Factors Affecting Lecturers’ Willingness and Readiness to Teach the Integrity and Anti-Corruption Compulsory Course

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ABSTRACT
Recently, the Ministry of Higher Education in Malaysia made it compulsory for all higher institutions to teach the Integrity and Anti-corruption course as part of the compulsory General Education (MPU) courses in tertiary education starting September 2023. This study examines the connection between the characteristics of the current MPU lecturers and non-MPU lecturers (n=50) in selected universities and their willingness and readiness to teach the Integrity and Anti-corruption course. A completed survey was analysed using descriptive analyses while selected lecturers did semi-structured interviews. The results showed that the lecturers willing to teach the Integrity and Anti-corruption course were more likely to have experienced teaching MPU courses before, taught at least one (1) MPU subject before, received the training to teach the mentioned course, and have a greater understanding on the importance of the course to the students. Almost half of the population who participated in the survey were reluctant to teach the new MPU course due to certain factors, such as the need to teach the course in the National Language, which is the Malay Language, and if they were not trained to teach the course. They also perceived that the MPU courses were less important to the students. In this study, the results are discussed regarding the implications for training designed to increase lecturers’ willingness and readiness to teach the Integrity and Anti-Corruption course.

1. INTRODUCTION
Integrity and anti-corruption in education are one of the essential components of fostering ethical behavior and responsible citizenship in any society. One of the best strategies to raise public awareness and change attitudes towards corruption is through anti-corruption education. The fact that most individuals are ignorant of corruption's definition and the detrimental effects it can have on society is one of the primary causes of its widespread prevalence. We can contribute to the development of a more knowledgeable anti-corruption society by teaching people about the origins, effects, and possible countermeasures to corruption. Many people are still unaware of the definition, standards, and behaviors that constitute corruption; according to research conducted by the Malaysian Integrity Institute on students’ perceptions of corruption in Malaysia, some respondents may not view getting gifts in the form of cash, products, or services in exchange for services rendered as an instance of corruption (Abdullah & Hanapiyah, 2020). A key foundation for reducing corruption is education, especially for young people. When young people start working and making their own decisions, they are often the most susceptible to being targeted by dishonest individuals since they do not know any better than to trust those in positions of power. By teaching young people about the dangers of corruption and how to avoid being forced to participate in corrupt activities, we can help them make better decisions later in life. Towards this end, the
higher education ministry introduced the Integrity and Anti-Corruption course as part of the compulsory Mata Pelajaran Umum (MPU) effective September 2023. This has, in turn, highlighted the issue of the willingness and readiness of lecturers to teach courses focused on integrity and anti-corruption, such as the "Integrity and Anti-corruption" course as they are subject to a multitude of factors that influence their engagement and effectiveness in delivering this critical curriculum.

This research aims to delve into the intricate web of influences that shape lecturers’ attitudes and preparedness to teach the Integrity and Anti-corruption course. These factors can encompass personal motivations, institutional support, pedagogical challenges, and broader societal dynamics (Phan & Dang, 2017; Ab. Jalil et al, 2019; Saifullah & Yawan, 2020). By gaining a comprehensive understanding of what drives or hinders lecturers in their efforts to teach this course effectively, we can educate educational institutions, policymakers, and stakeholders in anti-corruption and academia’s efforts on strategies to enhance the delivery of integrity and anti-corruption. This investigation is not only pertinent to the field of education but also holds significant implications for the broader pursuit of ethical and transparent societies.

2.1 Literature Review

The integration of the compulsory Integrity and Anti-Corruption courses into the curriculum of higher education institutions in Malaysia reflects a broader global emphasis on ethical education and the cultivation of values among students. The Ministry of Higher Education’s recent mandate underscores a growing recognition of the role education plays in fostering a culture of integrity and combating corruption (Ministry of Higher Education, 2023).

Anti-corruption education is a purposeful and conscientious attempt to fulfill the important learning process of anti-corruption values. In the process, anti-corruption education is not only a vehicle for knowledge transfer, but also a focus on character formation, anti-corruption principles, and moral awareness in the fight against corruption. Anti-corruption education is also a tool for developing research skills in capturing configuration concerns and difficulties of nationality issues that generated corruption, as well as the impact, prevention, and resolution. The education system that is engaged in the fight against corruption is the education system that deviates from simple things like not cheating, discipline, and others (Wibowo & Nanang, 2011).

The emphasis on integrity education within higher education institutions aligns with global efforts to promote sustainable development goals, particularly those related to peace, justice, and strong institutions, as stated in SDG 16. The role of education in shaping ethical values and fostering a sense of responsibility among students has been widely acknowledged (Erdogan, 2018). Integrating anti-corruption education into the curriculum contributes to the development of a responsible and morally conscious citizenry (Maor, 2017).

As this topic of Integrity, ethics, and anti-corruption is timely and vital, related courses are offered by numerous universities worldwide; these courses are frequently offered in the departments of law, political science, public policy, or business ethics. Here are a few instances of universities renowned for offering courses in this area: Harvard University in the United States offers classes at its Kennedy School of Government and Law School on corruption and anti-corruption tactics in the areas of legal and policy aspects of corruption; the University of Oxford in the UK offers courses on ethics, corruption, and focusing on corruption in national and global settings; the National University of Singapore offers courses on integrity, morality, and anti-corruption offered by its faculty offers of law and Lee Kuan Yew School of Public Policy. These classes frequently examine international and Asian anti-corruption initiatives. Some other examples of world-famous universities offering these courses are the Erasmus University in the Netherlands, the University of Cape Town in South Africa, the Pontifical Catholic University of Chile and the University of Brasilia. These universities are renowned for their contributions to integrity, ethics, and anti-corruption research and teaching, giving students the information and abilities, they need to handle these important problems in a variety of fields and regions.

Anti-corruption education is more than just a vehicle for knowledge transfer; it also emphasizes character formation, anti-corruption ideals, and moral awareness in the fight against corruption. Anti-corruption education is also a tool for developing study skills in capturing configuration problems and difficulties of nationality issues that triggered corruption, as well as the impact, prevention, and resolution of resources, due process, and classroom discipline (Cummings et al., 2007). Developing a more comprehensive understanding of integrity can aid educational initiatives to promote holistic student development and create lifetime integrity that goes beyond the classroom in the form of personal and societal responsibility.

In Malaysia, the prerequisite for lecturers to undergo specific training before teaching General Education Courses (MPU) is a well-established practice aimed at ensuring the quality of education imparted to students. This emphasis on training aligns with broader educational goals and standards (Malaysian Qualifications
Agency, n.d.). As lecturers are key facilitators of education, their preparedness and willingness to teach courses like Integrity and Anti-corruption become pivotal to the successful implementation of such initiatives.

Connecting this initiative to the United Nations Sustainable Development Goals (SDGs), particularly Goal 16 on peace, justice, and strong institutions, highlights the multifaceted impact of ethical education. By fostering a sense of integrity and anti-corruption values among students, the education system contributes to the establishment of just and accountable institutions, addressing a global need for ethical governance (United Nations, 2015).

Examing the characteristics of MPU and non-MPU lecturers in selected universities becomes crucial in understanding the potential challenges and opportunities associated with implementing the Integrity and Anti-corruption course. Previous research has emphasized the importance of teacher characteristics in shaping pedagogical approaches and outcomes (Brophy, 1986). This study seeks to contribute to this body of knowledge by investigating the link between lecturer characteristics and their readiness to embrace the new curriculum.

Research indicates that educators' characteristics play a pivotal role in determining their willingness and readiness to teach ethics and integrity courses. Past experiences in teaching General Education Courses (MPU) have been found to influence educators' attitudes toward new courses, with those having prior exposure to MPU courses exhibiting a greater willingness to take on additional responsibilities (Smith et al., 2019). This suggests a potential correlation between teaching experience, openness, acceptance, and disposition to adopt new curricular mandates.

The confidence level of educators is another characteristic that contributes to their willingness to take on new terrains, especially with new course content (Buckler & Bredin, 2021). Educators who are open to new teaching methods, adaptive to changing conditions, and flexible in their approach are more likely to take on a new course enthusiastically. Those who have a real enthusiasm for teaching and a thirst for knowledge are typically more willing to take on new challenges, such as teaching a new course like Integrity and Anti-Corruption. Curious educators in the MPU lecturer fraternity may be more motivated to investigate and teach a course they are unfamiliar with, seeing it as an opportunity for personal and professional growth. In addition, educators who routinely reflect on their teaching methods and experiences are deemed to be better prepared to adapt to new difficulties because they evaluate and alter their approach. The ability to overcome obstacles and persevere in the face of adversity is essential is another important characteristic of educators (Mullen et al., 2021). Resilient educators may be more likely to face the challenges of teaching a new course.

The atmosphere and climate of the university or other academic institutions might also have an impact on lecturers' willingness and readiness to teach integrity and anti-corruption courses, among other things. Lecturers may be more inclined to teach this course if they have experience or an interest in governance, ethics, law, or similar subjects. Their knowledge in these fields can greatly enhance the calibre and scope of the course material. They can be inspired to teach integrity and anti-corruption courses through their institutions' emphasis on these courses, which they can support through special programmes, research money, and awards for outstanding instruction. Sufficient resources are necessary for curriculum creation, including case studies, instructional materials, and access to pertinent literature. A lack of resources may hamper lecturers' desire to take up these courses. In addition, workshops, seminars, and professional development programs can help lecturers improve their knowledge and abilities in integrity and anti-corruption, which will boost their confidence and drive to teach these courses. Lecturers might be encouraged to work on integrity and anti-corruption themes by offering incentives, including tenure considerations, career development, and acknowledgment in the academic community.

Since this is a compulsory course and there is a large amount of student interest and demand, lecturers may be more eager to teach this course; enthusiasm and involvement from the students can improve teaching. Lecturers who are willing to teach this course are more likely to do so when their faculty values and promotes teaching on ethics and governance issues. By highlighting the topics' practical significance, courses that cover timely and pertinent integrity and anti-corruption problems, such as incidents involving corruption or changes to the law, can inspire lecturers. Lecturers who are personally dedicated to advancing ethics, openness, and responsible leadership might be inherently driven to instruct integrity and anti-corruption classes, seeing it as a means of making a constructive contribution to society and may be more inclined to teach this course if they are allowed to create and administer their classes in a manner that best suits their goals and teaching style. Ultimately, finding and keeping lecturers who are prepared to delve thoroughly into these significant societal concerns depends on fostering a climate that values and encourages the teaching of integrity and anti-corruption.

The requirement for lecturers to undergo specific training before teaching MPU courses, including the Integrity and Anti-Corruption course, adds a layer to their preparedness. Previous studies (Jones, 2016) have
demonstrated that educators who receive targeted training not only feel more confident in delivering the content but also exhibit a deeper understanding of the course's significance. Such training is crucial not only for imparting pedagogical skills but also for instilling a sense of purpose and relevance in instructors. A solid foundation in teaching methodology, assessment strategies, and classroom management abilities can boost an educator's confidence in handling a new course. This form of training needs to be added regularly via workshops, seminars, and training for all MPU course lecturers and should not just be a two-day compulsory training session.

Training can take many forms, including courses completed as part of teacher trainee programs or in-service training, as well as seminars and resource kits created by the government, institutions of higher learning, or civil society organizations. Training should guarantee that educators are equipped to teach about integrity and anti-corruption and could also be utilized to assist educators in dealing with challenging ethical and moral issues in the classroom. Evidence suggests that courses that contain abstract and theoretical content and push teachers to stretch themselves cognitively through critical reflection might help improve educators' ethical and moral reasoning skills (Cummings et al., 2007). Educators with higher levels of ethical and moral thinking can assess the justness of formal and informal systems from the standpoint of all members of society (Cummings et al., 2007). Among other things, such educators should have a greater understanding of their own ethical and moral duties, which can help them address issues like classroom fairness and distribution of resources. Lecturers should also be well-versed in the theories, notions, and frameworks about governance, ethics, integrity, and corruption. This includes familiarity with legal frameworks, ethical decision-making models, case studies of corruption situations, and international norms (such as the UN Convention against Corruption). It is crucial to have training in efficient teaching techniques tailored to integrity and anti-corruption courses. This covers methods for getting students involved in discussions about sensitive subjects, illustrating ideas with case studies and simulations, and encouraging them to think critically and ethically. The ability to develop lesson plans, curricula, and assessments that are in line with learning goals and standards for education about integrity and anti-corruption is also vital.

Possibilities for lecturers to obtain real-world experience through research partnerships, internships, or fieldwork about integrity and anti-corruption concerns can improve the legitimacy and applicability of their instruction. Being involved in research techniques pertinent to the study of governance, ethics, and corruption issues can help lecturers improve their teaching with evidence-based perspectives and add to the body of academic literature: To provide a thorough grasp of these intricate issues, one should be aware of the multidisciplinary perspectives on integrity and anti-corruption, including those from law, political science, economics, sociology, and public policy. Training on how to handle morally difficult situations when researching and teaching integrity in this anti-corruption course, such as protecting confidential information and upholding one's professional integrity, is pertinent. To stay current with new advancements and connect with subject matter experts, engage in ongoing professional development by attending conferences, workshops, and seminars on ethics, governance, and anti-corruption is also very important. Dedicated instruction in these areas is essential for developing a healthy learning environment. It also fosters ethical behaviour in students and encourages integrity in academic settings.

The reluctance of nearly half of the surveyed population to teach the new MPU courses, particularly due to the necessity of conducting classes in the National Language, Malay Language, highlights the impact of language barriers on educators' preparedness. To overcome this issue, a clear selection and retraining process for lecturers of the MPU courses needs to be put in place. Additionally, perceptions about the relative importance of MPU courses compared to other subjects can shape educators' attitudes toward teaching them. Research by Dong et al (2019) emphasizes the need to address these factors in training programs to enhance educators' confidence and motivation. MPU courses must be seen and shown to be our most important nation-building tool and the key to a great and exciting journey to mature nationhood, as reflected in SDG 16.

The findings of this study indicate a positive correlation between prior MPU teaching experience, training, and willingness to teach the Integrity and Anti-corruption course, which have practical implications for designing effective training programs. Tailored training initiatives should not only focus on pedagogical skills but also address language concerns and emphasize the societal importance of integrity education. Furthermore, these programs should strive to debunk misconceptions about the perceived significance of MPU courses among educators.

The use of surveys and semi-structured interviews as research methods aligns with established practices in educational research. Surveys provide a quantitative overview of the attitudes and preferences of lecturers. At the same time, interviews allow for a deeper exploration of the factors influencing their willingness to teach
the Integrity and Anti-Corruption course (Creswell & Creswell, 2017).

The preliminary findings of the study indicate that from randomized samplings and surveys from the pilot study, on average, lecturers express a willingness to teach the Integrity and Anti-corruption course, with a notable association between their previous experience in teaching MPU courses and their openness to this new subject. The importance of training is underscored by the finding that those who had received specific training were more likely to express readiness to teach the course. Additionally, a greater understanding of the course's importance to students correlated positively with lecturers' willingness.

However, the study also highlights a significant portion of the surveyed population expressing reluctance to teach the new MPU courses. Factors such as the requirement to teach in the Malay Language, lack of specific training for the new course, and perceived lower importance of MPU courses pose challenges to the effective implementation of the Integrity and Anti-Corruption curriculum. Similar findings have been reported in studies examining the implementation of new courses in diverse educational contexts (Biesta & Tedder, 2007; Fullan, 2007).

In conclusion, this literature review contextualizes the study within the broader landscape of educational policies, ethical education, and the characteristics of educators. The findings are discussed in light of existing literature, emphasizing the need for targeted training programs to enhance lecturers' readiness and willingness to teach the Integrity and Anti-Corruption course, thereby contributing to the broader goals of ethical education and sustainable development.

3. METHODOLOGY

This study employs a mixed methods research design, which combines both quantitative and qualitative approaches. This design is chosen to comprehensively understand the characteristics, willingness, and readiness of General Education Courses (MPU) lecturers in selected Malaysian universities to teach the newly mandated Integrity and Anti-Corruption course.

The mixed methods approach for this study is selected for several reasons. The first reason is to deliver a comprehensive understanding because the mixed methods approach allows researchers to explore both the depth (qualitative part) and breadth (quantitative part) of a phenomenon by providing a fuller picture. The next reason is to enhance validity by combining qualitative and quantitative data can strengthen the validity of the research findings. Besides, qualitative data helps explain and interpret quantitative results, and vice versa (Creswell & Creswell, 2017).

In the Quantitative Phase, we have divided it into sample and Instrumentation. In the sample, the study involves 50 lecturers from selected private and public universities, including both MPU and non-MPU lecturers. The quantitative part involves a survey Instrument using an adapted survey from Ravichandran (2022) and it is used to collect quantitative data. The survey consists of three sections with a total of 19 questions. In the survey, the first section consists of demographic details whereby we collect basic information about the lecturers. Second part, we surveyed the awareness as we assessed lecturers' awareness of the Integrity and Anti-Corruption course. In the final section, we surveyed the importance of MPU Subjects as we wanted to gauge lecturers' perceptions of the importance of MPU courses.

After we have completed the survey, we need to do data analysis by using descriptive Statistics. In this analysis, the means, frequencies, and percentages will be calculated to summarize the survey responses. This phase aims to provide a quantitative overview of lecturers' attitudes and characteristics.

In the qualitative Phase, we divided into participant selection and Instrumentation. In selected we have selected six survey participants who will be purposively selected for semi-structured interviews. These participants are chosen to provide detailed insights into their experiences and perspectives. In the interview instrument, the semi-structured interview guide, adapted from Ravichandran (2022), will be used to explore lecturers' willingness and readiness to teach the Integrity and Anti-Corruption course.

As for the data collection and analysis, we conducted the interviews via MsTeams and recorded them with the lecturers' consent. The interviews will delve into lecturers' experiences, challenges, and perceptions related to teaching the Integrity and Anti-Corruption course.

Lastly, we have done the triangulation of findings and the purpose of triangulating the findings is to enhance the validity and comprehensiveness of the study by comparing and integrating quantitative and qualitative findings. As for the approach, the convergent results (where quantitative and qualitative data agree)
will be highlighted, and divergent findings will be explored to provide a nuanced interpretation of lecturers' perspectives.

This mixed methods approach ensures that the study captures both the measurable aspects of lecturers' readiness and willingness (through surveys) and the deeper, more subjective experiences and perceptions (through interviews). The integration of these methods aims to produce robust and well-rounded insights into the lecturers' preparedness to teach the new Integrity and Anti-Corruption course.

4. RESULTS AND DISCUSSIONS

The Ministry of Higher Education's recent mandate requiring all higher institutions in Malaysia to incorporate the Integrity and Anti-Corruption course into their curriculum starting from September 2023 has sparked significant interest and concern among educators. This study delves into the characteristics of General Education Courses (MPU) lecturers and non-MPU lecturers in selected universities, investigating their willingness and readiness to teach the newly mandated course.

The sample for this study comprised 50 lecturers from various disciplines, and their responses were obtained through a comprehensive survey complemented by semi-structured interviews with selected participants. The findings shed light on several key aspects, offering insights into the landscape of educators' preparedness for this important addition to the curriculum.

In Figure 1, we have the demographic details of the lecturers. We have two types of lecturers: 30 out of 50 lecturers have experience teaching MPU subjects, and the other 20 lecturers do not have experience teaching MPU subjects at the university level. In this study, we did not consider any other factors, such as age, gender, or years of teaching experience at the university level, that could have influenced the perception and willingness to teach the subject at the university level. The only thing that we consider is whether the lecturer has experience in teaching MPU subjects. Basically, when we are referring to the bar chart above, the lecturers who have taught MPU subjects have a higher willingness and attitude towards teaching the Integrity and Anti-Corruption course. They portray positive attitudes towards teaching the subjects when compared with the lecturers who have never taught any MPU subject before. Besides, the reluctance level and the perceptiveness to teach the newly added MPU course are also slightly lower when compared to the non-MPU lecturers.

![Figure 1. Demographic details of the lecturers](image)

Figure 2 explains the factors affecting lecturers’ willingness and readiness to teach the Integrity and Anti-Corruption course. The figure is further divided into four factors: the willingness to teach the course, the lecturers’ attitude towards teaching the course, the third factor, the lecturers’ reluctance to teach the course, probably due to several factors, and lastly, the lecturers' perceptiveness towards teaching the compulsory Integrity and Anti-Corruption course at the university level.
On average, the survey results indicate a moderate level of willingness among the lecturers to teach the Integrity and Anti-Corruption course, especially amongst the MPU lecturers. Notably, those who expressed greater enthusiasm were more likely to have prior experience in teaching MPU courses, having taught at least one MPU subject before. This suggests a positive correlation between previous exposure to MPU courses and a willingness to engage with the new Integrity and Anti-Corruption curriculum. To support the survey result, we interviewed six lecturers to learn more about their perceptions and willingness to teach the Integrity and Anti-Corruption course at the university level. As a result, the lecturers who have taught the MPU subjects before are more positive and willing to teach the new course. Probably because they find MPU subjects are relevant to each other, and it is easier for them to make the students understand. The excerpt below explains the perceptions and also the willingness of the selected lecturers:

*L1: As an MPU lecturer, I am excited to teach new MPU subjects. I am eager to learn and teach new things. Usually, we will have the same rotation of the subjects.*

*L3: I’ve thought MPU subjects a long time ago. I am quite keen to teach this new subject. I don’t think I will face many issues in teaching the subject as I think MPU subjects are very much related to each other.*

Furthermore, lecturers who had undergone specific training for teaching MPU courses demonstrated a more positive attitude toward taking on the Integrity and Anti-Corruption course. This highlights the importance of targeted training programs in equipping educators with the necessary knowledge and skills to deliver content related to integrity and anti-corruption effectively. Previously, in Malaysia, we did not require lecturers who were going to teach any MPU subjects to undergo any specific training. The only requirement is that their first degree needs to be related to the MPU subjects that they are going to teach. However, recently, they made it compulsory for all lecturers who will teach the MPU subjects to undergo a specific training called ‘Training of Trainers of the New MPU subjects’ in addition to the relevant first degree they possess. The following excerpts prove that most lecturers need the training before they teach the MPU subjects.

*L2: I hope that the KPT people will do some training related to the subject just like they did for Penghayatan and philosophy subjects. At least it will give us some ideas before we teach the subject.*

*L3: Some of us doesn’t have the basic in anti-corruption courses, therefore it is good if we managed to have a training related to the subject before we teach it to our students.*

*L6: The TOT training that I’ve attended before is very useful for the preparation of the subjects. I hope they will do it for this subject also. All the trainers are the expert in the field, therefore we have a group of people that we can refer too if we face any issue in the future.*

A significant finding of concern is that almost half of the surveyed lecturers, especially non-MPU lecturers, expressed reluctance to teach the new MPU courses. Several factors contributed to this reluctance, including the requirement to conduct classes in Malay Language, a language barrier that may pose challenges for some educators. Additionally, a notable portion of respondents reported feeling inadequately trained to teach the course, emphasizing the need for comprehensive training initiatives tailored to the specific demands of the Integrity and Anti-Corruption curriculum, as presented in the following excerpts:

*L5: I am quite worried about teaching the subject in Malay Language. It's not that I am not fluent in the
language but I am afraid of certain terms that I am unable to explain to the students. Better if we have training
on the subject.
L4: If they allow us to teach the subject in dual language, I think it will be better in terms of understanding and
delivering.
L3: My first language is not Malay; therefore, it is quite difficult for me to teach the MPU subject in a particular
language. If we can teach in dual language, it will be better as we can explain better to students because we
understand the subject better with all the specific terms.

Moreover, a substantial portion of lecturers perceived MPU courses as less important to students, indicating a
potential gap in understanding the significance of these courses in the broader context of education. This
perception necessitates further exploration and efforts to communicate the value of the Integrity and Anti-
corruption course in fostering a culture of integrity, transparency, and ethical behaviour among students. It is
reflected in the excerpts below:
L2: Well, I understand that MPU is needed but it will be better if we can have better MPU subjects that students
will apply to their working life before. Such as what we had last time on Hubungan Etnik and Comparative
Religion.

However, the majority of the lecturers feel that it is important for the students to learn the subject at the
higher institution level. Some of them feel that the students are one step away from working sectors, or some of
them have started working while at university; they need to be exposed to and aware of the corruption that may
be happening around them. The proof is presented in the below excerpts:
L5: Yes, I feel the subject is relevant and important to be taught to the students, especially at the university
level. Also, since this subject is compulsory, current students can learn something from it.
L4: In my view, the course is interesting; I imagine it will help to challenge students to think critically about
ethical dilemmas and the consequences of corruption. By fostering an environment where ethical considerations
are paramount, we encourage students to develop a personal commitment to integrity.

Last but not least, some lecturers who were interviewed expressed their concern about the number of
students per class for MPU subjects since it is a compulsory subject. They hope that the MPU subjects will be
broken into separate tutorials for a better understanding of the module and better implementation. The proof is
presented in the excerpts below:
L2: I always wanted to teach MPU subjects but my concern is that the classes are always bigger than usual.
Aside from the content training, we can probably consider giving classroom management training for bigger
classes.
L3: Yeah, MPU classes are always bigger than usual. We can probably break it into a few parts tutorials so we
can implement the module better and the students can better understand it, and of course, it will ease the
lecturers’ burden to teach large classes.

In light of these findings, the implications for training initiatives are paramount. Designing targeted
training programs that address language barriers, provide comprehensive content knowledge, and emphasise
the relevance and importance of the Integrity and Anti-Corruption course can contribute significantly to
increasing lecturers' willingness and readiness. Such initiatives should be implemented in collaboration with
relevant stakeholders to ensure a holistic and effective approach that aligns with the broader goals of promoting
integrity and combating corruption, in line with Sustainable Development Goals on peace, justice, and strong
institutions.

4.1 Implications and Recommendations
The research will conclude with a discussion of the implications of the findings for the design of training
programs aimed at enhancing lecturers' willingness and readiness to teach the Integrity and Anti-Corruption
course. Therefore, recommendations for policy and practice will be provided based on the integrated insights
from both data sources. Besides, based on the literature review, most universities are incorporating anti-
corruption subjects in their modules. This shows that the subject itself is important to be taught to students at a
higher level.

As for the method, this mixed methods approach allows for a more robust exploration of the complex
factors influencing lecturers' attitudes toward the new course. It contributes valuable insights for educational
policymakers and institutions aiming to implement the mandated Integrity and Anti-Corruption curriculum
successfully. In the future, we do hope that more lecturers and teachers will be exposed to teaching the subject
at a higher level or a lower level, as we believe that early exposure is better for the students.
5. CONCLUSION

The study underscores the importance of targeted training initiatives to enhance lecturers' readiness and willingness to teach the Integrity and Anti-Corruption course. This aligns with the broader objectives of Sustainable Development Goals (SDGs), particularly SDG 16 on peace, justice, and strong institutions. Education plays a pivotal role in achieving these goals, and ensuring that lecturers are adequately equipped to impart knowledge on integrity and anti-corruption contributes directly to building a just and accountable society. The reluctance expressed by almost half of the surveyed lecturers to teach the new MPU courses is a notable challenge. Factors such as the requirement to teach in the Malay Language, lack of specific training, and perceived insignificance of MPU courses to students contribute to this reluctance. Addressing these concerns through tailored training programs, language support, and emphasising the broader impact of these courses on societal well-being is crucial.

In conclusion, this study sheds light on the current state of lecturer preparedness and willingness to teach the Integrity and Anti-Corruption course in the context of the new mandate. The implications of these findings extend beyond individual classrooms to the broader societal goals of fostering integrity, justice, and strong institutions. As educational institutions move forward with the implementation of this mandatory course, targeted interventions based on the insights provided by this study can pave the way for a more successful and impactful integration of the Integrity and Anti-Corruption curriculum into higher education in Malaysia.

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