics and integrity forums, being their brother's keeper, responsible in doing the right things and reporting cases of academic dishonesty were their roles. Being an advocate of

honesty, justice and integrity, a critique to correct the system and encouraging peers to study hard were mentioned by other participants as what they perceived to be their role in creating a culture of integrity in research and scholarship. Largely, being intentional and practical, rooted in personal conviction were the dispositions presented by the participants as something that would facilitate them in their role of enhancing a culture of academic integrity.

Having looked at students' perception of the implementation of ethical principles and what they perceived as their role in the whole process, it was crucial to know how they can be more engaged in enhancing a culture of academic integrity. The following themes emerged from the interview participants:

1. Adhering to the rules and regulations by actually standing for and upholding what is right. Participant 14 connected this well by mentioning that *"there has to be transparency in academic engagements especially during exams. This is more of personal responsibility."*
2. Engagement in advocacy through social media by telling people about academic ethics and integrity and show it practically in own researches. *"I and other students can be more engaged in mainstreaming ethics and integrity in research and scholarship by being an example of the change or ethics we want to see. That is leading by example, being a role model"* (Participant 10).
3. Attending ethics forums and learning new ideas on ethics, as well as being vocal in challenging and reporting academic misconducts. Participant 21 underscored that, *"I can be more engaged through talks around ethics every semester with emphasis on moving from paper to concrete life experiences and not just teaching abstract things but things that can be applied practically."* Similarly, Participant 19 commented, *"...engaged in promoting academic integrity by involving self in research to know more about ethics and assist others in doing so, and join ethics groups within the school."*
4. Easy accessibility to the policies in addition to oral communication. Participant 17 indicated that,

The management can provide a forum to sit down with students and evaluate the handbook so that they can feel involved and own it. This can be done by involving them in a friendly way from time to time in reviewing or adjusting the students' handbook.

5. Formation of small groups that would aid speaking/sharing about the principles and policies e.g. ethics and integrity clubs or CUEA Ambassadors of integrity as stated by Participant 8, *"the school can print T-shirts for students as ethics ambassadors, indicating promotion of ethics, e.g. stop violence or something of that nature at the back of the T-shirt."* Additionally, Participant 15 noted that *"I can be more engaged in mainstreaming ethics and integrity in research and scholarship through courses on ethics, university activities like cultural events, clubs, play/acting of drama."*

Sharing similar sentiments with the students' category, faculty representatives also remarked that organizing a general ethics forum like regular workshops for all and incorporating advanced technology would encourage upholding of ethics. Looking at the enthusiasm by which the participants expressed how they can be more engaged in enhancing academic integrity, the researcher asked how compliant they were to ethical principles to further enhance this culture of integrity. To this they all responded that they had been compliant in that they adhered to dress code, exam honesty, do not believe that exam malpractice was the best way to go. They believed that the policies helped in advancement of knowledge and not an instrument of punishment. This was in line with the intention and expectation of the strategies employed by the management in ensuring an atmosphere of integrity. Participants also expressed compliance in upholding the policies by advising peers against malpractice and ensuring that cases of the same were reported to the appropriate authorities.

They reported being at different degrees given their level of compliance on a scale of 1 to 10, with 10 being the highest. Certain participants reported being at 6%, some at 8%, while others were at 9% compliant to the set ethical principles. Particularly, Participant 9 commented

about grooming responsible stewards for society thus, *"I am compliant to ethical principles by adhering to the school policies. I believe in myself and that copying doesn't make sense. The management may appear harsh with the policies but that is fine to make students responsible stewards."* On being a role model, Participant 10 noted that, *"I have been compliant because I believe that being a student leader, I am a watchdog. Living practically, you inspire people without knowing."*

Affirming the religious formation received, one of the participants remarked, *"I am really compliant and doing my best to avoid involving in academic cheating. Thanks to my religious formation and this informs my reputational protection efforts"* (Participant 17). Honestly and practically acknowledging his reality, Participant 15 stated, *"I have been compliant, though not 100% due to the use of AI tools which is unethical, signing for others and requesting others to sign for me."* As mentioned earlier, faculty participants supported this in their responses and engagement with students that discouraged total reliance on AI while encouraging originality of research work and provision of policy to guide actions in that regard. It takes courage for one to sincerely acknowledge failure in promoting a culture of integrity. Thus, to improve policy support it is very important to appreciate the failure or gaps within the system. Hence, this is consistent with the argument of Hudson et al. (2019) who noted that logically, the reasons as to why things fail should help provide guidance on the search for potential solutions.

Getting more practical and concrete, the researcher engaged participants and posed a direct question on how does being a person of academic integrity translate to their professional life and service to the society. Each of them uniquely described what being a person of academic integrity looked like in practical terms for them. Findings from the student participants' opinions indicated that academic integrity deeply shaped their personal and professional character and

readiness, equipping them to be responsible stewards, trustworthy and value-driven individuals in society.

The students highlighted that integrity is not just about academics but a lifelong virtue that inspires and encourages others, builds and strengthens credibility, aligns with moral and religious values, and fosters authentic service to the community for positive impact. Participant 3 affirmed this by stating, *"Being a person of academic integrity, carries me all the way and through my actions I can inspire lives."* They also noted that being part of a culture of academic integrity prepared them to be role models, courageous leaders, effective and efficient professionals, specifically in teaching, while contributing to societal transformation by being honest, accountable, and embracing a disciplined way of life. Participant 21 remarked,

> *Being a person of academic integrity gives peace of mind, it helps one in seeing life positively in general. Integrity helps one to be seen in the right places, this comes with a lot of discipline and sacrifice and results in impacting society positively.*

The researcher observed how the student participants largely communicated passion in their responses to the above question. Lots of interesting views were shared and if practically lived out, the society would be a better place. Expressing believe that the policies were not punishment in themselves but helped in providing direction for positive outcomes, the participants agreed that it was their personal responsibility to intentionally and practically engage in challenging and nurturing a culture of academic integrity. They perceived genuine adherence to ethical principles governing research and scholarship as their sole responsibility. This disposition supported the employed administrative strategies and implies ownership and willingness to be part of the process of realizing an atmosphere of academic

integrity, which translates to responsible service to the larger society. Again, to make academic integrity a reality, the written policies and other approaches have to be practically implemented if not, they are meaningless. Findings from this section brought out students' perception of the implementation of ethical principles and how they can practically be part of enhancing integrity in research and scholarship at CUEA.

4.4. Chapter Summary

This chapter summarized findings from the study on exploring strategies for mainstreaming ethics and integrity in research and scholarship at the Catholic University of Eastern Africa, in Nairobi County. Key themes that emerged from the faculty participants included strong awareness of policies, intentional emphasis and encouragement of adherence to ethics and integrity policies. The following themes surfaced from the administrative staff perspectives: ethics and integrity training, change of behavior and mindset, and humanistic ethics as a key component in the process of ensuring academic integrity. While the students' category primarily explored the level of participants' awareness of ethics and integrity policies governing research and scholarship, their perception of the implementation process and how they can be more engaged in enhancing a culture of integrity within the institution.

The findings revealed largely that participants were aware of the available ethics and integrity policies guiding research and scholarship and there were different approaches used in emphasizing and ensuring adherence to the stipulated standards. Approaches such as ethics training helped change students' behavior and mind-set, especially the humane and friendly support and guidance received. The participants also recommended that the management show more compassion, especially in executing disciplinary measures.

Furthermore, collating the perceptions of the students' category of the implementation process, participants affirmed what worked well in the system while recommending areas for improvement, with specific suggestions on how they can be involved in practically enhancing a culture of academic integrity, leading to responsible stewardship to the larger society.

While the overall implementation process indicated good progress in building a culture of academic integrity, the need to improve communication and accessibility of integrity policies remain a concern, especially for students, and the need to be more humane and inclusive, as well as embracing paradigm shift. Improving the implementation approaches, particularly focusing on the prevention measures with possible adjustments of the disciplinary actions, and flexibility to embracing new changes and concepts like coaching and mentorship, could enhance ownership of the process and sustained achievement of academic integrity. The next chapter presented a detailed discussion of these results.

CHAPTER 5: DISCUSSION OF THE RESULTS

5.1. Introduction

This study aimed to explore the strategies for mainstreaming ethics and integrity in research and scholarship at the Catholic University of Eastern Africa. Therefore, this chapter reviews the results of the study in connection with the study's main research questions. Beginning with a discussion on the conceptual framework, the chapter illustrates how the variables interact in the study.

5.2. The conceptual framework

The conceptual framework serves as a roadmap through which the researcher interprets the relationship between the independent and dependent variables, as well as, makes meaning of the results of the study. Luft, Jeong, Idsardi, and Gardner (2022) argued that a conceptual framework describes the researcher's understanding of the variables of the study and how they relate. Furthermore, the conceptual framework encompasses emergent ideas from the researcher's experience, which play a critical role in how the study is approached by the researcher (Luft, Jeong, Idsardi, & Gardner, 2022). Therefore, the conceptual framework provides a space for the researcher to describe in clear terms, views emerging in order to create linkages between ideas as well as making the significance of the study evident.

5.3. What are the available ethics and integrity policies for research and scholarship at the Catholic University of Eastern Africa, Langata, Nairobi?

The first research question sought to find out the availability of ethics and integrity policies for research and scholarship at the Catholic University of Eastern Africa. The interview questions were administered, and the participants verified that policies governing research and scholarship were available, with the following emerging themes: strong awareness of policies,

intentional emphasis on credible research and scholarship, and encouragement of adherence to ethics and integrity policies. They are further discussed below.

5.3.1. Strong awareness of Policies

Findings from the study revealed that faculty participants were aware of the ethics and integrity policies governing research and scholarship within the institution. These policies were not only available and accessible, but also actively implemented and communicated to relevant stakeholders. Unique approaches identified for mainstreaming research ethics included motherly care/leadership, mentorship from senior academics, fast-tracking systems, guidance and counseling, exchange programs, the role of the Centre for Social Justice and Ethics, and regular quality assurance audits and reports. Participants emphasized that these policies served as inclusive and practical frameworks for both students and faculty. However, this institutional clarity contrasted with concerns raised by some students regarding limited access to key documents, such as the student handbook. This discrepancy highlights a gap in implementation, suggesting that while institutional governance appears committed to fostering an ethical climate, more effort is needed to ensure all stakeholders and particularly students, have equal access to essential resources (Davis, 2022; Zachek, 2020).

From an ethical theory perspective, the awareness and application of institutional policies suggests alignment with both virtue ethics and deontological principles. Virtue ethics emphasizes moral character and integrity, while deontology focuses on adherence to duties and rules, both of which were evident in the participants' commitment to ethical conduct. Participants noted that having clear ethical guidelines was helpful to an extent in countering unethical practices, such as bullying during research defenses, which some panelists reportedly used to assert dominance. Faculty respondents saw policies as protections against such behavior, reinforcing ethical

accountability across institutional levels. This echoes the findings of Bain et al. (2022), who remarked that effective collaboration of stakeholders, and awareness creation can be influential in building a culture of academic integrity and this significantly confirms the result of the current study. Equally, Richardson and Healy (2019) challenged the findings of the study by echoing that upholding ethics is a shared responsibility, requiring active engagement from academics, including ensuring that documents like student handbooks are easily accessible. Labib et al. (2021) further noted that the successful implementation of research integrity depends on systemic engagement from individuals, institutions, and the wider academic framework.

Participants strongly agreed that the existing ethics and integrity policies provide essential direction for institutional operations, particularly in research and scholarship. This level of consensus underscores the policies' practical relevance, which is inconsistent with the findings of Stoesz and Eaton (2020) whose study lacked empirical evidence in establishing the effectiveness of various policies in promoting academic integrity. In contrast, the present study affirms a direct relationship between ethical guidelines and their intended users. For example, Peter et al. (2021) found that weak institutional policies contributed to exam cheating, while in this study, participants not only indicated the availability of ethics policies but also the effective implementation of the policies were linked to better adherence and reduced misconduct. The effective policy implementation reported by participants supports findings by Murumba and Alari (2024), who warned that lack of clear policies can lead to increased academic dishonesty. Faculty members noted ongoing efforts to demystify research and create a more supportive and friendly learning environment, which aligns with Ike and Mbae's (2021) emphasis on the pivotal role of faculty in modeling ethical behavior. The findings of the study revealed that having

governing policies aids the proper functioning of the entire system and supports the formation of responsible citizens for the society.

5.3.2. Intentional Emphasis on Credibility in Research

The second theme identified in response to the research question that sought to explore the available ethics and integrity policies for research and scholarship at CUEA, was the intentional emphasis on upholding credibility in research. While participants confirmed awareness of existing policies, the study found that availability of policy alone was insufficient, continuous reinforcement of these policies was necessary. This intentional focus is critical in light of the rapid technological advancements, particularly the rise of artificial intelligence, which poses challenges to academic integrity. The study emphasized the need for a paradigm shift, moving away from over-reliance on AI towards cultivating ethical, thoughtful, and humane scholars and citizens. New strategies such as promoting internal research printing, encouraging faculty to demystify research processes, and introducing institutional internal control and protection were noted as innovations aimed at strengthening credibility. The effort of enhancing credibility in research, was viewed as creating scholars for life, strongly affirming the concept of lifelong learning. The study further asserts that credibility must be nurtured using the midwifery approach, responsibly guiding the birth of new knowledge while making research an accessible and engaging endeavor.

From an ethical standpoint, the study framed the emphasis on credibility using virtue ethics and deontological theories. Virtue ethics highlights the moral character of scholars who commit to knowledge generation with integrity, while deontology underscores the duty-bound responsibility of adhering to ethical research standards. As Beauchamp and Childress (2019)

asserted, these frameworks guide ethical behavior not just through outcomes or consequences, but through moral principles and character-based values that sustain responsible scholarship. The intentional promotion of research credibility thus transforms abstract ethical principles into actionable practices. The study observed a positive institutional shift with increased student enrollment, more graduates, and greater buy-in from both students and faculty. These outcomes were attributed to efforts that made research doable and a friendly journey to embark on. Faculty members reported leveraging platforms such as workshops, classrooms, and conferences to provide clarity and reinforce ethical standards in research. In the digital age, where technological tools can both aid and undermine academic work, balancing innovation with ethical responsibility is essential. As Davis (2022) suggests, credibility in research should not only be preserved but actively fostered through thoughtful, ethical action. Additionally, according to Resnik (2020), emphasizing these values equips scholars to see disruptions as opportunities for transformation and to effectively navigate, ensuring that academic integrity remains a cornerstone of scholarly advancement.

5.3.3. Encouragement of Adherence

Adhering to ethical policies in research and scholarship is essential for fostering a culture of academic integrity, as it gives meaning to the process and reinforces institutional credibility. The study revealed that encouraging adherence to these policies not only supports responsible citizenship but also enhances the institution's reputation. Faculty participants emphasized the value of self-regulation, aligning with virtue ethics, which promotes internal moral conviction and self-efficacy, even in the absence of oversight (Hursthouse & Pettigrove, 2018). Conversely, deontology complements this by stressing moral duties and institutional obligations, thus

safeguarding collective academic standards (Selemani et al., 2018; Murumba & Alari, 2024). Both ethical frameworks were indirectly reflected in the responses, illustrating how personal and institutional ethics converge in shaping research practices. Participants also discussed how academic dishonesty, such as plagiarism, impersonation, and buying grades, often stems from a weakened reading culture, laziness, or pressure, underscoring the need for clearer guidance and better student support mechanisms.

Further, participants stressed the importance of enforcing sanctions to deter malpractice and fostering a supportive environment for ethical scholarship. Encouraging reading, reflection, and original thought were seen as vital to instilling academic integrity. Mauti et al. (2021) highlighted students' lack of clarity on what constitutes misconduct, making structured guidance essential. This aligns with the call for initiatives like peer review committees and ethics workshops to promote ethical literacy (Natade et al., 2023; Kessio & Chang'ach, 2020). Faculty also underscored the role of tools such as anti-plagiarism software, not as punitive measures but as enablers of ethical awareness, particularly pointing out the importance of ethical conduct by individuals within the system and the need for properly managed anti-plagiarism offices. Ultimately, continuous reinforcement of integrity policies, protection for whistle blowers, and a holistic approach to ethical development remain critical in sustaining academic excellence and institutional identity.

5.4. What are the leadership strategies in mainstreaming ethics and integrity in research and scholarship within the Catholic University of Eastern Africa Langata, Nairobi?

The second research question posed to the participants was to elicit responses on leadership strategies for integration of ethics and integrity in research and scholarship so as to

strengthen a culture of academic integrity. Leadership plays a crucial role within institutions and being strategic in putting measures in place aids productivity as alluded to by Ojwan'g (2019). The interview questions for this category were administered to administrative staff under the DVC academics and the following are the key themes that emerged: ethics and integrity training, change of behavior and mind-set, and humanistic ethics as a considerable element in academic integrity.

5.4.1. Ethics and Integrity Training

The study identified ethics and integrity training as a central leadership strategy in promoting academic honesty at CUEA. Leadership plays a pivotal role not only in setting institutional direction but also in cultivating commitment and capacity among stakeholders. Participants highlighted that ethics training is embedded in student orientation, targeted workshops, and information literacy sessions, which aim to instil ethical behavior and responsible research practices. Despite these efforts, concerns around accessing relevant information useful to students' academic journey were expressed, including lack of transparency in staff promotion, and insufficient staff remuneration which has the potential of compromising invigilation and open avenues for academic misconduct. Leadership strategies such as mentorship and the introduction of ethical oversight bodies have been adopted to address these gaps. Virtue ethics supports this approach by emphasizing the cultivation of moral character through repeated ethical actions and institutional modeling (Kucukuysal & Beyhan, 2011), while deontological ethics stresses the obligation of leadership to uphold duties and enforce standards irrespective of outcomes (Alexander & Michael, 2021).

Participants reported that motivation which takes the form of recognition, fair remuneration, and continuous training are crucial for sustaining a culture of academic integrity.

However, structural issues such as overcrowded exam rooms, insufficient staffing, and low lecturer to student ratios were cited as contributors to academic dishonesty, echoing the findings of Wamalwa et al. (2020) and Keter (2021). These systemic weaknesses can lead to unethical practices such as grade manipulation or transactional misconduct. As a way of responding, management has been enhancing ethics training and emphasizing responsible authorship, often in collaboration with global ethics. Despite some improvements, demotivation among staff persists which can be a barrier to strengthening the ethical climate, as noted by Ike and Mbae (2021). Nonetheless, participants acknowledged the positive impact of ethical leadership strategies, such as embedding information literacy into curricula and promoting humane leadership practices. These approaches align with findings by Gichuru (2023), Selemani et al. (2018), and Muindi (2018), who affirm that ethical leadership is foundational to academic integrity and institutional success.

5.4.2. Change of Behavior and Mind-set

A noticeable shift in students' behavior and mind-set toward ethical research and scholarship emerged in response to the second research question, which explored the leadership strategies employed by CUEA to mainstream ethics and integrity in academic practices. Participants expressed appreciation for the opportunity to reflect on their institutional roles, the implementation of ethical strategies, and their outcomes. The findings revealed that these leadership strategies which includes the use of graduation trackers and the introduction of practical, value-driven programs were perceived as effective, motivational, and transformative. A key indicator of change was students' increased ownership of the research process, opting to engage in genuine scholarship rather than outsourcing work for payment.

This behavioral shift was accompanied by a reduction in cases of academic misconduct and heightened student awareness of academic integrity standards. Participants underscored that these outcomes, though gradual, demonstrated the fruitfulness of leadership efforts and underscored the importance of sustained commitment. From the standpoint of virtue ethics, such changes reflect a pursuit of moral excellence, as suggested by Baumane-Vitolina et al. (2016), who argued that ethical behavior cultivates fulfilment and a deeper sense of purpose. Simultaneously, a deontological perspective, as emphasized by Westerheijden and Kohoutek (2014), supports the institutional emphasis on rules and compliance as essential to achieving long-term integrity and accountability. Murumba and Alari (2024) reinforced this by discouraging academic dishonesty and emphasizing the role of hard work and independent thinking in academic excellence, traits now increasingly evident among students.

Further evidence of transformative change was provided through accounts of students actively engaged in peer counseling and moral advocacy, facilitated by the Centre for Social Justice and Ethics (CSJE). These initiatives, supported by strategic leadership interventions, have led to a significant reduction in exam malpractice, plagiarism, and breaches of research ethics. Participants connected this to broader institutional shifts, including enhanced student discipline, improved research proposal quality, stronger supervisor-student mentorship, and a growing culture of collaboration and knowledge-sharing. Warter (2019) argued that the integration of ethics elevates the quality of higher education, aligning with participants' observations that supportive leadership has fostered deeper student engagement, increased publication rates, and fewer disciplinary incidents, thereby distinguishing CUEA from other institutions.

The inclusion of courses like information literacy has empowered students with practical tools for academic success, while the Ubuntu philosophy has guided the development of a supportive learning community and at the same time call for a more inclusive and flexible management mind-set. These outcomes confirm the findings of Muindi (2018) and Amghar (2022), who maintained that transformative leadership is pivotal in driving systemic change. By focusing not only on what strategies were implemented but also on how they translated into concrete behavioral change, the study demonstrates that ethical leadership, when effectively enacted, can significantly reshape the academic culture and elevate the integrity and quality of scholarship.

5.4.3. Humanistic Ethics

The study highlighted the importance of a humane approach in institutional leadership strategies for promoting ethics and integrity in research and scholarship at CUEA. Participants emphasized that fostering academic integrity must be grounded in respect for human dignity and wellbeing. Compassionate handling of academic misconduct, safe and fair reporting systems, and equitable staff remuneration were seen as critical to building a culture of integrity. The need for a balanced approach, combining educational and punitive approaches were strongly supported, aligning with virtue ethics which emphasizes moral character and compassion (Athanassoulis, 2013), in contrast to the rigid following of rules in deontology without necessarily caring about the consequences (Ethics Unwrapped, 2022). Participants advocated for ethical role modeling, individualized attention to students, and the establishment of ethical anti-plagiarism offices, noting that software alone cannot prevent dishonesty without human oversight.

Speaking to an aspect of the leadership concerns raised by some of the participants regarding bureaucracy in staff promotion, Warter (2019) asserted that the presence of lack of transparency cutting across allocation of academic positions to staff and non-transparency in scholarship leads to decreased quality in academia. Participants highlighted that role modeling and institutional culture significantly influence integrity, supported by the work of Kuranchie et al. (2014) and Wamalwa et al. (2020). The study affirmed the effectiveness of blending mentorship and restorative justice with disciplinary measures (Singh et al., 2020; Murumba & Alari, 2024), though it also cautioned against overreliance on punitive methods, which can breed resentment and harm stakeholders, including students and parents. Participants ultimately called for a moderated, just approach to academic integrity, one that prevents misconduct through education while still maintaining order, with faith-based values further emphasizing respect for human dignity in both policy and practice.

5.5. How do students perceive the implementation of ethical principles put in place to enhance integrity in research and scholarship at the Catholic University of Eastern Africa Langata, Nairobi?

To establish students' perception of the implementation of ethical principles in relation to the third research question, participants were engaged in exploring their level of awareness of ethics and integrity policies for research and scholarship, their perception of the implementation strategies and how they can be closely involved in promoting a culture of integrity in the organization. Findings from this exploration were discussed below.

5.5.1. Awareness of ethics and integrity policies for research and scholarship

Findings from this focus area in connection to the third research question largely indicated that participants demonstrated a strong understanding of institutional policies, with slight variations in depth of awareness. Most students expressed a sense of personal responsibility, emphasizing that ethical principles must resonate at an individual level before they can effectively advocate for them among peers. This aligns with virtue ethics, as discussed by Tomlinson (2012), where moral behavior stems from internal conviction rather than strict adherence to rules, as deontology would suggest. Such conviction allows students not only to uphold ethical standards but also to actively challenge and correct peers, reinforcing a community of mutual accountability. The participants' attitudes reflect an inclusive and participatory approach to academic integrity, suggesting effective leadership and a student body ready to internalize and champion ethical conduct.

Moreover, participants emphasized that sustained awareness creation is essential for upholding academic integrity, echoing findings by Onuka and Durowoju (2011), Akaranga and Ongong (2013), Wamalwa et al. (2020), and Garcia (2023), who highlighted the significance of preventive education and awareness. A variety of communication channels for ethical standards were identified, including orientation sessions, coursework, general assemblies, digital platforms like WhatsApp, and visual aids such as posters and billboards. In addition to institutional efforts, students expressed a willingness to serve as peer ambassadors, a perspective supported by Abel et al. (2020), thereby enriching the integrity culture with a personal and relational dimension. This peer-driven approach reflects CUEA's motto, "Consecrate them in the truth," with students

playing an active role in mentoring and modeling integrity for future cohorts, enhancing the alignment between policy and lived practice.

5.5.2. Students' perception of the implementation strategies

The study explored students' perceptions of the implementation strategies employed to promote academic integrity. Largely, it was found that the participants perceived the implementation as the right way to go so as to instil discipline and form responsible stewards for the society. Most participants expressed a sense of buy-in and ownership, viewing the strategies as necessary for discipline and ethical development, aligning with virtue ethics and deontological frameworks (Kucukuysal & Beyhan, 2011; Ethics Unwrapped, 2022). However, some students perceived these strategies, such as punitive actions like suspensions and biased grading by lecturers as harsh or misused for personal or tribal interests, undermining the integrity they are meant to protect. Despite this, students generally acknowledged the importance of the policies, which resonates with Zhang's (2023) assertion that perceptions significantly influence behavioral outcomes and Rundle et al.'s (2019) findings that moral awareness and motivation discourage misconduct. Furthermore, the willingness of participants to point out systemic issues signals a well-intentioned workforce interested in enhancing service delivery, despite managerial cost-cutting and incompetency of some lecturers being viewed as barriers.

Participants identified multiple causes of academic dishonesty, including fear of failure, pressure to excel, laziness, limited awareness of academic integrity policies, and the influence of technology and peer pressure, concerns echoed by Asgher et al. (2023), Mauti et al. (2021), and Wamalwa et al. (2020). Although some recognized the stress of failing in exam, they admitted that being caught cheating was even more distressing, reaffirming Rundle et al.'s (2019)

conclusions. On the contrary, Chala (2021) found out that even though students showed that most cheating behaviors are dangerous, 81.26% of them still engaged actively in it. Additionally, the current study's participants affirmed that the disciplinary measures put in place were good in addressing the challenge of academic misconduct, but the bit on suspension was an area that was frowned at and an appeal to make possible adjustment was raised, perhaps a retake of the unit. Suggestions such as adopting a competency-based curriculum (Mutongoza & Olawale, 2022) and simplifying academic integrity policies (Cerdà-Navarro et al., 2022) were proposed to enhance clarity and accessibility. To improve ethical behavior, participants endorsed proactive interventions such as incorporation of ethics courses in academic programs, increased quality assurance oversight, the use of plagiarism detection tools, and diversified assessments, aligning with Abel et al. (2020) and Tovarović & Stevanović (2023).

5.5.3. Students' involvement in promoting a culture of integrity in research and scholarship

The study revealed that students perceive their involvement in promoting academic integrity as a personal and moral responsibility tied to their growth as ethical scholars and future professionals. Some of the participants acknowledged their past engagement in academic dishonesty, such as signing attendance sheets for absent peers, overlooking cheating during exams, and overreliance on AI tools, yet expressed a genuine willingness to change. This shift reflects a deeper internalization of ethical principles and resonates with Garcia (2023) and Chala (2021), who found that students are often aware of the unethical nature of such behaviors but engage in them nonetheless. Encouragingly, the students' new disposition signals a growing moral awareness and a desire to serve as role models and agents of change within their academic community. This aligns with the Rt. Rev. Simon Peter Kamomoe's assertion during the opening

Mass of the 2025/2026 academic year at Tangaza University, that "knowledge without morality is destructive," underscoring the fundamental purpose of higher education in shaping individuals of moral and spiritual integrity for the broader good of society.

Participants' reflections also aligned with the ethical frameworks of virtue ethics and deontology. From the lens of virtue ethics (Baumane-Vitolina et al., 2016), students expressed personal conviction and intentionality in fostering integrity, asking themselves how to become better individuals committed to ethical behavior. Their readiness to take deliberate action, such as forming peer accountability groups, joining ethics clubs, and using social media for advocacy, reflects the practical side of virtue ethics as noted by Kucukuysal and Beyhan (2011). Furthermore, their willingness to comply with institutional policies and support the leadership strategies mirrors the deontological emphasis on duty and moral obligation (Frezza & Frezza, 2017). Kirya's (2019) findings support this approach, emphasizing that genuine student involvement in anti-corruption efforts yields long-term transformation. Ultimately, the students' evolving attitudes affirm that fostering academic integrity is not punitive but a collaborative effort toward producing responsible stewards for societal transformation.

5.6. Chapter Summary

The chapter presents a comprehensive analysis of the research findings in relation to the study's objectives, theoretical framework, and previous literature. A common theme among all participant categories is a general awareness of ethics and integrity within the institution. While some mechanisms for promoting ethical conduct are in place and have yielded positive outcomes, critical gaps remain particularly in addressing academic misconduct, improving remuneration practices, and fostering a more humane and inclusive environment. Notably, the

study identifies a pressing need for a paradigm shift in response to technological advancements, especially AI, advocating for its responsible integration while reinforcing the importance of upholding academic integrity.

The findings align with the study's objectives, revealing that while ethics policies exist and are generally recognized by participants, there is room for greater ethical engagement and clarity. Leadership strategies appear effective in principle, yet gaps in communication and inconsistent student perceptions suggest a disconnect between character-driven (virtue ethics) leadership and rule-based (deontological) expectations. This misalignment underscores the need for better integration of ethical models. The study cautions that a continued lenient approach to ethics, especially with the easy-going culture or demand of the present generation, the moral tradition and mandate of higher learning institutions will be hampered, ultimately undermining their societal impact and the cultivation of responsible citizens. The next chapter summarized the study, made conclusions and offered recommendations for further studies.

CHAPTER 6: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

6.1. Introduction

The study set out to explore the strategies for mainstreaming ethics and integrity in research and scholarship at the Catholic University of Eastern Africa, Nairobi Kenya. Therefore, this chapter presents the summary, conclusion and recommendations of the study.

6.2. Summary

The study explored the strategies for mainstreaming ethics and integrity in research and scholarship at the Catholic University of Eastern Africa, with focus on the following objectives: to find out the available ethics and integrity policies for research and scholarship, to identify the leadership strategies in mainstreaming ethics and integrity in research and scholarship, and to determine students' perception of the implementation of ethical principles put in place to enhance integrity in research and scholarship.

6.2.1. What are the available ethics and integrity policies for research and scholarship at the Catholic University of Eastern Africa, Langata, Nairobi?

The study's findings point to a strong institutional alignment between policy availability, awareness, and intentionality in emphasizing credibility in research and encouraging compliance with the set standards. Rather than existing in isolation, ethics and integrity policies function as foundational structures that shape behavior as echoed by faculty members, reinforce institutional culture, and drive accountability. Although, the study reveals that faculty members were largely enthusiastic in modeling academic integrity as well as mentoring the students in the same line, the concern around bullying especially during defenses indicates a gap in growing upcoming researchers. It portrays a show off of knowledge, suggesting a domineering disposition of scholarly expertise that blocks growth and maximization of potential in others. Therefore, the

call for adjustment and change of approach is crucial and will ensure congruence in the sentiment of demystifying the mentality around research and making it friendly as expressed by the faculty participants, thereby grooming upcoming academics for long-term sustainability.

6.2.2. What are the leadership strategies in mainstreaming ethics and integrity in research and scholarship within the Catholic University of Eastern Africa Langata, Nairobi?

The findings reveal a leadership approach deeply rooted in ethical formation and strategic capacity building, positioning academic integrity not as a set of rules but as a cultivated organizational culture. A key pattern emerging is the alignment between leadership commitment and stakeholder empowerment, particularly through ethics and integrity training, as a mechanism for fostering long-term behavioral change. Though, while the participants affirmed the leadership's effort in mainstreaming ethics in research and scholarship and the positive contribution of technology, they called the management's attention to the need of being flexible, especially in response to evolving challenges such as technological disruption, AI integration and paradigm shift. Also, participants noted the significance of research as a crucial aspect of the university and stressed that special attention has to be continuously accorded to it for quality and credible authorship, factoring in the need for staff motivation as influential in enhancing a culture of academic integrity and leadership alignment to practically setting the pace in matters of integrity. This implies that the leadership's role is not just directive but transformative, shaping both mind-set and systems to embed integrity as a living, responsive standard within the academic environment.

6.2.3. How do students perceive the implementation of ethical principles put in place to enhance integrity in research and scholarship at the Catholic University of Eastern Africa Langata, Nairobi?

The study shows slight variations in how students perceived and engaged with ethical principles in academic research and scholarship. Rather than simply complying with rules, students largely recognize that integrity is a shared responsibility rooted in both institutional support and personal conviction. A clear pattern emerges: awareness of ethical policies is relatively high, but their influence is shaped by accessibility, clarity, consistency of review and personal relevance of communication. Students value peer involvement and participatory approaches, suggesting that integrity is best cultivated through community and dialogue rather than top down enforcement. While some resist structured accountability due to policy restrictions, the majority view ethics implementation not as punitive but as formative, integral to their academic identity and future professional conduct. This convergence of awareness, perception, and personal responsibility indicates that fostering academic integrity requires an ecosystem approach, one that empowers students as co-creators of a culture of ethical scholarship.

6.3. Conclusions

The main objective of the study was to explore the strategies for mainstreaming ethics and integrity in research and scholarship at the Catholic University of Eastern Africa, Nairobi, Kenya. This study set out to explore the availability and implementation of ethics and integrity policies, leadership strategies for mainstreaming integrity, and students' perceptions of ethical practices at the Catholic University of Eastern Africa. The following conclusions are drawn:

Policies governing ethics and integrity in research and scholarship are in place and acknowledged by faculty and staff. However, their impact is diminished by inconsistencies in communication, uneven accessibility, and irregular review processes. Leadership transitions were shown to affect policy timelines, underscoring the need for stability and continuity in implementation.

The findings reveal that ethics and integrity training is geared towards continuous raising of awareness, reshaping mind-sets, and encouraging ethical behavior and this emerged as a key leadership strategy. Importantly, these efforts are implemented with a student-centered approach, which strengthens institutional credibility and fosters responsible authorship. Research is considered a crucial aspect of CUEA and the management prioritizes this while faculty actively engaged in demystifying it and making it more friendly, signaling a strategic commitment to nurturing a culture of ethical scholarship. This aligns with the institution's broader aim of addressing the erosion of academic integrity, the core problem underpinning this study.

From the students' perspective, there is largely a clear and positive reception of the implemented strategies, indicating buy-in and a willingness to participate in upholding ethical standards. This student engagement is a critical enabler of cultural change and reflects the potential for long-term sustainability of integrity measures. Although, some students complained about the harshness of the disciplinary measures in addressing academic misconduct.

However, the study also identifies gaps and challenges. While leadership plays a central role, there is a pressing need for a paradigm shift in leadership mind-set and practice, particularly in light of technological disruptions that challenge traditional notions of academic integrity. The findings further emphasize the importance of motivating and supporting faculty and staff,

increasing personnel, being more inclusive and harmonizing institutional efforts across departments and roles to ensure consistency, sustainability, and coherence in enforcing ethical standards.

6.4. Recommendations from the study

The findings from this study are important and can be helpful and used by different people and learning institutions to enhance academic integrity, and so add to the effort of producing ethical and responsible stewards for societal transformation. The groups include: students, lecturers, leaders, researchers, institutions and policy makers.

6.4.1. Recommendation for students

Students should endeavor to interact with ethics and integrity policies governing research and scholarship. It is important that they understand the policies drawn by their institutions and know what is expected of them to exhibit. This close interaction with policies guiding academic work creates an avenue for clarification and support where necessary. Provisions for referencing support and plagiarism checks made available should be accessed for proper mastery and for quality authorship and credibility of academic work. The study recommends avoidance of any academic misconduct with deliberate compliance to the provided policies and active involvement of students in promoting a culture of academic integrity, like joining integrity clubs or movements. This will help them to be focused on achieving personal academic goals in a timely manner but also contributing towards the formation process for greater societal transformation.

6.4.2. Recommendation for lecturers

Lecturers are very instrumental in modelling right behaviors, thus positively influencing students. So, lecturers are recommended to demonstrate ethics and integrity in the way they teach

and do research, clearly and effectively demystify the mind-set towards research and make it a friendly journey. It is important to note that technology with all its positive contributions has brought growth to the education system, although there are some downsides for lecturers to be in touch with and embrace current approaches and best practices in order to overcome the fight for academic integrity. Therefore, this study recommends a paradigm shift for lecturers because AI is a reality and embracing ways to work with the challenges posed by it is important. For example, using plagiarism check tools have proven to be helpful. It is recommended for lecturers to embrace the application approaches of assessment to engage students and so discourage possibilities of academic cheating.

6.4.3. Recommendation for leaders

The role of academic leaders in creating and enhancing a culture of academic integrity cannot be overemphasized. Therefore, the study recommends clear and effective communication of academic policies to key stakeholders and easy accessibility to the documents and provision of clarity where needed. Consideration of staff motivation in terms of remuneration and capacity building on ethical practices to curb academic misconduct, is crucial in successful implementation of ethics and integrity strategies and this is important for academic leaders to take very seriously. Getting the buy-in of key stakeholders is significant, therefore, ensuring protection of whistle blowers, monitoring and regular policy review provides feedback and opportunities for updating and re-strategizing. Thus, emerging concerns are tackled in a timely manner and all parties feel a sense of ownership of the process and a sense of safety. Creation of reward systems for recognizing and acknowledging genuine efforts and contribution towards the promotion of an ethical atmosphere, is an impactful recommendation for leadership

consideration. Lastly, an approach of creating awareness on the need to uphold integrity from an early school stage would be a potential success area to focus on.

6.4.4. Recommendation for researchers

Based on the experience of engaging in the study, it is recommended that researchers should be resilient and be as honest as possible in the process of conducting research in such sensitive matter around mainstreaming ethics, while upholding the dignity of those involved in the study. Frustrations emanating from lack of responsiveness or unwillingness of people participating in research could result in falsifying data. Thus, researchers are encouraged to uphold ethics generally in all aspects of carrying out research, avoid falsification, and have an alternative method of data collection so as to mitigate the challenge of potential uninterested participants.

6.4.5. Recommendation for academic institutions

The crux of academic institutions is to create and instil knowledge in a sustainable manner, ensuring their core mission is carried out rightly. Thus, their mission involves the integration of ethics and integrity in research and scholarship, which enables the formation of responsible stewards for society. It is therefore recommended that academic institutions should constantly develop and update integrity policies that responds to emerging challenges so as to maintain and sustain academic integrity. Again, it is recommended that institutions embrace education and training as a preventive and more sustainable approach in the fight against academic dishonesty through the inclusion of ethics subjects in the curricula. Clarifying disciplinary measures for all stakeholders, as well as ensuring fairness in the implementation process, is recommended. Networking and exchange programs between institutions of higher

learning to discuss matters around academic integrity is also another recommendation for consideration.

6.4.6. Recommendation for Policy Makers

The study recommends oversight by regulatory bodies to ensure periodic assessment and relevant support to higher learning institutions in the implementation of ethics and integrity in research and scholarship. Thus, the monitoring, evaluation and learning framework will be impactful in responding to existing and emerging challenges connected to academic integrity, especially with the rapid growth of technology. With the support of policy makers, a learning ecosystem of ethics advocates could be formed to exchange ideas, and to further strengthen the mandate of higher education institutions in producing responsible stewards for societal transformation.

6.4.7. Recommendation for future research

It would be beneficial for future research to consider exploring strategies for mainstreaming ethics in research and scholarship using a quantitative approach and mixed methods to elicit responses and compare results. Future research should employ a variety of research instruments to engage participants on academic integrity. Additionally, a study on leadership and the impact of AI on academic integrity would be a significant area of interest. A longitudinal study on students' perception of academic integrity and the impact of academic integrity training on students would contribute towards sustaining the culture of integrity in academia.

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APPENDICES

Appendix A

Introduction Letter

Dear participant,

The researcher is carrying out a study to explore the strategies for mainstreaming ethics and integrity in research and scholarship at the Catholic University of Eastern Africa. The objective of the study is for academic purpose. The researcher therefore seeks your consent to participate in the face to face interview on the above specified topic. The information that you will share will be used strictly for the purpose of the study. Other people shall be engaged for the same purpose to answer the same questions and so your personal response will remain anonymous. The researcher looks forward to your cooperation in the process.

Thank you in advance

Postgraduate student
Tangaza University
P.O.Box 15055-00509 Langata
Nairobi, Kenya

Participant Consent Form

Participant Consent Form **Tangaza University**
Title of Research: Exploring the Strategies for Mainstreaming Ethics and Integrity in Research and Scholarship at the Catholic University of Eastern Africa
• This study is being conducted as the requirement for MA in Ethics and Organizational Leadership at Tangaza University. • It has been approved by the supervisors (contact: cbuya@tangaza.ac.ke and sjeketule@tangaza.ac.ke) This study involves not known risk to participants and contains no deception. It takes approximately 30-45 minutes to take part in the present phase of the study. • The task requires a participant to answer a series of questions. • All respondents are treated as strictly confidential. No participant's results will be presented individually but only in aggregate form. • Participation in this study is voluntary and there is no monetary or any other kind of compensation. Withdrawal from participation in the study will not lead any individual to be penalized in any way, and all participants have the right to withdraw themselves and their data from the study at any time.
Name of the researcher: Elizabeth Onoja
Position of the researcher: Student, MA in Ethics and Organizational Leadership
Address of the University: Tangaza University, Langata, Nairobi, Kenya, 15055-00509, **Telephone number of the Program Leader: +254700709106**
Signed by researcher……...**Date**……..…

Statement to be signed by the participant
I confirm that the organizer has explained fully the nature of the project and the range of activities which I am asked to undertake and that I have received an information sheet. I confirm that I have had adequate opportunity to ask questions about this project. • I understand that my participation is voluntary and that I may withdraw at any time during the project, without having to give a reason • I agree to take part in this project, by participating in the interviews
Signed by participant…….**Date**…….

Participants' Audio Recording Consent Form

I grant permission that the audio recording of the interview session can be solely used for purposes of this study. The recording will be securely stored and accessible only by the research team.

Data Security: I do understand that all collected data at the course of this research will be securely stored and accessible to the research team only. The data will be retained for a specified period following the university's research guidelines.

Research Findings: I understand that the findings of this research may be used for academic and research purposes and may be published in academic journals and presented at conventions. Though, my identity will remain confidentially safeguarded in any research publication or report.

Contact Information: In the event I have any concerns or questions about this research study or wish to receive a copy of the completed research findings, I may reach out to Elizabeth Onoja via 0705094771 or eonoja569@gmail.com

By signing below, I confirm that I have read through the consent form and understood the information provided therein, and I agree voluntarily to participate in the study.

Participant's Signature: ……. Date: ……..

Appendix B

Interview Guide for Students, Academic and Administrative Staff

This interview guide has two parts; part A has demographic information of the participants while part B has in-depth questions on the phenomenon under investigation

Part A: Demographic Information of Participants

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1. Participant's age: ☐

2. Participant's Gender ☐

3. Participant's Educational Level completed:

Primary school……. ☐

Form IV……. ☐

Diploma/Bachelor ……... ☐

PG Diploma/Masters …. ☐

PhD …… ☐

4. Participant's Religious background:

Catholic …… ☐

Another Christian Church ☐

Muslim……. ☐

Other religions ……. ☐

No religious affiliation ☐

5. Where have you lived most of your life:

Village……. ☐

Town……...…. ☐

Nairobi city……. ☐

6. Participant's marital status:

Married……. ☐

Not Married……. ☐

Separated/divorced……. ☐

Part B - Interview Questions: This part has three sets of interview and probe questions for faculty, administrative staff and students respectively.

1. What are the available ethics and integrity policies for research and scholarship at the Catholic University of Eastern Africa Langata, Nairobi?

    i. What is your level of awareness and implementation of the available ethics and integrity policies for research and scholarship in your institution?

        a) In what ways are the policies for research and scholarship concretely implemented?

        b) How are the policies communicated to stakeholders, especially the students?

        c) In your opinion, what impact does this approach have?

    ii. What role do you currently play in strengthening mainstreaming of ethics and integrity in research and scholarship within your institution?

        a) What role did you play in the past in strengthening a culture of ethics and integrity in research and scholarship?

        b) What in your view is the role of ethics and integrity training in creating a culture of academic integrity?

        c) What other approach can be employed in your view?

    iii. What in your view can be done to improve mainstreaming of ethics and integrity in research and scholarship within your institution?

        a) What needs to change now for more effectiveness given the current trends?
        b) What is your perspective of plagiarism, anti-plagiarism software and academic integrity?
        c) How have you experienced it in your interaction with students?

2. What are the leadership strategies in mainstreaming ethics and integrity in research and scholarship within the Catholic University of Eastern Africa Langata, Nairobi?
    i. What approaches of mainstreaming ethics and integrity in research and scholarship are in use in your institution?
        a) What do you think of them in this current day and age?
        b) How effective are the invigilation and staff motivation measures in place and their impact in enhancing a culture of integrity?
        c) What is your general leadership experience in mainstreaming ethics and integrity in research and scholarship within your institution?

    ii. How effective were the strategies you employed?
        a) What are the notable contributions from the employed approaches?
        b) How do you feel about that?
        c) What new changes can you embrace to be more effective?

    iii. How often are the available ethics and integrity policies for research and scholarship reviewed?
        a) How realistic is the periodic review timeframe?
        b) What is your perspective of punitive vis-à-vis educational approach of addressing academic dishonesty?
        c) Any proposed changes given your experience?
3. How do students perceive the implementation of ethical principles put in place to enhance integrity in research and scholarship at the Catholic University of Eastern Africa Langata, Nairobi?

i. What is your level of awareness or knowledge of the available ethics and integrity policies for research and scholarship in your institution?

    a) How are ethics and integrity policies communicated in your institution?
    b) How do you feel about that?
    c) How can students as peers be ambassadors of ethics and integrity principles and so enhance a culture of academic integrity?

ii. What is your perception of the implementation of ethical principles in enhancing integrity in research and scholarship at your institution?

    a) What approach of implementation do you find most helpful?
    b) What do you find least helpful in the implementation process?
    c) How can the implementation process be improved to better serve you and other students?

iii. How can you be more engaged in mainstreaming ethics and integrity in research and scholarship within your institution?

    a) What do you perceive as your role in enhancing a culture of integrity in research and scholarship in your institution?
    b) How compliant are you to ethical principles to further enhance mainstreaming of integrity in research and scholarship in your institution?
    c) How does being a person of academic integrity translate to your professional life and service to the society?

Appendix C

Research Budget

Category	Quantity	Amount
Stationery	Printing papers	800
Photocopy expenses	(Informed consent)	650
Transport (offices for approval)	Nairobi - Kangemi	1,500
Study Permit costs	Certificate from NACOSTI	3,000
Communication	Airtime	500
Printing and Binding	Research Reports	2,700
Other costs	Miscellaneous	2,900
Total (KSH)		12,050

Appendix D

Research Timelines

Category	Dec 2023	Feb 2024	Dec 2024	Feb 2025	March 2025	Sept. 2025	Oct. 2025
Finalize the Proposal							
Defending Proposal							
Getting all Permits							
Pre-testing of Instruments							
Data Collections							
Final Report							
Defending the Report							
Final Submission							

Appendix E

Location of the Study