

**STUDENTS' SELF-EFFICACY ON EXAMINATION MALPRACTICES
AMONG UNDERGRADUATE STUDENTS IN
UNIVERSITIES IN KIAMBU COUNTY,
KENYA**

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**A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE AWARD OF DOCTOR OF PHILOSOPHY
DEGREE IN EDUCATIONAL PSYCHOLOGY OF
MOUNT KENYA UNIVERSITY**

OCTOBER 2022

DECLARATION AND APPROVAL

Declaration by the Student

This thesis is my original work and has not been presented for a degree in any other University or for any other award.

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Approval by the Supervisors

We hereby confirm that the work in this thesis was carried out by the candidate under our supervision.

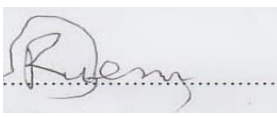
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DEDICATION

This thesis is dedicated to my late dad, **M'mauta M'ithula** (1923 - 1999) and my mom **Ciobaikoï M'mauta**.

ACKNOWLEDGEMENTS

First and foremost, I would like to thank almighty God, for granting me countless blessings, good health, and knowledge to enable me walk through this eight year long and tiresome academic journey. My deepest appreciation goes to my supervisors, Dr. Anne Muiru, Dr. Reuben Kenei and Dr. Benson Njoroge (Dean, School of Education) for their quick feedback and guidance. This endeavor would not have been possible without the following whom I interacted with in the lecture halls, as they taught me various units, during my PHD course work and consequently enriched widely my knowledge; Prof. Henry Embeywa, Dr. Ruth Thinguri, Dr. Peter Mwaura, Dr. Mary Mugwe, Dr. Susan Macharia, and prof. John Orodho. I can't forget to appreciate the encouragement that I got from my fellow PHD students to press on amidst many challenges. I can't forget to thank my respondents for willingly provided raw data for this research.

ABSTRACT

University examination malpractices in Kenya can be traced back to 1970, when the first University was started by the government. Cases of university examination malpractices have been rising despite many strategies employed by universities to minimize them. Whenever new strategies are put in place, examination malpractices decline is insignificant. Many studies have been done to determine the actual causes of university students' examination malpractices. The purpose of this study was to investigate the possible role of students' self-efficacy on examination malpractices among undergraduate students in Universities within Kiambu County. The students' Self-efficacy construct is made up of four components namely; students' past performance, students' vicarious learning, students' social persuasion and students' emotional experiences. The objectives of this study were: to analyze students' past performance, to assess students' vicarious learning, to analyze students' social persuasion and to examine students' emotional experiences on examination malpractices among undergraduate students. The study was guided by three theories namely; Social Cognitive Learning theory, the Theory of Planned Behaviour and the Theory of Neutralization. The study employed mixed methods approach. The research designs used were descriptive survey and *ex post facto* survey. The target population was all the 183,760 undergraduates' students, lecturers and University administrators from six Universities within the County of Kiambu. A private university, **Q**, and a public university, **P**, were randomly selected for this study. 10 lecturers and 60 students were selected from one private university and one public university for the purpose of pre-testing the research instruments. The Cronbach's alpha reliability coefficient from the pilot data was 0.856, and therefore the reliability of the research instruments was acceptable. The study ensured the validity of the instruments by consulting peers and experts from the department of educational psychology, Mount Kenya University. Dependability of qualitative data was ensured through adoption of mixed methodology approach, pre-testing the instruments and carrying in-depth oral interviews. Credibility of the research instruments was ensured by formulating research questions based on research objectives and triangulating the data obtained. The quantitative data collected from the research was analyzed using SPSS version 25. The research descriptive statistics were presented in form of frequencies and percentages. The inferential statistics used to test the formulated research hypothesis was linear regression. The linear regression was presented in model summary tables, ANOVA tables and coefficient tables. Content analysis method was employed to critically analyze qualitative data and then presented in textual form. The results from the research revealed that students' past performance, students' vicarious learning, students' social persuasion and students' emotional experiences significantly influenced examination malpractices among undergraduate students in universities within Kiambu County. In summary, students' self-efficacy significantly influences examination malpractices. To address the issue of university examination malpractices among undergraduate students, students' self-efficacy must be taken into consideration in all the strategies.

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LIST OF ABBREVIATIONS AND ACRONYMS

AMOS	:	Analysis of Moment Structure
CUE	:	Commission for University Education
JKUAT	:	Jomo Kenyatta University of Agriculture and Technology
KCSE	:	Kenya Certificate of Secondary Education
KNEC	:	Kenya National Examination Council
KU	:	Kenyatta University
MKU	:	Mount Kenya University
NACOSTI	:	The National Commission for Science, Technology and Innovation
PUEA	:	Presbyterian University of East Africa
SCLT	:	Social Cognitive Learning Theory
SE	:	Self-efficacy
SPSS	:	Statistical Package for Social Sciences
St. PU	:	St. Paul University, Limuru
TPB	:	The Theory of Planned Behaviour
TSC	:	Teachers Service Commission
UON	:	University of Nairobi

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter is composed of the following subheadings; background to the study, statement of the problem, the purpose of the study, the research objectives, the research questions, the significance of the study, the scope of the study, limitations of the study, delimitations of the study, assumptions of the study and the operational definitions of terms.

1.1 Background to the Study

University examinations provide criteria for selection of students for awarding various certificates and degrees, further studies, job placements and future promotions in the job markets. For this reason, validity of university examination is very crucial. For university examinations to perform these functions, it must be valid and reliable (Ruto, Kipkoech & Rambaei, 2011). According to Anderman, & Murdock (2006), at the University of Missouri in USA (Kansas City), University examinations are meant to assess students' skills and knowledge that have been acquired in the course of their training.

A study done to establish the prevalence and frequency of examination malpractices by Blachno & Weremko (2017), in Indonesia, showed that the vice had been reported in all major and renowned universities of the world and the frequency is increasing. At University of Missouri - Kansas City (USA), Murdock *et al.*, (2001) reported an increase in examination malpractices over the last decade among undergraduate students. In Cambodia, from South East Asia, Kem *et al.*, (2012) carried out a study based on media report on examination malpractices which showed a rise in frequencies

of examination malpractices. Kisamore *et al.*, (2007), at the University of Oklahoma, USA, researched on predictors of examination malpractices. He concluded that the investigations of examination malpractices rely mainly on students' demographic characteristics, personality traits and the environmental context.

Leng (2017) established that modern technology and emerging social media platforms like WhatsApp were the major cheating pathways used by university students. Mitsuko (2019) studied examination malpractices among Cambodian students and concluded that pressure from parents, nature of curricula, influence from peers, institutional policies on examination administration, and students' relationships with teachers were the main influencing factors in determining the frequency of examination malpractices among undergraduate students. Maheshwari (2011) in his academic article on examinations malpractices in India, concluded that academic certificates from Indian universities have lost validity because of frequency of examination malpractices.

According to a study done by Wu & Cao (2012) in China, 90% of the undergraduate students interviewed agreed that they were once involved in examination malpractices. A study done by Nalisak (2014) at Dongdok University in Vientiane (Southeast Asia) showed that examination malpractices among undergraduate students were influenced by external forces namely; social values, factors relating to lecturers and examination difficulty. Botero (2010) reported that in United Kingdom, in the University of Manchester, twenty university students appeared before the disciplinary committee due to examination malpractices. McCabe *et al.*, (2001) after carrying out analysis on the data drawn from different studies, concluded that examination malpractices among undergraduate students in America had been increasing for the last 30 years.

In Ghana, Munachonga (2014) reported incidences of examination malpractices among undergraduate students had reached alarming rate owing to students' fear of failing and poor preparation. George & Ukpong (2013) in their study in Nigeria, linked the rising cases of examination malpractices to poor teaching methods, poorly prepared students, inadequate teaching and learning materials, inadequate reference materials in the library and admission of some students into courses they didn't qualify. According to Abiodun (2011), the causes of examination malpractices in Nigeria were: students' laziness, stress from parents to perform well, difficult examination, poor examination invigilation, course content beyond students' abilities, fear of failure, irrelevant course content, a lot of content to cover within a short period, and don't care attitudes of lecturers.

A study done by Desalegn and Berham (2014) on examination malpractices among medical students at the University of Hawassa, Ethiopia, concluded that the vice was rampant. The average age of the respondents was 22 years. 21% were female students while the rest were males. The prevalence of cheating among the medical undergraduate students in that college was 20%. More females (16%) were reported to have been involved in examination malpractices compared to men (4%). 22% of participants perceived examination cheating as acceptable behaviour. 31% of participants admitted to allowing other students to copy from them. As high as 80% of the participants reported that they couldn't report their colleagues when they found them cheating in the examination.

In Kenya, Kithuka (2004) noted that cases of examination malpractices among undergraduate students had been increasing for the last ten years, and they are becoming institutionalized despite the collaborative efforts by various stakeholders to bring the

trend down. Examination malpractices have been reported among engineering-undergraduate students at School of Engineering, Moi University, Kenya Starovoytova *et al.*, (2016). Chuka University Students' information Handbook, (2016) has elaborated the consequences of examination malpractices like examination results cancellation or students' expulsion. Despite the awareness of the consequences, the cases of examination malpractices continue to rise among undergraduate students.

According to Akaranga and Ogong (2013) in their study entitled "The phenomenon of examination malpractices: a case study of Kenyatta University and University of Nairobi", examination malpractices involving students and university staff are increasing. The researcher administered a total of 375 questionnaires to six categories of respondents who were randomly selected from various departments. The categories were; examination administrators, academic staff, post graduate students, fourth year students, and third year students and first year students as shown on Table 1.

Table 1: Categories of Respondents

	Categories of respondents	No of respondents	%
1	Second year students	100	26.7
2	Third year students	94	25.1
3	First year students	74	19.7
4	Fourth year students	60	16
5	Academic staff	20	5.3
6	Post graduate students	17	4.5
7	Examination administrators	10	2.7
	Total	375	100

Source: Akaranga & Ogong (2013)

A worrying magnitude of examination malpractices was revealed. Table 2 is the summary of the number of respondents who agreed to have been involved in various forms of examination malpractices within the two universities.

Table 2: Magnitude of examination malpractices at the UON & KU (2013)

	Category of examination malpractices	No. of respondents who agreed to have been involved	%
1	Leaked examination papers by lecturers	105	28
2	Use of cribs (mwakenya)	360	96
3	Use of smart phones and calculators	280	74.7
4	Using coded language	44	11.7
5	Giraffing	32	8.5
6	Impersonation	5	1.4
7	Giving extra time to candidates	3	0.8
8	Writing projects/thesis for others for a fee	60	16
9	Changing results on transcript	40	10.7
10	Buying certificates	6	1.6

Source: Akaranga and Ogong (2013)

The scholars noted that examination malpractices are a global challenge affecting all institutions of higher learning. They further stated that the examination malpractices are a moral and an ethical issue that requires a paradigm shift in managing the vice. The two prominent scholars didn't mention the possible role of students' self-efficacy. According to Hendricks (2015), self-efficacy is a psychological construct made up of four components namely; past performance, vicarious learning, social persuasion and emotional/physiological experiences. According to Jensen *et al.*, (2002), student's self-efficacy is well understood from his past performance experiences, vicarious learning from models, social persuasion and emotion/physiological experiences.

Self-efficacy affects all human endeavors, since the beliefs a person holds about his ability strongly influences their choices (Elias *et al.*, 2008). An individual, whose self-efficacy is positive, anticipates success and hence will endure working on challenging

tasks while one with low self-efficacy beliefs anticipates failure and may not persevere on working in the same challenging tasks (Kear, 2000).

Studies by Bashir & Iqbal, (2010) & Dinther *et al.*, (2011) in Pakistan, found out that few students' self-efficacy research studies in relation to examination malpractices has been done in comparison to other psychological constructs. According to Yuhsuan & Jodie (2014), Self-efficacy significantly predicts behavior of a person. According to Bandura (2001) Self-efficacy determines individuals' thinking, feeling and intensity of motivation. Agbajor (2011) argued that self-efficacy considerably explains examination malpractices among students' at all educational levels. Studies have revealed that learners whose self-efficacy beliefs are high deal with challenges associated with academic matters better than those who have low self-efficacy, Pan & Newmeyer (2008). Yuhsuan & Jodie (2014) assert that students' whose self-efficacy is high set high academic goals and are better at planning for their academic progression.

According to Kusnoor & Falik, (2013), in USA, examination malpractices among university students were steadily increasing in every university and the students' past performance plays a significant role. The study demonstrated that past examination malpractice experiences at the lower academic levels contributed significantly in influencing the future examination malpractices. The data was collected from the student portal that showed about 20% of college students admitted to have cheated in examination at their lower academic life and at the college level too. It was concluded that the cheating behaviour was brought to and perfected at the college level.

Miranda & Freire, (2011) carried out a study at Delta state of Nigeria to demonstrate how examination malpractices can be acquired through vicarious learning. The sample for this study was 1000 (7.8%) of 12,883 total teaching staff from 453 public secondary

schools. The simple random sampling was used to select the participants from public secondary school in the rural and urban areas. The inferential statistics used for the purpose of generalizing the findings were Pearson product moment correlation coefficient and t-test. It was concluded that students' vicarious learning plays a significant role in determining students' acquisition of examination malpractice behaviour. Andeman & Murdock (2007) argued that approval or disapproval by peers would determine whether the university students engage in that behaviour.

A study done by Samuel (2003) on the role of communities in influencing examination malpractices pointed out the great role played by social persuasion in encouraging and abetting examination malpractices. There was direct correlation between societal attitude towards examination malpractices and the actual individual behaviour. The study concluded that peer persuasion was a key determinant of behaviour change. The examination malpractices at the university level is becoming worse due to the fact that university staff, plan and collaborate with students and parents to perpetuate the behaviour (Olatunbosun2009).

A study by Njoku, Nwachukwu & Isama (2018) sought to understand the influence of students' anxiety on examination malpractices in the universities of South-East Asia. The population of the study comprised all the government universities in the South - East geopolitical zone. The sample size of 240 students was selected from the departments of psychology. The primary instrument for data collection was a set of structured questionnaire in a rating scale. The findings revealed that anxiety influenced students' examination malpractices and their emotional stability. The study showed a significant relationship between students' emotions, examination malpractices, and actual students' behaviour.

In Ethiopia, Getachew (2015) conducted a study that revealed a weak correlation between general self-efficacy beliefs and class performance while controlling learners' motivation. A study by Getachew (2015) in Kenya on the influence of learners' self-efficacy on their class performance revealed that Kenyan high school students have insufficient self-efficacy beliefs which are essential to handle academic challenges. Ogilvie & Steward (2013) in their study noted a weak correlation between students' intention to engage in examination malpractices and their levels of self-efficacy.

There is plenty of literature on what is responsible for examination malpractices in many African Universities (Animasahun & Ogunniran, 2014) but a small portion of literature has factored self-efficacy as a possible cause of the vice. According to Cornelius-Ukpepi, Ndifon, & Enukeoha (2012), in Nigeria, the decision to engage in examination malpractices was traced to students' self-efficacy. It was against that background that the study investigated the possible influence of students' self-efficacy beliefs on examination malpractices in selected universities in Kiambu County.

1.2 Statement of the Problem

A valid university examination is an important tool for monitoring and evaluation of the course contents being taught. It is an instrumental tool for testing students' knowledge and skills acquired at the end of the semester. It is also an important instrument for academic certification. The certificate acquired is used for selection and placement of graduates into job market and for further studies. Akaranga and Ogong (2013) conducted a study to establish the extent and magnitude of examination malpractices at the University of Nairobi and Kenyatta University in Kenya. The findings of statistical data analysis were worrying. Out of 935 respondents, 96% admitted that they used very small handwritten piece of paper to cheat in their examination, 74.7% used smart phone

to get answers and 28% were assisted by their lecturers. The management of universities are concerned that examination malpractices have become norm rather than the exception. Many universities have acknowledged frequent examination malpractices orchestrated by their students. If the trend is not checked, the purpose of examinations will not be realized. The students will graduate with good degree certificates that don't reflect the knowledge and skills they were intended to acquire. Eventually the quality of professional services will be substantially low. The overall social effect is that the national development goals will not be realized. The current effort to reduce university examination malpractices has focused on security of examination setting, administration, certification and consequences of engaging in the vice. The efforts to reduce examination malpractices have not yielded desired efficacy. Many studies on students' self-efficacy have mainly focused on its influence on academic performance but none has investigated its possible influence on examination malpractices. For this reason, the study investigated the influence of university students' self-efficacy on examination malpractices among undergraduate students in Universities within Kiambu County, Kenya.

1.3 Purpose of the Study

The purpose of the study was to investigate the role of students' self-efficacy on examination malpractices among undergraduate students in universities in Kiambu County, Kenya.

1.4 Objectives of the Study

The following objectives guided this study:

- 1) To determine the role of students' past performance on examination malpractices among students in universities in Kiambu County, Kenya
- 2) To investigate the role of students' vicarious learning on examination malpractices among students in universities in Kiambu County, Kenya.
- 3) To find out the role of students' social persuasion on examination malpractices among students in universities in Kiambu County, Kenya.
- 4) To examine the role of students' emotional experiences on examination malpractices among students in universities in Kiambu County, Kenya

1.6 Research Hypotheses

The null hypothesis of the research were presented as follows;

H₀₁: There is no statistically significant role played by students' past performance on examination malpractices at the universities in Kiambu County, Kenya.

H₀₂: There is no statistically significant role played by students' vicarious learning on examination malpractices at the universities in Kiambu County, Kenya.

H₀₃: There is no statistically significant role played by students' social persuasion on examination malpractices at the universities in Kiambu County, Kenya.

H₀₄: There is no statistically significant role played by students' emotional experiences on examination malpractices at the universities in Kiambu County, Kenya.

1.7 Rationale of the Study

The recent expansion of university education in Kenya and other tertiary levels did not take into consideration the quality of graduate that would be produced. If the students

engage in examination malpractices, the quality of graduate would be even worse. The rationale of the study was that the realization of talents, job creation, innovation and creativity would be highly compromised if examination malpractices among university students existed. Literature showed that many studies done on examination malpractices relate to the institutions' environment, culture, peer pressure, and none has attempted to link the vice to students' self-efficacy. It was against this rationale that this study examined the role of students' self-efficacy on examination malpractices. The data may be useful for policy makers and other stakeholders in planning to minimize this vice at the university level.

1.8 Significance of the Study

This study is timely as it complements ongoing efforts by the Ministry of Education and other stakeholders to curb examination malpractices at primary and secondary schools level. Multi-sectorial approach for managing the ever-rising cases of examination malpractices in Kenyan universities is inadequate. Universities have placed emphasis on enforcement of the examination rules and regulations yet intrinsic factors such as self-efficacy, which is likely to influence students to engage in examination malpractices, are not addressed. If these psychological constructs are addressed, it may bring a holistic approach towards understanding the psychological causes of examination malpractices and seeking lasting solutions to this wickedness. From the literature reviewed, studies done on causes and effects of examination malpractices, none had been done on the influence of students' self-efficacy on examination malpractices in universities in Kenya. The availability of such data may be useful in policy formulation at the university level and may play a critical role in national policy formulation on examination malpractices.

Kenya requires skilled and competent manpower for realization of vision 2030. Realization of the vision can only be possible when examinations administered to students serve intended purpose of correctly identifying suitable individuals for placement in different positions and further studies. This may be possible when examination malpractices are drastically reduced in our universities through upholding and improving examination integrity.

The study is likely to provide foundation for future research. This will create a foundation upon which more knowledge can be generated in the area of educational psychology. It may assemble and strengthen the body of knowledge on the possible relationship among students' self-efficacy and examination malpractices. It may be helpful to the university curriculum developers, provide a guide in developing instructional materials, that would take into account the components of self-efficacy namely mastery of contents, vicarious learning, social persuasion and emotional component with an aim of addressing examination malpractices.

1.8 Scope of the Study

This study was on students' self-efficacy and the role the construct plays on students' examination malpractices in selected universities in Kiambu County. The study employed mixed method approach in guiding data collection and two research designs namely descriptive survey and *ex post facto*. Likert scale questionnaires were used. The questionnaires were created from the four components of self-efficacy and examination malpractices. Data was collected from the year 2019 to 2020.

1.9 Limitations of the Study

The study was limited by the following;

- 1) The study required the respondents to participate voluntarily. This meant that those who decided not to take part in this study may have held different opinion and perceptions from the other participants. The study mitigated this by randomly selecting the participants. For this reason, any individual of the target group had an equal chance of being selected. Random sampling also increased the generality of the results since it is a representative of the larger group.
- 2) The questionnaires were self-reporting, therefore, the responses by the respondents may have been subject to social desirability. The study mitigated this by assuring participants that the information provided would be treated confidentially. The participants were not required to write down their names and, therefore, their identity concealed. Finally, the study used a large sample size.

1.10 Delimitations of the Study

The following were considered as the study limitations;

- 1) The study was delimited to public and private universities in Kiambu County, their staff and students only. However, effort was made to use scientific methods in data collection and analysis; this ensured that data obtained was generalizable to all Kenyan Universities. The study targeted undergraduate students of both genders.
- 2) Analysis of relationship between students' self-efficacy and examination malpractices was drawn from self-reporting questionnaire. Efforts were made to reduce dishonesty and control for the effect of social desirability responses by requesting respondents not to write their names on the questionnaires. The

questionnaires were developed to implicate other students in examination malpractices and this made them provide information freely.

- 3) The Likert Scale was used in this study. This scale is an ordinal psychometric measurement for collecting data on attitude towards examination malpractices from the staff and students of selected universities. The likert scale questions required participants to indicate their degree of agreement or disagreement. Since it did not compel respondents to provide a concrete yes or no but allowed them to respond in a degree of agreement; and even making the accommodation for undecided feelings of participants, made this scale the best in comparison to other attitude tests.

1.11 Assumptions of the Study

The following were considered as the assumptions of the study;

- 1) Self-efficacy influences students' attitude towards examinations malpractices
- 2) Self-efficacy is made up of the following components; past performance, vicarious learning, social persuasion, and emotional experiences.
- 3) University administration would be cooperative by allowing the researcher to administer the questionnaires to students and the staff members.
- 4) University administration would be willing to give out the number of students involved in examination malpractices and the consequences such students faced.
- 5) The instruments used had high validity, reliability, dependability and credibility.

1.12 Operational Definitions of key Terms

Examination malpractice: It is unfair action done by a student to attain undeserved examination results

Self-efficacy: Refers to psychological construct that describes a student's past-performance, vicarious learning, social persuasion and emotional experiences that influences his/her present behavior.

Mwakenya: A small piece of paper handwritten in very small font size by a student and illegally sneaked into an examination room for purposes of illegal reference.

Peer pressure: Refers to the tendency of students in universities to encourage each other to engage in examination malpractices.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter contains literature about the self-efficacy as a construct, examination malpractices, and students' past performance on examination malpractices, students' vicarious learning on examination malpractices, students' social persuasion on examination malpractices, and students' emotional experiences on examination malpractices. The chapter also contains the theoretical literature, theoretical framework under the following subheadings; social cognitive learning theory, the theory of planned behaviour and the theory of neutralization, conceptual framework, research gaps and the summary of literature review.

2.1 Empirical Literature Review

2.1.1 Self-efficacy

According to Redmond (2010), self-efficacy beliefs have four components namely; past performance, vicarious learning, verbal persuasion and emotional/physiological states of an individual. Past performance is an individual's judgment based on his previous successes or failures. Past performance accomplishments largely determine an individual's future behaviour. Vicarious learning is gained through observing models in the society. Social Persuasion is when individuals are made to believe that they have ability to accomplish some challenging tasks because they are persuaded and encouraged by friends and relatives Akhtar, (2008). According to Ashford & LeCroy (2010), emotional experiences have great influence on students' self-efficacy. Past performance, vicarious learning, social persuasion and emotional experiences are four

components that make self-efficacy Akhtar, (2008). Self-efficacy is the independent variable of this study.

According to Redmond, (2010), Bandura's social cognitive theory was in response to behaviorism and psychoanalysis theories. Bandura stressed the importance of environment and the capacity of human mind in learning. Humans have ability to determine through their free choice, the amount and depth of learning. Self-efficacy, an important component of the theory of social cognitive learning theory, is all about individuals' perception about their ability to carry out a certain work (Axtell & Parker, 2003). Self-efficacy beliefs are a very important part of learners' motivation since it influences the desired outcome. Self-efficacy is what people believe they can achieve through their knowledge and skills despite the challenges in their environment (Snyder & Lopez, 2007).

According to Gecas (2004), individuals' self-efficacy helps them to work hard in order to fulfill their desires. To demonstrate this concept, a hypothetical scenario was created to illustrate how self-efficacy works. An employee X has capability and experience in drawing on the graph, but lacks self-efficacy beliefs on making quality graphs for the scheduled conference. Employee Y has an average ability and little experience on graph drawing but has high self-efficacy beliefs on making quality graphs for the same scheduled conference. Since employee X has very low self-efficacy on that task, he has no motivation to work on this challenging work of drawing quality graphs, and he is likely to tell his supervisor that he is unable. Employee Y who is highly motivated due to his high self-efficacy beliefs on that task, he would take more hours to work on it. At the end, he would draw graphs of high quality, present them to the conference and eventually earn a promotion. Clearly, the level of self-efficacy of those two employees

have influenced their motivation and performance, since people work hard to do tasks which they believe they can succeed well, Lunenburg (2011). Self-efficacy is an independent variable of this study.

There are three basic scales that are used to judge self-efficacy namely; strength, magnitude and generality. The scale of magnitude is how a task is easy, moderate or hard to an individual (Van der Bijl & Shortridge-Baggett2002). Is my class work difficult? This is an example of magnitude level question of self-efficacy. The level of conviction an individual has about his ability to complete a known hard task successfully without help from the third party is referred to as self-efficacy (Lunenburg 2011). A lot of research on self-efficacy has been done at different workplaces and the results have been more or less the same (Berends *et al.*, 2001). Past performance component of self-efficacy, an independent variable in this study is well articulated here and how it may influence future performances.

A study was done by Roach *et al.*, (2003), about the influence of self-efficacy on weight loss. It had 66 respondents aged between 18 and 23 years. The participants were randomly placed into either intervention or control group. The programs of activities were developed by US Air force experts. The study had two groups and took duration of 12 weeks. The personnel took one hour every week with the two groups, for the whole duration. What was taught during the session was right nutrition and eating habit recommended by health experts. The experimental group was taught on activities that promote their self-efficacy.

A proper record was done during the whole 12 weeks period. It was observed that both groups had improved in their food selection, weight and self-efficacy. Upon further

analysis, it was demonstrated that the experimental group registered higher improvement in the right food choice compared to the control group Roach *et al.*, (2003). It was concluded that self-efficacy beliefs influence strongly the actions and behaviour of people. The high level of self-efficacy of the intervention group was responsible for application of the new knowledge and increase in motivation to work hard in order to reduce their body weight Roach *et al.*, (2003).

A study by Teti and Gelfand (1991) as cited from Leahy-Warren & McCarthy (2011), about the influence of maternal self-efficacy beliefs on parenting behaviours showed a significant relationship between the two variables. There were 38 normal mothers and 48 depressed ones. The respondents' infants' age ranged between 3 to 13 months. The study involved observing and recording how mothers interact with their infants at their homes by two research assistants. The two research assistants didn't know the mental status of the mothers. The respondents were required to fill the questionnaire about their demographic characteristics. The research assistants were to observe and record the following; interaction between the mother and the infant for ten minutes, how the mother play and feed the infant, amount of maternal sensitivity and how easily she would get provoked.

It was concluded that maternal self-efficacy is important and influences maternal- infant relationships. The study concluded that depression affects maternal capabilities when the maternal self-efficacy is low. The results were in agreement with the assertions of Van der Bijl & Shortridge-Baggett, (2002) that self-efficacy is related with the level of motivation and the outcomes. The mothers with high maternal efficacy believed that they are competent and hence demonstrated good positive behaviours of parenting Teti & Gelfand (1991).

It is possible for self-efficacy beliefs to be acquired through observing the performances of other people and mimicking them. An individual may watch a model from a distance and compare his competence, and if they match, the self-efficacy beliefs are raised Bandura (1977). The learner can also imitate his fellow learner's behaviour, and if this learnt behaviour is rewarding, it will be replicated later. Another way of increasing the levels of self-efficacy beliefs is through mentorship programs. In mentorship programs, a learner is paired with an expert in his field of interest. The learner acquires the skills and behaviour through imitating and observing the model. Other Programs have been developed to decrease the undesired self-efficacy beliefs. Example of behaviour normally targeted is smoking. When the smoker is introduced to a group that quit smoking, his self-efficacy beliefs would be raised, and would be motivated to work hard to quit smoking too.

2.1.2 Examination malpractices

According to Animasahun & Ogunniran (2014), there is plenty of literature about the examination malpractices in Universities of Nigeria. A study done by Smith, Burnett & Wessel (2017) about examination malpractices among university students provided grave conclusions. A total of 912 undergraduate students were randomly selected to participate in the study. One of the objectives of the research was to assess factors that influenced the examination malpractices perception. The study also sought to establish the extent to which students were aware of the existence of code of conduct governing the entire examination administration process.

The research revealed that the mode of examination malpractices included the following; purchase of examination papers, copying answers from electronic devices and leaving notes for others to copy on the desk. A 74-item instrument in form of Likert

scale was administered. Upon analysis of the data, it showed that 53% of the participants reported to have cheated at one time, 66% reported having plagiarized. The main motivation for cheating was quoted as getting good grades. It also concluded that examination malpractices were a learnt behaviour and that the students are likely to continue this dishonest behaviour in their future career.

Lawal, Ibrahim & Raphael (2015), study showed that examination malpractices take place despite elaborate laws and regulations governing the whole process of examination administration, grading and certification in universities. Simple and well-structured students' questionnaire of Likert scale items was used to collect the data. There were 285 respondents who were selected through stratified random sampling from six faculties. For data analysis, logistic regression was used. The analyzed data showed that students who took more time to study were not likely to engage in examination malpractices.

Okon & Adie (2016) conducted research on examination malpractices in Nigerian universities. The research established the causes of examination malpractices as follows; students' laziness, inadequate time to prepare for examination, low self-confidence, inadequate institution facilities, student's congestion, political undertone, commercialization of academic certificates, inadequate invigilation, and previous history of examination malpractices. To minimize the vice the research recommended acquisition of skills should be valued more than the academic certificates, emphasis on skill acquisition by students to play a center stage during the course of training, and finally to decongest the examination halls to ensure effective examination invigilation.

In Zimbabwe, Chinamasa *et al.*, (2011) conducted a study on how the school environment influenced examination malpractices. The study revealed that students

accessed examination materials before the actual examination day upon paying a bribe. Makaula (2018) found that sneaking cribs into the examination hall is the most common method of examination malpractices. An investigation carried out by Maheka (2015) about the causes of examination malpractices in some few secondary schools of Kitwe district of Zambia, revealed that the lack of confidence and desire to pass the examination was the main cause of examination malpractices. The study interviewed 148 participants.

Munachonga (2014) carried out a research that concluded that students who do not prepare adequately for examinations were more likely to engage in examination malpractices. Oko and Adie (2016) conducted a research on assessment of examination malpractices, effects and how to minimize the vice in River University of Technology, Nigeria. The research was able to reveal a variety of factors that are responsible for examination malpractices. The causes identified were; students' laziness, inadequate examination preparation, lack of self-confidence, and fear to fail. Lilian & Daniel (2014) carried out a research on how students and staffs perceived examination malpractices in higher institutions of learning in Zimbabwe. The qualitative and quantitative data was collected. The participants were drawn from four institutions of higher learning. A well-structured questionnaire was used, and an in-depth interview was done. It was demonstrated that the causes of examination malpractices were inadequate examination preparation, lack of teaching and learning materials and poor examination invigilation.

A study done by John, Gilbert & Suuk (2020) whose objectives was to investigate the causes of examination malpractices among university students at the University of Development Studies, Ghana. The sample size of 278 out of 6,729 student population

was selected through a simple random sampling. The respondents were provided questionnaires containing open-ended questions for the purpose of collecting data. 85% of the respondents agreed that the students' desire to get good grades contributed significantly to the cause of examination malpractices. 84% agreed that examination malpractices were due to students' inadequate preparation. 83% of the respondents agreed that students' laziness was another reason for engaging in examination malpractices. About 82% of the participants agreed that failure by students to attend all lectures were among the reasons they engaged in examination malpractices.

Jemimah (2014) studied factors that influences university students to engage in examination malpractices in Kenya. The study focused on the integrity of university internal examination. A total of 22 participants randomly selected from two technical institutions in central Kenya responded to research questions. The research demonstrated that inadequate preparation for examination was the main cause of the vice.

A study by Munachonga (2014) attributed method of teaching as the possible cause of examination malpractices among university students. A study conducted by Akaranga (2011) at the University of Nairobi on examination malpractices demonstrated how some students replaced their earlier written script by sneaking it into the examination room. The study concluded that the student had enough time to write the answers on the script before sneaking it into the examination room or hall without being detected. This could have been possible if the student had colluded with the invigilators.

In Kenya, Achio *et al.*, (2012) carried out a study on the role of students' intelligence and the environment on examination malpractices. The variable of students' intelligence was defined as their academic strength. The school environment was defined as the

school facilities and the school culture. The study concluded that the less intelligent students were, the more likely they were to engage in examination malpractices compared to those more gifted academically. However, for the academically gifted students, who were lazy, are more likely to engage in examination malpractices compared to the lazy and less academically gifted students.

In another study by Ndiritu (2018) in Nyeri, Kenya on the role of students' personality on examination malpractices among secondary school students, did not show any significant relationship between the two variables. The study was based on theory of moral development by Kohlberg (1958) and social cognitive learning theory by Bandura (1977). The method of data collection was through oral interview from the school principals. There was no relationship between self-concept and moral reasoning. Examination malpractices and academic self-concept were not related. It was concluded that academic self-concept and students' personality did not influence examination malpractices among students.

2.1.3 Students' Past Performance on Examination Malpractices

According to Cornelius-Ukpepi, Ndifon & Erukoha, (2012) the decision of university student to engage in examination malpractices can be traced back to their past cheating experiences. According to Kusnoor & Falik, (2013), examination malpractices among university students were steadily increasing and this vice could be traced back to the lower academic levels. The data was collected from the Student's portal. It showed that 20% of college students cheated in examination at their lower academic level and at the college level too. It was concluded that the cheating behaviour was perfected at the college level.

In 2013, a survey revealed that examination malpractices had increased to a range of 75% to 98%. It also showed the prevalence of examination malpractices among medical students at approximately 58%. Upon analysis, it was found out that 9 out of 10 students cheated at the lower academic level. Awosiyan & Idoko, (2012) conducted a study in Ghana to establish the attitude of students and teachers towards examination malpractices. The results showed that students who did very well after engaging in examination malpractices are respected by their teachers, parents, peers and their society. The behaviour acted as strong motivation for other students to engage in examination malpractices at higher academic levels.

According to a study by Fida *et al.*, (2016) on the relationship between experiences of past examination malpractices and the future occurrences of the same behaviour revealed a significant relationship. Lawal, Ibrahim and Rapheal (2015) carried out a research in Nigeria on factors that contributed to examination malpractices. The participants were polytechnic undergraduate students. The data was collected through administration of validated questionnaires. A sample size of 285 was selected through stratified random sampling method from 6 faculties. Simple linear regression was used for inferential statistics. The study showed that the students' gender didn't significantly contribute to examination malpractices.

The study, however, showed a significant positive relationship between past cumulative grade points and involvement in future examination malpractices. The study recommended that students should devote more time on studies and inculcate self-belief in examination success. According to Robinson *et al.*, (2004), students whose past performance was poor, were likely to cheat in the examinations. There was pressure to score better grades in successive examinations. Poor scores at SAT (Scholastic

Assessment Test, 1993, formerly known as Scholastic Aptitude Test, 1926) were found to have significant positive correlation with examination malpractices (Carroll, 2002).

If there is good past performance record of a person, there is a high possibility of the person to have high level of confidence in performing a related examination. The self-efficacy beliefs of the person who performed very well in the previous task will be high. Due to high self-efficacy beliefs about the task, an individual is more likely to work hard and get even better results than the previous ones. What has increased the self-efficacy beliefs clearly is the good past performances experiences. According to Bandura (1977), past performance experiences are the most influencing source of self-efficacy beliefs. The past performance experiences provide genuine grounds for future performance predictions. The past success experiences form the foundation upon which self-efficacy beliefs is firmly anchored Bandura (1997).

2.1.4 Students' Vicarious Learning on Examination Malpractices

Students acquire examination malpractices behaviour through vicarious learning experiences. Vicarious learning takes place through observation and repeating the observed behaviours from the models in an environment. Miranda & Freire, (2011) carried a study at Delta state of Nigeria to demonstrate how examination malpractices can be acquired through vicarious learning. The sample for this study was 1000 (7.8%) of 12,883 total teaching staff from 453 public secondary schools. Simple random sampling method was employed to pick the respondents from the target population. The Pearson's product moment correlation coefficient and t-test were used to test the research hypotheses.

The study revealed that the role of teachers, supervisors, political leaders, and the school managers were critical in influencing students to engage in examination malpractices.

The study showed that the societal habit of valuing certificates as the only means of getting a good job encourages examination malpractices. The modern society prefers paper qualification and not the skills and knowledge an individual has acquired, and for this reason, a student would go to any extent to obtain good certificates. The society rewards students who do well in examinations irrespective of the methods they used.

Studies that have been carried in universities in Ghana have shown that the students learn from the older students the tricks and the intricacies of examination malpractices (Asante-Kyei & Nduro, 2014). The effect of examination malpractices is that the vice demoralizes the hardworking students and who don't engage in examination malpractices. A study by Lilian & Daniel (2014) in Zimbabwe on examination fraud, found out that examination malpractice discourages hard working students. The hard-working students eventually learn vicariously from their colleagues the skills of examination malpractices. The other motivation that makes good students develop interest on learning the skills of examination malpractices is the successes of those who cheated earlier.

According to a study by Balogun *et al.*, (2012), on how rigged elections indirectly influence examination malpractices among University students in Nigeria, a strong positive correlation was established. Students justified their examination malpractices on evils and corruption in their society. The data was collected using open-ended questionnaires. The study concluded that many government workers get good jobs using forged certificates, through bribery and nepotism. Political leaders who ascended into power through a rigged election, determines the resource distribution. The social evils act as motivation for students to engage in examination malpractices.

Those in positions of power lack moral responsibility to genuinely fight the ever-rising cases of examination malpractices. According to Ogbebor & Ogbebor (2015), looters from the public coffers, murders, smugglers and tax evaders are embraced and applauded in Delta State. The study concluded that the rigged elections had potential to directly affect negatively the moral development of the students and significantly encourage examination malpractices. A positive correlation between election malpractices and examination malpractices among university students was demonstrated.

The students learn from their leaders that success is not through honest business transactions. The university students live in a commercial environment, where persons seek the best products using the little money possible and ironically seeking the highest returns Marks, (2003). What they learn from the society is to tolerate corruption and learn from their parents that cheating to one another is acceptable. This argument was supported by Paul, Grimes and Jon (2006) who showed that a big proportion of students agreed to have cheated in the examinations and they also agreed to have assisted other students in examination cheating.

Henningsen, Valde, & Denbow (2013) in their academic paper, argued that examination malpractices were vicariously learnt behaviour by university students as normal and it didn't fall in the realm of morally unacceptable behaviours. The young students are trained to acquire cheating skills by their seniors in order to survive in the world of academia. Those students who acquired those skills of examination malpractices were generous to pass the skills and attitudes through observation and practice.

Smith (2005) argued that the prevailing university norms and morals influence greatly the level of examination malpractices. This argument about the influence of morality on

examination malpractices was based on the work of Bushway and Nash (1977). According to this scholar, the established morality of the institution directly influences the moral character of the students and hence the examination malpractices. Smith (2005) did a study on the influence of students' punishments on examination malpractices. The analyzed data showed that the level of students' punishment when caught and frequency of examination malpractices are not related. The scholar advocated for some moderate punishment and more of moral inculcation and promotion of honest and hard work in schools. Maheshwari (2011) in India argued that examination malpractices must be viewed as another type of corruption so that the strategies normally employed in combating the corruption by the government can be employed.

In a study done by Suleman *et al.*, (2015) in Pakistan on factors influencing examination malpractices by high school students in Kohat Division, found out that general corruption in the society was the main influencing factor. The study targeted all head teachers, teachers and students in 80 high schools. The sample size of 840 respondents was picked through a simple random sampling procedure. A simple semi-structured questionnaire was administered to the respondents. The return rate was slightly more than 96%. The data analysis was done using descriptive statistics like percentages, mean, standard deviations. The conclusion was that several factors influenced students to engage in examination malpractices. Among the influencing factors the study found was the systemic corruption among the members of the society.

2.1.5 Students' Social Persuasion on Examination Malpractices

According to Andeman & Murdock (2007) examination malpractices are the work of students through the collaboration of various interested stakeholders. Many

stakeholders are involved in persuading the students directly or indirectly. The examination malpractices at the university level are becoming worse due to the fact that university staff collaborate with students and parents to perpetuate the behaviour (Olatunbosun 2009).

The decision to engage in examination malpractices emanates from the mind of an individual and therefore it is inherently psychological in nature. Social persuasion is critical in actualizing the behaviour. Andeman & Murdock (2007) argued that approval or disapproval by peers over a particular behaviour would determine whether the university students engage in that behaviour. A member of peer group would avoid a behaviour that is not sanctioned by the group. There is direct correlation between the peers' attitude towards examination malpractices and the actual individual behaviour. The study found out that the group perception about the examination malpractices determined whether the member of that group would engage in it or not. It was concluded that peer persuasion is key determinant of behaviour change.

Millicent (2019) conducted a study in Kenya on students' perception on examination malpractices in Kenya. The study targeted 838 first year university students in a certain faith-based university in central Kenya. 272 students responded to research questions. The study was guided by Kohlberg's theory of moral development (1958) and the theory of planned behaviour by Ajzen (1985). The Kohlberg theory of moral development (1958) is purely cognitive in nature. The theory is basically on thinking process, which takes place in the mind of an individual. It is the conversation of the individuals mind on how to respond to moral dilemma. The idea in the students' mind and the social persuasion to engage in examination malpractices presents a good

example of moral dilemma. In such a situation, according to this study, social persuasions assist the students to make the decision and resolve the moral dilemma.

The data analysis showed that 50.4% examination malpractices took place through collusion among examination officials and invigilators. For this reason, the social persuasion plays a big role in perpetuation of examination malpractices. The finding of this study was supported by the argument of McCabe & Trevino (2012) who asserted that students engage in examination malpractices don't execute it independently but are persuaded and assisted. Individuals acquire certain behaviours by interacting with certain characters within the wider society or in an academic setting. With regards to examination malpractices, a study by Wong & Kaili (2010) on the motivation of cheating in the examination from secondary school students revealed that peer pressure influenced examination malpractices.

A study by Rigby, Burton, & Mulatu (2015) on academic contracting showed how the society has accepted examination malpractices as norm. A series of experiment in United Kingdom using a sample size of 90 undergraduate students was carried out. Different scenarios were created in order to fully understand the actual depth of examination malpractices. In one scenario, some students were asked to buy an already written essay. More than half of the respondents were willing to buy the essay while 8% expressed interest to buy a complete assignment.

In another study done by Draper, Ibezim & Newton (2017) and reported in the work of Rowland, *et al.*, (2018), demonstrated the commercialization of assignment writing and how the marketers use persuasive language to create artificial shortage and legitimize the process. The terms used in the process makes their clients responsible for any legal implications. Advertisements on assignment writing are done in freelancing sites and

writers bid to win the contract (Newton & Lang, 2016). There were so many reported cases of essay mills in Universities in United Kingdom. In Canada contract cheating among university students are common and in Australia the rampant contract cheating is steadily increasing, Cook (2017); Hunt, (2017); Turner, (2017); White, (2018).

A study carried out by Sonja & Panu (2012) in Public schools in India on the requisite skills of teachers, showed the role played by tutors in abetting the examination malpractices. In another study by Henning, Ram, Malpas, Shulruf, Kelly & Hawken, (2013) in New Zealand Colleges on the role of teachers in examination malpractices, it was revealed on how the teachers promoted the examination irregularity. The people, who society expect to guard and guarantee the integrity of the examination, were the very ones who abetted the irregularity.

According to the study done by Burdzicka, (2008), in Poland about the integrity and professionalism of teachers, examination malpractices in schools are so complex that it is only teachers of high integrity and stakeholders who can break the long chain of dishonesty in examination malpractices. In yet another study by Ashworth, Bennister & Thome, (2006) on the role of teachers in examination malpractices, it concluded that teachers play central role in helping students engage in examination malpractices. The teachers are role models to their students, and therefore act as a powerful tool in persuading their students in examination malpractices.

In a study carried out in Russia, Croatia, and Lithuania on determinants of examination malpractices by Grimes & Razek, (2006) revealed that teachers and the peers are key determinants. A study carried out by Samuel (2003) about the role of communities in influencing the examination malpractices, the study pointed out the great role played by parents and communities in encouraging and abetting examination malpractices. The

examination supervisors are bribed by teachers and parents in order to leak the examination to the students. Bolarin (2002) reported the collusion of schoolteachers, school heads, and people in charge of public examination boards, security agents and even parents were found to be planning with students to cheat in examinations.

The major reason for the head teachers to assist students in this behaviour was for the school to get better results thus boost their self-esteem and career progression. In Pakistan, a study done by Suleman, Gul, Ambrin, & Kamran, (2015) on the role of examination body in managing the examination malpractices, depicted supervisory staff as accomplices of examination malpractices. The study further showed that nepotism and dishonesty of the authorities in the allocation of examination duties against merit affected proper examination invigilation and hence promoted examination malpractices. Students knew very well that if they offered a bribe to supervisors, they would access question papers prior to the examination day. In conclusion, corruption was linked to factors that encourage students to engage in examination malpractices.

Lilian & Daniel (2014) carried out a study on staff and students' perception on examination malpractice in institutions of higher learning in Zimbabwe. A qualitative methodology and a survey design were employed by the study in the collection of data. Participants were drawn from 4 higher education institutions of learning. Study outcomes established that 47% of learners believed that lecturers abet examination malpractices and fraud through leaking the examination materials to some female students for sexual favours.

Students acquire behaviour to engage in examination malpractices through vicarious learning experiences, which is about learning through observation and repeating the observed behaviours, as the study below endeavor to demonstrate. Miranda & Freire,

(2011) carried a study at Delta state of Nigeria to demonstrate how examination malpractices can be acquired through vicarious learning. The sample for this study was 1000 (7.8%) of 12,883 total teaching staff from 453 public secondary. The participants were picked through simple random sampling. All the participants were drawn from public secondary schools from the rural and urban schools. Pearson product moment correlation coefficient and t-test were used as inferential statistics to help in generalization of the findings. The study revealed that the role of teachers, supervisors, leaders, and the school managers were significant in determining if students may engage in examination malpractices.

Another study by Agbo (2013) on the relationship between examination malpractices among university students and the parental educational level in Nigeria concluded that learners with educated parents are more likely to cheat in examinations. It was also revealed that learners who come from unstable families were more likely to cheat in examination. Another study done in Kenya by Akaranga & Ongong (2013) on the relationship between examination malpractices and parental upbringing validated the findings of Agbo (2013). The two authors argued that due to the parental economic abilities, they could easily bribe the system on behalf of their children to access examination materials in advance.

When parents punish their children for failing examination that can act as a form of persuasion for such students to indulge in examination malpractices in order to avoid the wrath of their parents. The parents do this innocently for they want their children to succeed in life, but little do they know that they are inflicting a permanent psychological injury into their minds. The moral values are disregarded, and moral decadence taken as a normal way of life Chen (2009).

A study by Omonijo & Fadugba (2011) on parental attitude toward examination malpractices and the level of corruption in the society of Nigeria showed a strong correlation between the two variables. 545 respondents were randomly selected from the target population of 8,765. The distribution of the respondents was proportionally selected as follows; 450 students, 75 members of staff, 20 artisans. Data collection was through simple questionnaires and focused group discussion. The data was analyzed using SPSS version 21. The descriptive statistics used to summarize the data were mean, standard deviations, variance and percentages. The research showed a marked relationship between parental influence on examination malpractices and societal moral perception. According to the study, the social morals were lacking, and this persuaded students to engage in examination malpractices.

Patrick and Mudiaga (2018) conducted a study on assessment of factors that influences the examination malpractices among University students in Delta state of Nigeria and found that the environmental context under which the examination is administered plays a critical role in this behaviour. The study sought to establish the role played by the following in examination malpractices; lecturers, examination supervisors, social values, environment under which the examination is done, peer pressure, cognitive abilities of students, level of examination preparedness by students and depth of the content taught. It was established that each factor played certain role; however, the major contributor to examination malpractices, according to the analyzed data, was social moral decay.

2.1.6 Emotional Experiences on Examination Malpractices

Emotional experiences influence students' behaviour and actions. Studies have shown that emotional experiences play a role in students' engagement in examination

malpractices. Olusade (2003) defined human anxiety as the chronic fear a person feels when threatened by what may happen and at the same time not sure on how it may happen. Tendencies of examination malpractices among students are related with such negative thoughts Adeyemi, (2010); Ibukun & Oyewole, (2011). Neils (1996) argued that anxiety is responsible for examination malpractices due to competitive value attached to the academic certificates.

Davis, Drinan, and Gallant (2009) argued that for one to get a competitive job, good certificate is a requirement. These situations have the ability to put pressure and build anxiety on the students that eventually would lead to examination malpractices. In their study Suleman, *et al.*, (2015) on the relationship between instilling fear in students and examination malpractices, concluded that the fear didn't reduce the incidences of the vice significantly. The study indicated that the threats of consequences didn't work.

A study by Suleman, *et al.*, (2015) about the influence of anxiety on examination malpractices, revealed a significant relationship between the two variables. This study was carried out in a secondary school of Pakistan in Kohat division. The study targeted all head teachers, teachers and students. A sample size of 840 participants was selected using simple random sampling technique. A well-structured and self-administering questionnaire was used to collect the data. Descriptive statistics like percentages, mean, standard deviation was used to summarize the data. For the purpose of generalization, inferential statistics of ANOVA was used for hypothesis testing. The study established that fear of failure contributes significantly to the examination malpractices.

Ramirez *et al.*, (2013) conducted a study on young children to examine the effects of anxiety on their mathematical achievements. The sample size was 154 children drawn from grade 1. The children were given a mathematical test that was made in a way that

it was testing their working memory. Their anxiety level was tested using another test. The result was that learners with big working memory correlated poorly with mathematics performance and mathematics anxiety.

Lilian and Daniel (2014) investigated the relationship between students and staff perceptions on examination malpractices in Zimbabwe, and it was concluded that the two variables were not related. When the students' perception about examination malpractices was negative, the reported cases of examination malpractices were not necessarily low. It was concluded that fear of punishment could not bring the examination malpractices down. The fear of failure was found to be positively related to examination malpractices. This finding was in agreement with the findings of Petters & Okon (2013) who identified the causes of examination malpractice to be fear of examination failure.

A study by Bassey and John (2016) about the influence of parental influence, peer pressure and test anxiety on examination malpractices revealed a strong correlation among those variables. The study took place in Edo state of Nigeria. A simple random sampling procedure technique was used to select 1,200 students to participate in the study. The study demonstrated that anxiety can predict examination cheating tendencies among students. It was further revealed that 34% of the participants' examination cheating tendencies can be attributed to test the anxiety.

Maheka (2015) conducted a study on how anxiety influences the students' type of examination malpractices in selected schools in Kitwe District, Zambia. A descriptive research design was used. The research revealed that the reasons for students to engage in examination malpractices was due to; anxiety to pass examinations, lack of

confidence, fear of failure, worry of failing to get a good certificate and the emphasis on obtaining a certificate to get a good job.

A study by Ossai (2011) on the relationship between anxiety and the attitude of students towards examination malpractices, revealed a positive correlation between the variables. The study was carried out in Delta State of Nigeria. Proportional sampling technique was used to select 200 participants from a 1,200 population of students. The descriptive statistics used included; the mean, range, variance and standard deviation. Multiple regression was used for the purpose of hypothesis testing. It was noted that as the students' test anxiety increases, the frequency of examination malpractices increased.

The conclusion was that the students who had high examination anxiety were more likely to engage in examination malpractices.

Modesta, Odiato, Adenugba and Edun (2019) studied the relationship between the students' self-efficacy and test anxiety on how they influence their examination malpractices in government schools, in Ogun state of Nigeria. This study utilized the ex-post facto survey design. The instruments used to collect the data were; examination Malpractices Questionnaire, General Self-efficacy scale and Test Anxiety Inventory. These three instruments were administered to 210 randomly selected participants. The participants were drawn from three schools, randomly selected. The results did not find any significant relationship between the test anxiety and (r = 0.074, p > 0.05) and examination malpractice.

A study done by Petters and Okon (2014) on the influence of students' personality traits on examination malpractices established that anxiety was a contributing factor in examination malpractices. Personality traits were defined as self-concept, study habits

and laziness. The study found out that poor study habit contributed to examination malpractices. In another study by Yusif (2019) about the influence of students' fear on examination malpractices in Babura Local Government, Jigawa State concluded that the fear to fail examination was the main reason for students to engage in examination malpractices. The research design used in this research was descriptive survey.

A sample size of 200 participants was selected through purposive sampling technique method. After data analysis, it was concluded that examination malpractices are caused by students' laziness, fear of failure and poor study habits. A study done by Makaula, (2018) on the influence of students' perception on examination malpractices demonstrated anxiety of examination as the cause of examination malpractices among students. Laziness of students was cited as another cause of examination malpractices.

Njoku, Nwachukwu & Isama (2018) addressed the issue of the influence of anxiety on undergraduate students' examination taking-behaviour in the universities of South-East Geopolitical zone. The population of the study comprised all the government universities. A simple random sampling procedure was used to select 240 students from the department of psychology. Purposive sampling was used in picking the university to participate. The instrument used to collect the data was a structured questionnaire. Findings revealed that anxiety influence students' examination malpractices and emotional stability. The study showed a significant relationship between students' anxiety and students' examination malpractice, students' actual behaviour during taking examination period.

2.2 Theoretical Literature

This section contains the theoretical literature on the theory of social cognitive learning, the theory of planned behaviour and the neutralization theory.

2.2.1 Social Cognitive Learning Theory

Self-efficacy is extremely significant component that enhances or inhibits a behavior, since it is a person's belief of finalizing a task successfully Denler *et al.*, (2014). According to Starovoytova (2016), the cognitive process plays a key role in behaviour maintenance and that the behaviour is maintained through reinforcement. The name of the theory was changed from "social learning theory" to "social cognitive learning theory", in order to distinguish it from other social theories of learning and to emphasize the element of cognitive processes Pajares (2002).

Bandura came up with three kinds of modeling: (1) Live modeling where an actual individual demonstrates the behavior under consideration, (2) Verbal instruction whereby a person describes the behavior and instructs the learners on how to engage in it and (3) Symbolic whereby modeling takes place through the media, such as movies, internet, radio and literature. According to the theory, observational learning has four stages, namely; (1) Attention - where learning is through paying attention to what is taking place around them. (2) Retention/Memory - where observers recognize the observed behavior and remember it later. (3) Initiation - where observers are capable to reproduce the act of the observed model. (4) Motivation - where the observer must develop enough motivation to recreate the observed behavior of the model in the mind.

A study by Smith *et al.*, (2017) in USA, on how the social cognitive learning theory can be applied to explain examination malpractices among health professionals. The study concluded that the theory of social cognitive learning theory perfectly gave grounds for the medical students' engagement in examination malpractices. The sample size was 912 undergraduate students whose age ranged from 17 to 45 years. The target

population was approximately 21,000. The male to female ratio in the study was 2:3 since the university had higher female to male ratio of 40% to 60%.

The areas of investigations included; cheating behaviors, perceptions of what constitutes cheating, acknowledgement of the presence of examination cheating, and awareness of university's code of behaviors related to academic integrity. A Likert scale questionnaire of 74-items was emailed to participants. The five-dollar betting card reward motivated participants to provide responses over a three week period.. The variables for determination were; cheating frequency, consequences of cheating and motivation of cheating. The analyzed data showed that 63% had cheated, and of those who cheated, 92% stated that there were no consequences. Only 7% reported that they were downgraded due to examination malpractices. 54% stated that they never heard any student facing consequences due to examination malpractices. 49% reported that they cheated due to pressure to acquire marks that would ensure they got admission into graduate school. 31% of the respondents agreed that they cheated because other students were also cheating.

12% of the participants stated that the teacher didn't employ any strategies to prevent examination malpractices. 23% gave various reasons for cheating like: helping someone out, the unfair teacher, complicated assignment, unfair test, and money needed to complete assignment for someone else. About what motivated students to cheat; 78% reported that students were unprepared for the examination, 75% desired to have better grades to enter into graduate school. 51% wanted good grades that would make them get good jobs and progress into their career, 50.1% said that it was because technology made it easier and 53% cheated because they got an opportunity to do so.

Social cognitive learning theory has been applied to demonstrate the influence of the environmental on behaviour and the sustainability of the same behavior. According to Denler, Walters, & Benzon, (2014), social cognitive learning theory is applicable if behaviour is learnt vicariously with perceived negative consequences. According to the theory of social cognitive learning theory by Bandura, individuals don't merely respond to the environmental influences but actively seek information and interpretation in the process of learning (Nevid, 2009). Within a given environment, individuals generate their own motivation, which is necessary for learning process. According to this perspective, individuals are self-regulating, self-organizing and above all, active participants during the learning process (Bandura, 2005).

Social cognitive learning theory has three components namely; moral judgment, physiological arousal and self-efficacy. Self-efficacy is the main component of this theory Locke & Latham (2002). According to Bandura (1977), self-efficacy has four components namely; performance accomplishments, vicarious experiences, verbal persuasion and physiological feedback or emotional arousal. The four components assist an individual to believe that he has ability to perform a specific task (Williams & Williams 2010).

2.2.2 The Theory of Planned Behaviour

A study was done by Agata (2015) on application of the theory of planned behaviour in examination malpractices. The respondents of the study were university students from Poland, Romania, New Zealand, Ukraine, Switzerland, Poland, USA, and Turkey. The purpose of the study was to compare cheating behaviours of university students drawn from different cultures. The theories of reasoned action and the planned behaviour were used in interpreting the data and making the conclusions. It was an intercultural study

using the two theories to forecast learners' intentions in examination malpractices. The research picked 2012 participants through simple random sampling.

The instrument to measure planned behaviour was adopted from Alleyne and Phillips (2011) tool, which was previously developed by Beck & Ajzen (1991). The instrument was a self-reporting questionnaire that was divided into three parts to measure the expanded theory of planned behaviour. The three parts were made in such a way that each one would measure the perceived behavioral control, moral obligation, and behavioral intent. The study established that attitude and subjective norms plays a significant role in influencing the students in comparison to their cultural backgrounds.

The conclusion was that perceived behavioral control, attitude and morality can forecast learners' intention to cheat in the examination Alleyne & Phillips, (2011). The study was repeated, and the results validated by Meng, Othman, D'Silva, & Omar, (2014). A study by Stone, Jawahar & Kisamore (2010) about examination malpractices, attitude and intentions using the planned behaviour and Personality trait theories showed that the theory is the best in predicting and interpreting the cheating behaviour. The three authors were from Oklahoma, Illinois, and Oklahoma universities, USA.

The response rate was at 64% and 23% of participants who were between the ages of 18 and 24 years. The measure of subject norms was a 7-item questionnaire. After data analysis, the study showed that examination malpractices are the norm. 4-item questionnaire measured Perceived behavioral control while self-efficacy was measured separately. The intention to engage in examination malpractices was measured by 8-item questionnaire.

The items inquired from respondents how they view different types of behaviors and actions in relation to examination administration. About the Personality test, the authors used Hogan Personality Inventory (Hogan & Hogan, 1995). The results of the study was inconsistent with those of Harding *et al.*, (2007) and Stone *et al.* (2007) whose finding supported the use of TPB in predicting examination malpractices. Further analysis of the data led to conclusion that the intention to cheat accounts for 21% while perceived behavioral control account for 36%. This was consistent with Stone *et al.*, (2007), and Harding *et al.*, (2007) findings. The results supported the foundation upon which the planned behaviour theory is based that when there is behaviour prohibition, perceived behavioral control is a better predictor of behaviour compared to norms or attitudes (Stone *et al.*, 2007). The results further showed that students with high prudence have negative attitude towards examination malpractices and view cheating as a more difficult task compared to students with low prudence who view examination malpractices as normal.

This observation was explained on the basis of time orientation whereby the significance difference in time can affect concept compatibility Kaiser, Schulz, & Scheuthle, (2007). The findings of the study were consistent with McCabe *et al.*, (2002) who claimed that examination malpractices are a learnt behavior from peers and models since they provide normative support. The author concluded that the theory of planned behaviour can be used to explain the occurrence of examination malpractices and how it can be reduced. Raising the awareness that one can be caught is a good method of reducing examination malpractices. The awareness can be easily disseminated during the first-year students' orientation. The information passed to the students is on the consequences of those who were caught cheating in the examination and that cheating is risky.

A study conducted by King and Mayhew (2002) in the USA about application of the theory of planned behaviour on examination malpractices, interviewed 643 undergraduate engineering students in eleven institutions of higher learning. The study used multiple regressions for the purpose of data analysis to predict the frequency of examinations malpractices for generalization purposes. The Ajzen's (1981) Theory of Planned Behavior was employed to the outcomes. This study was based on 5 constructs namely; morality, attitudes towards examination malpractices, consequences of the behaviour, perceived social pressures and effectiveness of examination policies. 36% of the total students agreed that they cheated while 14% cheated on their homework. It was concluded that students' conviction that examination malpractices is not morally wrong.

2.2.3 The Theory of Neutralization

The theory of Neutralization is credited to Gresham Sykes and David Matza (1957). The two argued that if a subculture has been established by delinquents with norms that differ from those of the larger society, they would not exhibit guilt when violating the social order. Neutralization theory depicts the offenders as people who obey social norms but with ability to justify their own offending behaviour. The lawbreakers are fully aware of conventional norms and that they are in fact breaking the law. Neutralization is the process through which the lawbreakers weaken the expected disgrace and guilt related with violating the social values. The Lawbreakers endeavor to protect their self-image consistent with conventional morals. The examination malpractice is a social evil and students who engage in the vice have to find a way of justifying this behaviour. The neutralization theory fits very well with those students who prescribe to certain moral code (for example certain religious beliefs) to solve the dilemma of their engagement in examination malpractices.

According to Aronson *et al.*, (2010), people strive to portray themselves as smart and moral. If this self-image is destroyed, through an action that departs from this self-image, a discomfort feeling may arise. The feeling of discomfort can be reduced by justifying the behaviour Aronson *et al.*, (2010). Neutralization theory by Sykes and Matza (1957) is all about justification of deviant behaviour. By the use of neutralization techniques, individuals may engage in unacceptable behaviour without damaging their self-image. The five neutralization techniques advanced by Sykes and Matza (1957) to explain this theory are; denial of responsibility, denial of injury, denial of the victim, condemnation of the condemners and appeal to higher loyalties. Scholars are applying this theory to explain justification of examination malpractices by students, though it was initially meant to explain youth delinquency Brent & Atkisson, (2011).

The assumption of the theory of neutralization is that delinquents, though involved in criminal activities, uphold concrete connection to conventional society, and always strive to maintain good self-image that is acceptable to all Topalli, (2005). Though the lawbreakers are in the business of breaking conventional laws, the social norms are already internalized in them. Since they admit that their behaviour is wrong, they apply neutralization before they commit any crime in order to be in consonant with their behaviour and their image they portray to the society.

According to Higgins (1989), an individual is motivated to align himself with the image of an ideal person. Higgins (1989) argued that self-concept inconsistencies motivate behavior and attitude change and there is good reason to believe that lawbreakers could be subject to those influences. Maruna and Copes, (2004) argued that offenders were believers in social norms, for if they were not, they would not regret for their actions i.e. there would be no need of neutralization.

A study done by Mcquillan and Zito (2011) at Boston College, USA on the use of Neutralization theory to understand examination malpractices by the middle school students, found that a correlation existed between the vice and the students' attitude towards dishonesty. It was further concluded that students' justification on examination malpractices interfered with their moral judgment. This study explored how students from middle schools validated plans of justifying the examination malpractices.

The data was collected using a well-designed research questionnaire and focused group interview guide. After the data analysis using some common descriptive statistics like mean, standard deviation and variance, it was concluded that students adopted 3 neutralizing strategies to justify their unethical behaviour. The strategies that were deployed were; condemning the condemner, denying responsibility and appealing to higher ideal. The study recommended that the relationship between teachers and students be promoted and create environment where students value skills and knowledge acquired rather than just a means to get admission into high schools.

Neutralization theory may help to understand why students may violate rules and regulations they sanctioned. When justifications herald aberrant behavior, such rationalizing helps lawbreakers disregard social norms. The student may still hold on the normative system and at the same time succeed in justifying the unacceptable behaviour. In such situation, the students portray themselves as caught up in the net of dilemma that has to be resolved, at the cost of violating the existing moral standard. When applying neutralization theory to examination malpractices, scholars have concluded that students' behaviour is not derived from the sense of right or wrong but on how they are able to rationalize their situation (Eisenberg, 2004). Students may

persuade themselves that they face extraordinary situations and hence validate their immorality in order to break the college code of conduct.

2.3 Theoretical Framework

This research was anchored on three theories namely; The Social Cognitive Learning theory (SCLT) by Bandura (1986), the theory of Planned Behavior (TPB) by Ajzen (1975) and the theory of Neutralization by Gresham Sykes and David Matza (1957). The Social Cognitive learning theory is based on three concepts namely; motivation, social environment and active learning (Redmond 2010). This theory is relevant to this study since it demonstrates how students acquire examination malpractice skills through observing and imitating the older students (models). The theory of planned behaviour is founded on the principle that people make decisions after considering the consequences of that behaviour and the strength of motivation. This theory is relevant to this study for it demonstrates that engagement of examination malpractices by student is a conscious decision and the consequences of the behaviour are well known. The Neutralization theory is based on the offenders' ability to justify the wrongdoing despite the full knowledge he is breaking the social and written laws. This theory is relevant to the study for it shows how students justify and reconcile the dissonance of their morality or their religious beliefs on examination malpractice behaviour. These three theories were employed in this study in order to complement each other in interpreting the role of students' self-efficacy on examination malpractices among university students in Kiambu County. They helped the researcher create a link between the abstract (learners' self-efficacy beliefs) and the concrete (occurrence of examination malpractices) (Carpiano & Daley, 2006).

2.3.1 The Social Cognitive Learning Theory on Examination Malpractices

The theory of Social Cognitive Learning started as the social learning theory in the early 1960s by Albert Bandura. After carrying out several studies, the theory was transformed to social cognitive learning theory (Bandura 1986). The Social Cognitive Learning theory has 4 parts namely; self-observation, self-reaction, self-evaluation and self-efficacy (Redmond 2010). Self-efficacy is central to this theory for it explains about people's beliefs on their capability to perform a certain challenging task. The theory is based on the premise that human beings learn through observation of models, followed by imitation in an environment conducive to learning. For learning to take place, since it is a cognitive process, attention, memory for information storage and motivation are important requirements. The theory places emphasis on social influence and reinforcement. The individuals acquire behaviour and exhibit that behaviour in the social environment. The individuals past experiences are important elements in the theory (Lent, Brown & Hackett, 2008). Concerning the current study, the theory provides basis for studying the pathway through which the social environment is created conducive to examination malpractices by students.

The Social cognitive learning theory (SCLT) is founded on the ground that individuals learn from interacting with others in a physical and social environment (Muro & Jeffrey, 2008). The scholars have used this theory (SCLT) widely to explain examination malpractices (Lent, Brown & Hackett, 2008) since the vice is a learnt behaviour. The theory helps to explain how students learn through observing others as they engage in examination malpractices, and then imitate them since they have become role models. The theory hypothesizes that examination malpractices is a learned behaviour from the socializing agents like family, institution, schools, peer groups, and other social institutions. Through the socializing agents, individuals learn and acquire the skills,

motivations, rationalization and all other mechanisms of carrying out the behaviour (Redmond, 2010). Further, the theory demonstrates how self-efficacy (a component of the theory of social cognitive learning theory) influence students' behaviour of examination malpractices. The influence of students' Self-efficacy on examination malpractices is through its four components namely; past performance, vicarious learning, social persuasion and emotional or physiological experiences.

Those who cheat in examinations are eventually rewarded through good grades, better job placement, and adorned by the society rather than reprimanded (Muro & Jeffre, 2008) and hence this acts as a great motivation for students to commit examination malpractices. Upon observation, students assimilate and imitate examination malpractices behavior and retain the learnt knowledge and skills through the process of retention. The social cognitive learning theory (SCLT) emphasizes how the individuals pursue behaviors that were successfully done by models in the past Newman (2007). In this context, the models are those who successfully cheated in their examination, got good grades and eventually landed into good and well-paying jobs. The social cognitive learning theory is appropriate to this study since it reveals the relationship between self-efficacy beliefs and how students acquire skills and motivation to engage in examination malpractices.

Contextual factors like peer pressure, gender, and family directly or indirectly influence one's decision-making (Turner & Lapan, 2002). However, self-efficacy beliefs affect individuals to think either positively or negatively. Central to the social cognitive learning theory is its tenet that people have ability to regulate their emotions, actions, intentions, thoughts and motivation (Williams 2010). The theory provides a perfect explanation of this study's independent variable i.e., students' self-efficacy (past

performance, vicarious learning, social persuasion and emotional experiences) on examination malpractices, the dependent variable. The theory helped to explain the occurrence of examination malpractices as either from the students' internal attributions (past performance and emotional experience) or from external attributions (social persuasion and vicarious learning).

There are many studies that have been done in the past where Social Cognitive Learning Theory was used in the interpretation of the results. One such study was conducted by Enyeart, Burnett and Wessel (2017), USA, to explain examination malpractices among university students. The aim of the research was to establish the relationship between four factors and code of honor in relation to examination integrity. The factors under investigation were; cheating behaviour, students' perception on what constitute examination malpractices, reasons for students to cheat in the examination and the level of awareness the University administration had on extent of examination malpractices among undergraduate students. The questionnaire was based on 28 Likert scale statements. The participants were required to agree or disagree with written statements that amounted to examination malpractices.

The statements on the questionnaire were adopted from revised Colnerud and Rosander (2009) test of integrity. The new students were requested to take the test, which was meant to measure knowledge about the content of the current university's Code of Honor. The sample size of respondents was 912 students, whose age ranged between 17 to 45 years. The university where respondents were randomly picked had population of 21,000 students, where undergraduate were the majority.

It was noted that students who previously engaged in examination malpractices didn't face any consequences and therefore they acted as motivation and role models for new

students. The social set up provided an environment conducive for university students to learning the behaviour vicariously and to imitate the role models. Imitation, vicarious learning from role models and motivation are key elements in the theory of social cognitive learning theory. If a behavior is learned vicariously and there is perceived consequence associated with it, then an individual is likely to inhibit that behavior (Denler, Walters, & Benzon, 2014). Self-efficacy highly influences behaviour positively or negatively since it is an individual's belief that he can successfully complete a task (Denler *et al.*, 2014).

2.3.2 The Theory of Planned Behaviour on Examination Malpractices

Ajzen's Theory of Planned Behaviour (1991) guided this study. Fishbein & Ajzen (1975) developed the theory of Planned Behaviour (TPB). This theory originated from the theory of reasoned action which was based on the theories of learning, theory of expectancy-value, consistency theories and theory of attribution (Harding *et al.*, 2007). According to Agata, Abby, Joana, Daniela, Hapon, Anna & Denis (2015) the theory anticipates that people tend to behave in a certain way because of the attitude they have towards that particular behaviour.

The theory of planned behaviour posits that when one evaluates a certain behavior as positive and he is supported by his friends in that behavior (subjective norm), it would result in a higher motivation and the person is more likely to behave that way (Hale, Householder & Greene, 2003). The Ajzen's (1985) theory of planned behaviour was founded on empirical evidence. The theory is premised on the human intention to execute definite and well-planned action. The theory can be used to foretell accurately the behavioural outcome from the individuals' attitude towards the behaviour, subjective norms, and perceived behavioural control. When the element of perceived

behavioral control was added to the theory of reasoned action, it changed to the theory of planned behaviour (Harding *et al.*, 2007). Perceived behavioural control, according to Alleyne & Phillips (2011), is about individual ethics in respect to social norms.

The premise of the theory of planned behaviour is that people make reasoned decisions before engaging themselves in any behavior (Vogel, Bohner, & Wanke, 2014). The foundation of the theory of planned behaviour is on the principle that individuals are rational and capable of making logical decisions before engaging in any behavior by considering positive or negative consequences (Finelli & Carpenter, 2007).

The intention of an individual can be determined by the following components; the attitude toward a known behavior, the perceived pressures from the society popularly known as subjective norms and how easy the behaviour can be executed (perceived behavioural control). Beliefs are the precursors of those three components. The beliefs about the positive outcomes or negative consequences are responsive for the attitude towards the behaviour under the consideration (Ajzen, 2002). Perceived behavioural control influences the person's unconscious habit. The Theory of Planned Behaviour (TPB) has been used by researchers to predict examination malpractices, as discussed by Alleyne and Phillips (2011) in Agata *et al.*, (2015). This theory highlights three factors as the possible causes of an individual's intention to behave in a dishonest manner. These three factors which determine an individual's future behavior are; individual's attitudes towards the behaviour, subjective norms and the perceived control over that behaviour (Meng *et al.*, 2014).

According to TPB, examination malpractices happen when an opportunity presents itself and the intention to cheat is high. For an intention to materialize into behaviour, three attributes are required, i.e., social approval (subject norm), positive attitude toward

that specific behavior, and the difficulty of performing the behaviour under consideration Ajzen (2002). When applying the TPB in examination malpractices, the students must believe that the peers agree with the intended behaviour (Błachnio & Weremko, 2011). Moral obligation which is the fourth component of the theory, is vital in predicting the examination cheating (Harding *et al.*, 2007).

The theory of planned behaviour was appropriate in this study because students, who are the main respondents in this study, develop intention to engage in examination malpractices, reason and weigh the consequences of the behaviour. The students' intentions to cheat originate from their attitudes towards examination malpractices. Students' subjective norms are controlled by the way their parents, peers and the general society view their behaviour of examination malpractices. The third component of subjective norms of the theory, where the social pressure determines if the student would engage in examination malpractices, explained the component of social persuasion of self-efficacy.

2.3.3 The Neutralization Theory on Examination Malpractices

The theory of Neutralization originated from Sutherland's (1947) differential association theory and Cohen's (1955) subcultural theory of juvenile delinquency. This theory is a social learning theory since the deviant behaviour is learnt through observation and comprehending the values and norms related to this type of behaviour. The idea that offenders learnt their skills of committing crimes, motivation, and the attitude towards the crime was the foundation of Sutherland's (1947) theory of differential association. The neutralization theory was based on proposition that offenders learnt their antisocial behaviors through the social interaction processes. The idea adopted from Cohen's

(1955) subcultural theory of juvenile delinquency was on how the offenders' subculture reversed the laws, norms and values of the society.

According to the theory of neutralization, despite the awareness that an individual is committing an offense, the law breakers justify their behaviour through the process of neutralization. According to Siegal, (2005), offenders justify their actions through the following five grounds; (1) they deny the responsibility and argue that they were the actual victims due to the circumstances that prevailed when they were committing the offense. The argument is that the action was actually beyond their control. (2) They may argue that their action didn't harm any person. (3) They argue that the victim deserved the action. (4) They argue that those who condemn their offense are themselves to blame and they are doing out of malice. (5) And finally they argue that their actions were for the greater good of their friends or relatives.

The theory of neutralization is essentially about employment of unacceptable justification for wrongdoings through giving reasons for the deviance. The justification allowed the offender to neutralize the unacceptable behaviour, which in effect, takes away the guilt feeling. For this reason, the neutralization techniques weaken the morality of the individual. The neutralization techniques represent a person's belief system and values. Neutralization allows an individual to become offender without experiencing guilt and maintaining a positive self-image perception.

Neutralization theory is all about an individual executing an action which is against the social laws and morality and after that trying to justify their behaviour. Those who commit the unacceptable act endeavor temporarily to neutralize the social values which normally prohibit such acts. The offenders have obligation to obey the law they are breaking and yet fully aware that they are engaging themselves in immoral behaviour. It

is a psychological way of people switching off their consciousness when they are doing something wrong. According to this theory of neutralization by Matza & Sykes (1957), people are fully aware of their moral obligation to observe law and order for the proper social function. When the individuals break the law, and they are fully aware that it is morally wrong to do that, they employ some defense mechanism to justify their behaviour. According to Topalli (2006), this theory is based on two premises, namely; (1) lawbreakers feeling of guilty because of their wrong-doings and (2) the offenders admire honest and law-abiding people.

According to McQuillan & Zito, (2011), neutralization theory can be used to best explain why the students violates ethical-codes they publicly support. Some five statements commonly used by students to justify their immoral actions and behaviour are as follows; (1) “it couldn’t have been my mistake” (2) “it was a small issue” (3) “they very well knew that it was coming” (4) “they acted the same when they were students” and finally (5) “I was needed by my friends”. Eisenberg (2004) argued that the theory of neutralization is the best to explain why students engage themselves in examination malpractices. The students’ likelihood to engage in this vice would depend on the degree to which they can rationalize the behaviour under those circumstances.

Folding (1995) did a study on the influence of students’ demographic characteristics on examination malpractices whereby the theory of neutralization was used to guide in result interpretations. The research looked at the potential of the theory in explaining examination malpractices. In another study by Liska (1978), the study dealt on how the deviant behaviour of cheating is related to the parental approval, faculty members and peers. The theory of neutralization guided the results interpretations. The attitudes of the people were obtained through tabulating their approval or disapproval responses.

LaBeff *et al.*, (1990) examined situational ethics among university students and concluded that the use of neutralization theory can be used to explain the occurrence of examination malpractices. The students agree that examination malpractices are unacceptable behaviour, notwithstanding their justification that it can be excused in some situations. The theory gave the offenders an opportunity to believe that examination malpractices, though morally wrong, can be acceptable or even necessary in certain circumstances. Students learn examination malpractices vicariously from the older students and also acquire dishonest behaviour from the society and the basis of justification is provided by the theory of neutralization.

Conceptual Framework

A conceptual framework is a diagrammatic presentation of the relationships between the indicators of independent, dependent and intervening variables (Onen, 2016). In this study the indicators of independent variables were students'; past performance, vicarious learning, social persuasion and emotional experiences. Dependent variables were forms of examination malpractices like carrying small cribs, impersonation, copying, favoritism and plagiarism.

2.4 Conceptual Framework

This study was anchored on the conceptualization of the variables as shown in Figure 1.

Independent Variables

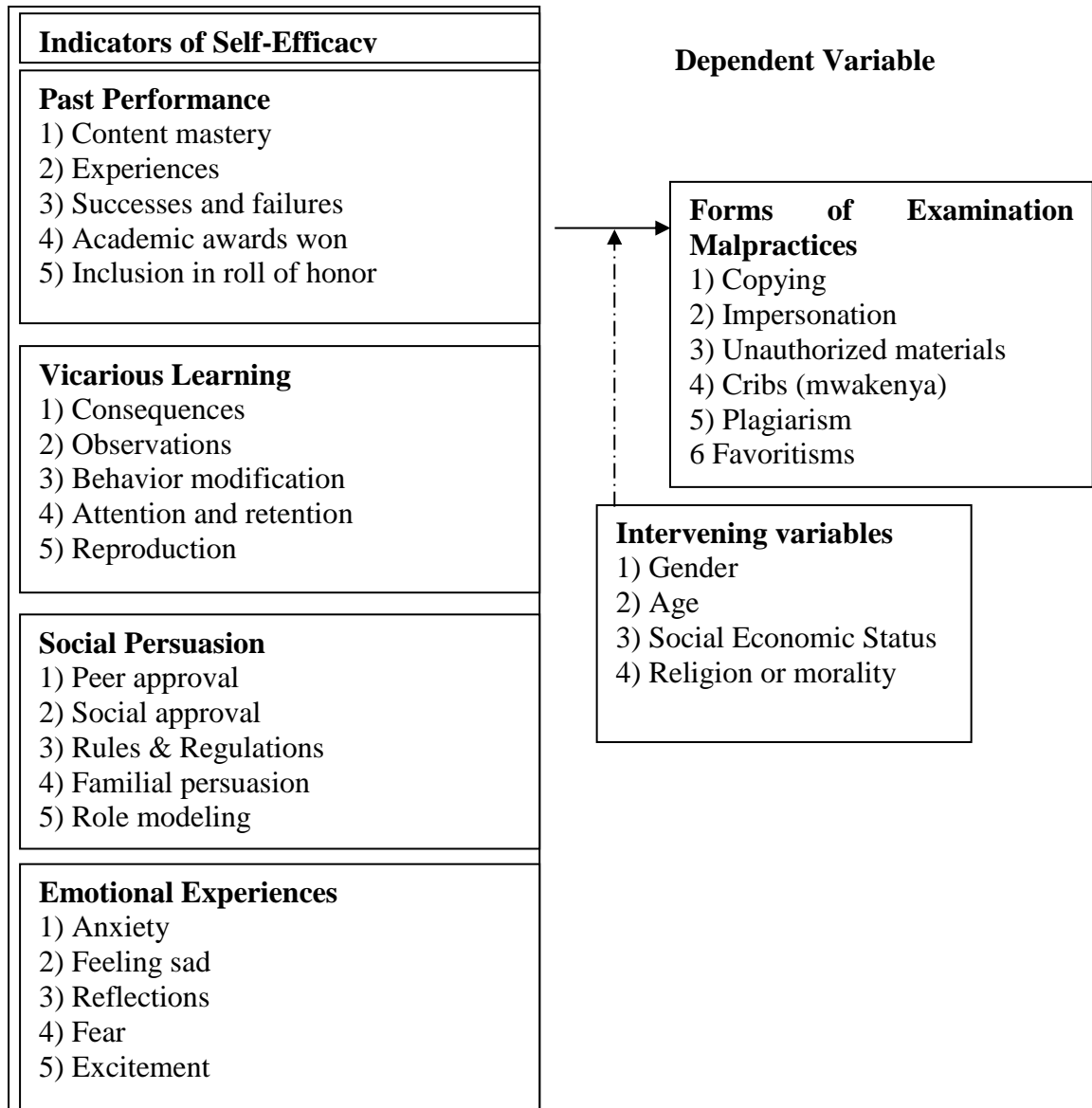


Figure 1: Conceptual Framework

Source: Researcher, 2021

Figure 1 is the conceptual framework showing the relationship between independent and dependent variables in this study. The independent variable is students' self-efficacy, and the dependent variable is examination malpractices. Students' past

performances influences examination malpractices either positively or negatively. Students learn from their models vicariously about examination malpractices. The social contexts under which the students operate approve examination malpractices. The students who are emotionally prepared for the examination malpractices are more likely to engage the malpractices than those who are not.

The students who assess themselves and fully aware of the consequences of the possible outcome of the examination malpractices can judge the best option under the prevailing circumstances. And finally, the students whose performance attainment is below the socially acceptable can plan on how to engage in examination malpractices. These possible outcomes may be influenced by students' age, gender, parental social economic status (SES) and religion/morality.

2.5 Research Gaps

Studies reviewed show gaps that exist in relation to the current study. Many studies on examination malpractices had been done with a purpose of establishing the causes of the vice and on how to bring down the trend (Anderman & Murdock, 2006). In the literature reviewed, there was no study done to determine if relationship between students' self-efficacy and examination malpractices exist. There was also no study reviewed that directly addressed the students' self-efficacy on examination malpractices. For this reason, the study addressed this gap in the existing literature reviewed.

There was no empirical literature found by the study during the literature review about influence of students' self-efficacy on examination malpractices among students of Kenyan universities. To address this gap, this study investigated the possible influence

of students' self-efficacy on examination malpractices in one public and one private university in Kiambu County, Kenya.

Robinson *et al.*, (2004) studied the students' cheating behaviour and the frequency of examination cheating. The study established that about 80% of students, who cheated on examination, were dishonest later in life. Whitley & Keith-Spiegel, (2002) carried out a study to determine whether students' attitude towards examination malpractices and academic performance had any relationship. Their results showed no relationship between the variables under the study. For this reason, the study assessed the relationship between examination malpractices among undergraduate students and components of students' self-efficacy namely; past performances, vicarious learning, social persuasion and emotional experiences.

Williams, Paulhus and Hare (2007) carried a comparative study on Psychopath and non-psychopath and their tendency to cheat where the researcher used the Self-Reporting Psychopath test and the Personality Inventory test for Psychopath Lilienfeld & Andrews, 1996). Psychopaths are distinguished by manipulation, callousness, and antisocial inclinations, suggesting that they are likely to cheat (Hare, 2003).

Despite the fact that significant studies has been done in Europe, Asia and America, on varieties of academic variables against social variables, studies meant to determine the influence of students' self-efficacy on examination malpractices were not there in the literature reviewed (Chudzicka-Czupala, 2014; Williams *et al.*, 2010). In Kenyan Universities, there were no such studies done to determine the extent of examination malpractices in relation to students' self-efficacy.

2.6 Summary of Literature Review

Self-efficacy remains a critical form of assessing students' intentions to cheat in the examinations at university level. There was no research found among the literature reviewed that had investigated the possible relationship between students' self-efficacy and examination malpractices. The students' self-efficacy was about students' past performance, vicarious learning, social persuasion and emotional experiences. The reviewed literature placed social cognitive learning theory higher than other social theories for providing a theoretical and empirical base for this study. The theory of planned behaviour provided the basis upon which the students drew their intentions and moral obligation to engage in examination malpractices. The theory of neutralization provided the justification the students use to engage in examination malpractices.

Form the reviewed literature, the theory of Planned Behaviour had been placed higher than all other attitude theories since it originated from the theory of reasoned action, where one assesses a specified behavior as positive and if others want the person perform the anticipated behavior, it would result to greater motivation and the person is likely to act (Hale, Householder & Greene, 2003). The theory of planned behaviour includes the same components like those of the theory of reasoned action; however, it complements the components of perceived behavioral control to rationalize for difficulties outside individual's control (Hale, Householder & Greene, 2003). This theory helps provide an explanation to academic malpractices for it exposes students' intentions (Harding *et al.*, 2007). A simple conceptual framework was drawn showing the possible relationship of the independent variables, dependent variables and intervening variables.

On examination malpractices, Lawal, Ibrahim & Raphael's (2015) study showed that examination malpractices take place despite elaborate laws and regulations governing the whole process of examination administration, grading and certification in universities. A study done by Smith, Burnett and Wessel (2017) about examination malpractices among university students gave grave conclusions. The reviewed literature has shown that the causes of examination malpractices includes students' laziness, inadequate time to prepare for examination, low self-confidence, inadequate institution facilities, student's congestion, political undertone, commercialization of academic certificates, inadequate invigilation and previous history of examination malpractices. The study recommended the following in order to minimize the vice; acquisition of skills should be valued more than the academic certificates, emphasis on skill acquisition by students to play a center stage during the course of training, and finally to decongest the examination halls to ensure effective examination invigilation.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter contains research methodology, design, description of variables, targeted population, sampling procedures, samples and their sizes, validity of the instruments, reliability of the instruments, procedures used during data collection, and data analysis methods.

3.1 Research Methodology

Mixed methodology was used in the study. This study collected quantitative data from university students and lecturers using self-reporting questionnaires. An interview guide was used to collect qualitative data through oral interview from university administrators. The mixed methodology was appropriate for this research since the data collected was quantitative and qualitative. Mixed methodology is about systematic integration of quantitative and qualitative data, analysis of the data and discussion within the same research. The data that was obtained was triangulated. According to Rothbauer and Paulette (2008), the purpose of data triangulation is to facilitate validation and cross verification of the information provided. The source of data could be from two or more sources. It also refers to the combination of two or more data from different sources in one study (Polonsky & Waller, 2011). Triangulation can be used in both quantitative and qualitative studies. In this study, triangulation of data was suitable since the source of data was from students, lecturers and university administrators who had different viewpoints.

According to Creswell (2009) and Gay *et al.*, (2006), mixed methodology involves combination of qualitative and quantitative procedures of data collection and analysis in

order to have a deeper and wider understanding. In this study, quantitative data was collected from university students and from lecturers while qualitative data was collected from the university administrators. According to Hunter, Laura, Leahey and Erin (2008), quantitative data is presented in numerical form like percentages and statistics. The study analyzed the data using statistical tools for the purpose of getting results for generalization. In this study, mixed methodology was used to collect data of students' self-efficacy on examination malpractices in Universities in Kiambu County, Kenya.

3.2 Research Design

Ex post facto and descriptive survey research designs were used in this study. *Ex post facto* research design is best suited where investigation is conducted on past occurrences and the researcher has no opportunity to manipulate what took place (Salkind, 2010). The students' self-efficacy on examination malpractices being investigated had already taken place. According to Goodwin (2010), *ex post facto* study design examines how an independent variable affected a dependent variable sometimes ago. The researcher has no control over the independent variable because their manifestations have taken place already Salkind (2010). This study fit well into this research design since students' self-efficacy (independent variable) on examination malpractices (dependent variable) being investigated, happened before the study. The research couldn't manipulate the students' self-efficacy that was assumed to have influenced the examination malpractices because the investigation was done after the phenomenon had taken place.

Descriptive survey research design allows for a variety of participants, data collection, analysis and utilization of various instruments (Plano & Ivankova, 2015). It is a research design where the data is collected from a sample, drawn from a specific population,

using questionnaires (Check & Schutt, 2012). A descriptive survey is a research design technique for collecting data from specific respondents (Guetterman, 2019). It is a useful approach when a researcher aims to describe features of a very large population. The descriptive survey research design was suitable for this study because the data was collected from a large sample of undergraduate students, lecturers and university administrators.

3.3 Location of the Study

This research was done in selected universities of Kiambu County. Kiambu County is one of the 47 Counties of Kenya. The County is roughly located in the central region of Kenya (see the map attached, appendix VI). The County was selected for this study because it has the highest concentration of public and private universities in comparison to other counties in Kenya. Out of all 62 public and private universities in Kenya (Commission for University Education, 2016), Kiambu had six universities. The County has good telecommunication network and all-weather roads that serve those universities. The distance from one university to the other within the county is relatively short; therefore, the cost of transport for researcher was minimal. It is a semi-urban county with very high population density and fairly low crime rates hence the safety of the researcher was fairly good.

Akaranga & Ogong (2013) carried out a study on examination malpractices at The University of Nairobi and Kenyatta University. 375 respondents who participated were divided into six categories namely; examination administrators (2.7%), academic staff (5.3%), postgraduate students (4.5%), fourth year students (16%), third year students (25.1%), second year students (26.7%) and first year students (19.7%). The study revealed serious cases of examination malpractices. All the categories of respondents

were involved in examination malpractices. 105 (28%) lecturers had leaked the examination while 360 (96%) students interviewed had used cribs (mwakenya) to copy the answers. 280 (74.7%) students had used smart phones to access answers during the examination and 44 (11.7%) students used coded language to get answers. 32 (8.5%) students stretched their neck to view the answers from their friends while 5 (1.4%) cases of impersonation were reported. 3 (0.8%) received extra time and 60 (16%) wrote theses for others in exchange for money. 40 (10.7%) paid money and grades on their transcripts were changed while 6 (1.6%) reported a known case where certificates were bought. The study didn't mention the possible influencing role of students' self-efficacy on examination malpractices.

3.4 Target Population

The target population was all 183,760 University administrators, lecturers and students from first year to sixth year of their studies. The targeted population was from private and public universities in the County of Kiambu. Currently, there are six universities in Kiambu County, namely; Kenyatta, Jomo Kenyatta University of Agriculture and Technology, Mount Kenya, Gretna, Presbyterian University of East Africa and St. Paul's University, as shown on Table 3. The accessible population was all staff members and all students of one private university and one public university that were randomly sampled.

The public university randomly selected had the following schools; Civil engineering and Geomatics, Architecture and building sciences, Electrical & electronics & information engineering, Mechanical, Manufacturing and material engineering, Mathematics, Law, Computing, Physical sciences and information Technology, Business studies, Entrepreneurship, Procurement & Management, communication &

development studies, Bio systems and environmental engineering, Biological sciences, Medicine and Faculty of Agriculture. The private university randomly selected had the following schools; Business studies, Theology, Social sciences, Post graduate studies, Hospitality and Education.

University administrators were targeted for in-depth oral interview to provide the information for the purposes of validation. Section two of the oral interview guide sought information on frequencies of examination malpractices, policy issues, adherence to examination rules and regulations, examination security and management. Lecturers were targeted because they set and supervise the examinations. Students were the main target since they were the unit of analysis. The examination is set for students and the study was based on the influence of their self-efficacy on examination malpractices.

Table 3: Population of students and staff members in Universities in Kiambu County

Target Population description		Male students	Female students	Staff members	Total Population
1	KU	44,000	42,000	1600	86,000
2	JKUAT	16,000	13,000	950	29,950
3	MKU	31,000	31,000	600	62,600
4	GRETSA	400	400	20	820
5	PUEA	900	800	50	1,850
6	St. PU	1,250	1,250	40	2,540
Total population					183,760

Source: CUE, 2019

3.5 Sampling Procedure and Sample Size

The simple random sampling technique was used to select one private university and one public university from the six universities that were targeted. Out of six universities

in Kiambu County two are public and four are private ones. The probability of randomly picking one public university for this study was 50%. The private universities in the sample were four and therefore the probability of picking any one of them through simple random sampling technique was 25%. The six universities were put into two categories of either private or public. One university was randomly picked from the public university category and one from the private universities category. Five schools from each category were randomly picked from each category, making a total of ten schools to sample students from. Sixty students were randomly selected from each selected school by a random sampling method, making a total of 600 participants. 10 lecturers from each school were randomly selected making a sample size of 100. 5 University administrators were selected from each selected University, making a total of 10 for interview. According to Ogula (2005), sampling is a procedure, process or technique of selecting a sub-group from a population to participate in a specific study. The process is done in such a way that the individuals selected make a good representative of the larger group from which they were carefully chosen.

Yamane (1967) formula was used to assist the researcher to approximate the respondents' sample size. The Yamane's (1967) formula is as shown below:

$$n = \frac{N}{1+N(e)^2}$$

Where n is the sample size, N is the population size, 1 is a constant and e is the level of significance (confidence level at 95%). After substituting and computation, the formula yielded an approximate value of 400 respondents, as shown below;

$$n = \frac{183,760}{1+183,760(0.5)^2} = 400$$

Strictly speaking, Yamane formula is an approximation of known sample size formulas such as Krejcie (1970), Morgan and Cochran (1977) for proportion at 95% confidence level. Since large sample size gives accurate mean, and provides a smaller margin of error Clarke & Braun, (2013), 710 sample size used in this research is better than sample size of 400 from Yamane (1967) calculated value.

The resultant sample size is as shown in the sample size matrix below:

Table 4: Sampling matrix

University	Male students	Female students	Male lecturers	Female lecturers	University administrators	Total
One private university, Q	150	150	25	25	5	355
One public university, P	150	150	25	25	5	355
Total	300	300	50	50	10	710

3.6 Research Instruments

Data collection was done using a researcher's constructed instruments. The instruments had a five-point Likert rating scale. The questionnaire consisted of 6 sections **A – F**. Section **A** was about demographic characteristics of the respondents. Section **B** was about past performance component of students' self-efficacy on examination malpractices. Section **C** was about vicarious learning component of students' self-efficacy on examination malpractices. Section **D** was about social persuasion component of students' self-efficacy on examination malpractices. Section **E** was about emotional experiences component of students' self-efficacy on examination malpractices. Section **F** was about examination malpractices, the dependent variable.

Appendix V is the interview guide for the university administrators.

3.6.1 Students' Questionnaire

This study used questionnaires to collect students' self-efficacy on examination malpractices. The students' questionnaire was divided into 6 sections. The first section contained participants' bio data and the other four sections contained questions based on 4 research objectives. The four sections had questions that were derived from the four components of the independent variable (students' self-efficacy) namely; students' past performance, vicarious learning, social persuasion and emotional experiences. The fifth section contained questions based on the dependent variable i.e., examination malpractices. All the questions were based on five Likert scale.

3.6.2 Lecturers' questionnaire

This study used questionnaires to collect lecturers' views about the role students' self-efficacy may play on examination malpractices. The lecturers' questionnaire was similar to students' questionnaire for validation purposes. The lecturers' questionnaire was divided into 6 sections. The first section contained participants' bio data and the other four sections contained questions based on 4 research objectives. The four sections had questions that were derived from the four components of the independent variable (students' self-efficacy) namely; students' past performances, vicarious learning, social persuasion and students' emotional experiences. The fifth section contained questions based on the dependent variable i.e., examination malpractices. All the questions were based on five Likert scale.

3.6.3 Interview Guide for University Administrators

Interview guide for university administrators had two sections. The first section was about the personal information of the participant. Section two contained questions on examination administration, effectiveness of existing rules and regulations on

examination malpractices, examination integrity, prevalence of examination malpractices and strategies the universities have taken in minimizing the vice. The researcher and the research assistant wrote and recorded the responses of the participants as the interview progressed. The interview guide was aimed at collecting qualitative data from the respondents. The purpose of qualitative data was crucial for the study to supplement quantitative data (Cohen *et al.*, 2005). In the course of the interview, the researcher sought further clarification on any response from the respondent in order to align them to the objectives of the study.

3.7 Piloting of the Research Instruments

To ensure high validity, reliability, dependability and credibility of the instruments, piloting was conducted at Mount Kenya University (MKU). 60 students and 10 lecturers were randomly selected to participate in the pilot phase of the research. Those 70 participants constituted about 10% of the sample size. The collected data was grouped, fed into computer in coded format, for analysis by use of Statistical Package for Social Science (SPSS) software program version 25. The analysis was done to help in ascertaining whether the best choice of method of data analysis would work. It also helped in identifying ambiguities in the questionnaires and interview guides. Areas identified as potential sources of ambiguities were improved before the final administration of the instruments was done.

3.7.1 Validity of the Instruments

In the development of the research instruments, efforts were made to increase the instruments' content validity through generating enough items that covered the key areas of the research problem. Another way the researcher ensured good instrument validity was that the tests were not too long to cause respondents' fatigue and boredom.

Subject matter experts in the Department of educational Psychology critiqued research instruments thus enhancing validity of the tools. The researcher presented the research instruments to his peers who's critiqued them and some adjustments were made on that basis, and hence increasing the validity of the instrument.

3.7.2 Reliability of Research Instruments

To establish the reliability of the instrument, Cronbach's Alpha was used. To ensure the instruments are reliable, Cronbach's alpha coefficient was calculated from the pilot data that was generated. This method of determining the reliability of the research instruments is very appropriate since it required the administration of the test once (Cohen *et al.*, 2005). If the value of the Cronbach's alpha coefficient was 0.70 and above, the instruments was considered reliable. In this study, the Cronbach's alpha coefficient was $r = 0.856$ which was higher than $r = 0.7$ and hence the instruments were considered reliable.

This generalization was guided by Fraenkel & Wallen, (2000) who argued that for the instruments to produce consistent data, the computed Cronbach alpha coefficient (α) has to be 0.7 and above and if the correlation coefficient is less than this value, the instruments are to be modified so as to increase the instruments' reliability to the acceptable level. According to Bonett (2010), Cronbach's alpha coefficient (α) is the measure commonly used for computing reliability for internal consistence, where questionnaires contain Likert scale questions.

3.7.3 Dependability of Qualitative Research Instruments

Dependability of the qualitative data was ensured through adoption of suitable research methods, techniques and procedures. The choice of research methodology, design and sampling techniques supported the choice and design of the instruments. This was done

through making consultations with peers and experts from the Department of Educational Psychology of Mount Kenya University. Dependability of the instruments was also ensured through pre-testing of the instruments. The pre-testing involved identification of ambiguous questions and clarity sought through consultations. Thus, inadequate or vague questions were discarded or modified, so as to make the research instrument better and thereby increasing its dependability.

3.7.4 Credibility of Qualitative Research Instruments

The credibility was achieved through triangulation of the research data collected. The researcher ensured that the instruments were constructed such that they collect rich information based on the research objectives. The research instrument design was such that they were believable to the perspective of the participants, could be generalized, or transferred to other contexts, corroborated by others, and could be repeated and produce the same results in later studies. It was constructed such that it took into consideration the ever-changing contexts within which research was conducted. In this research, supervision of the data collection was strict by documenting the procedures followed and checking frequently the data in the whole period of data collection.

The data was audited whereby the researcher examined the data collected, procedures used during analysis and if the judgment made conform to the generally accepted principles of psychology. According to Lincoln & Guba (1985), triangulation of data is one of series of techniques that establishes the credibility of the qualitative data. To increase credibility further, the procedure and the line of questioning that was used during the data collection and analysis methods was drawn from the previous successful ones. The researcher and the participants had a fairly long engagement aimed at building trust understanding of each other and at the same time without undermining the

professionalism. Random sampling of respondents for this study ensured minimization of bias and any unknown influences were distributed evenly within the sample and eventually increased the credibility of the research.

3.8 Data Collection Procedures

The researcher obtained a clearance letter from Mount Kenya University in the School of Post Graduate Studies, through the Department of Educational Psychology (**authorization letter attached**). The researcher sought permission to do the study from the Ministry of Higher Education Science and Technology through National Commission for Science, Technology & Innovation - **NACOSTI (authority letter attached)**, County Director of Education (**authority letter attached**), and authority from the selected two universities (**authority letters attached**).

The researcher employed two research assistants to help in data collection. The research assistants were trained thoroughly on data collection and logistics of administration of questionnaires. The respondents were given enough time to read the written instructions. This was followed by explanation from the research assistants. They were allowed to ask questions to clarify the instructions written on the questionnaire. To ensure that their identity was hidden, the respondents were requested not to write their names on the questionnaires. The questionnaires were serialized to guard against losses.

3.9 Data Analysis Procedure

The researcher prepared and organized data with a purpose of extracting meaning out of it. Data clean-up was done after data collection to identify the incomplete research instruments. Items drawn from the questionnaires and student matrix were grouped according to research questions. The data that was generated from the instruments was quantitative and qualitative in nature. The data was coded before analysis. Qualitative

data from university administrators was organized into themes and analyzed through textual descriptions and explanations while quantitative data generated from students questionnaires were analyzed through descriptive and inferential statistics. As for qualitative data, content analysis was used to identify themes emerging from the perceptions of respondents on examination malpractices.

The quantitative data generated was entered into SPSS version 21 software and analysed, and then presented in form of descriptive statistics like frequencies and percentages. Inferential statistics inform of linear regression was presented in tables. Linear regression was used to determine significant relationship between the respondents' self-efficacy influence on examinations malpractices. The principle benefits of using regression analysis is its simplicity, interpretability. The statistical hypotheses were tested at the significance level of .05. This is further illustrated in **Table 5** below. Both quantitative and qualitative data were analyzed separately but finally triangulated at the interpretation stage to ensure that each set of data helps to strengthen and enrich the other.

Table 5: Analysis Matrix of the Study Research Questions

Research questions	Dependent variable (X)	Independent variable (O)	Data type	Data analysis
In what ways do the students' past performance influence examination malpractices	Examination Malpractice	Students' mastery	Quantitative Qualitative	frequencies percentages Linear regression Thematic analysis
To what extent do students' vicarious learning influence examination malpractices	Examination Malpractice	Students' vicarious learning	Quantitative Qualitative	Frequencies percentages Linear regression Thematic analysis
How do students' social persuasion influence examination malpractices	Examination Malpractice	Students' social persuasion	Quantitative Qualitative	frequencies percentages Linear regression Thematic analysis
To what extent do students' emotional experiences influence examination malpractices	Examination Malpractice	Students' emotional experiences	Quantitative Qualitative	frequencies percentages Linear regression Thematic analysis

3.10 Ethical considerations

Ethical standards were strictly observed during the research process. The researcher sought consent from the respondents by informing them the nature and purpose of the research, who was conducting the research and how the information given was to be used. The purpose of ethics in research is to ensure that participants do not suffer any

consequences as a result of research activities and procedures. Informed consent in research is about the participants' right to freely choose to participate in the research activities or not without adverse repercussions. Getting correct information on any consequences that may result due to participating is crucial and mandatory.

The researcher clearly explained the procedures of the data collection to enable the participants make informed decisions. The researcher informed the participants that the participation was free. An agreement letter was signed between the participant and the researcher as a proof that he/she had consented. The signing was also an acknowledgement that the respondent has read and understood its content and implications of the research outcome. To ensure the participants' privacy, they were not required to put down their names on the questionnaires and interview guides. The research assistant was trained on ethics and decorum matters. The researcher acknowledged all the works of scholars that were quoted directly or indirectly in this research. All forms of plagiarism were avoided as much as was practically possible.

The researcher made sure that the respondents were informed of the measures put in place to guarantee the security and privacy of the information and data they gave and that it was purely for research purposes. The filled-up questionnaires were stored in a locked-up room. The electronic raw data was stored in a computer with a reasonable password, where a third party can't access the information. According to Cohen, Manion & Morrison, (2017) the participant's information that they give freely during the data collection should not be shared with a third party that can lead to the identification or tracing of research participants. The researcher did not use dishonest means to persuade respondents to participate and give information. According to Walliman (2016), it is unethical for the researcher to coerce the participants to give

information by posing as a donor and making unrealistic promises. The research assured the respondents that their identity would be kept private. Anonymity means that the identifiable information of a person would not be known or disclosed, Mugenda (2008). Ethical issues concerning data safety and confidentiality were strictly observed. According to Oliver (2003), the researcher must guarantee the protection and confidentiality of the participants' data.

CHAPTER FOUR

RESEARCH FINDINGS AND DISCUSSIONS

4.0 Introduction

The results of the data analysis of students' self-efficacy on examination malpractices in selected private and public universities in Kiambu County are presented in this chapter. Organization of this chapter is as follows; questionnaire return rate, respondents' demographic information, students' past performance as a component of self-efficacy, students' vicarious learning as a component of self-efficacy, students' verbal persuasion as a component of self-efficacy and students' emotional experiences as a component of self-efficacy on examination malpractices. Brief thematic analysis of the qualitative data collected from university administrators and lecturers for the purposes of triangulating the quantitative findings. Descriptive statistics in this chapter are presented in form of mean and frequency tables. Linear regression was used to test for the significance in the stated hypotheses.

4.1 Return Rate

The distribution of the participants was as follows; 600 undergraduate students, 100 lecturers and 10 university administrators. The undergraduate students and lecturers were given well designed questionnaires to fill. 554 of the 600 questionnaires administered to students were returned, making a return rate of 92.3%. Out of 100 questionnaires given to lecturers, 98 were well filled in and collected translating to 98% return rate. In total, 652 of the total questionnaires from the students and lecturers were collected and hence making a total return rate of 93.1%. All the 10 University administrators selected were interviewed.

During the oral interview, the researcher recorded in his filed notebook, in details, all the information provided by the respondents. The research assistants provided crucial logistics to the whole process. The interview guide schedule was instrumental in the process. An excellent questionnaire return rate of two categories of respondents of 93.1% was realized. The achieved return rate was in line with recommendations of Roth and Bevier (1994) on questionnaires' return rate; who posited that the response rate of 60% is better, 70% is reasonable, 80% is good and 90% is excellent for any research in social studies. In a study on the number of respondents that may yield the desired outcome, Dvir, Nim; Gafni and Ruti (2018) examined consumer response rate against the market known outcome. It was concluded that the higher response rate of more than eighty percent (80%) is preferable. 6.9% of the questionnaires that were not returned couldn't negatively influence the research outcome since the participants were randomly selected.

Table 6: Return Rate

Sample size	F	%	Nonparticipants	%
600 (students)	554	92.3	46	7.7%
100 (lecturers)	98	98	2	2%
10 (university administrators)	10	100	None	Oral interview done
Total	710		48	

4.2 Demographic Characteristics and the Distribution

The demographic profile provides information about the composition of the respondents. The purpose of the profile was to assist in generating a mental picture of the characteristics of the group that provided the information required for the research. Demographic information from the subjects of a study is important in order to

understand the characteristics of the sample and determine if they represent the populations (Kirton, 2000). Although demographic variables cannot be manipulated, researchers can explain their relationships between them and dependent variables.

Section one of the students' questionnaire contained information on the demographic characteristics of the respondents. The data that was collected and analyzed from the students included; gender, age in years, type of secondary school attended, KCSE mean grade, degree program taught at the university, and year of study. The analyzed outcome is presented in Table 7.

Table 7: Distribution of Students by Demographic Characteristics

		f	%
Gender	Male	242	43.7
	Female	312	56.3
	Total	554	100.0
Secondary school attended	Boarding	432	78.0
	Day school	122	22.0
	Total	554	100.0
Age	18 – 20	327	59.0
	21 – 23	186	33.6
	24 – 26	31	5.6
	27 years and above	10	1.8
	Total	554	100.0
KCSE Mean grade	Grade A	54	9.7
	Grade A-	44	7.9
	B+	123	22.2
	B	136	24.5
	B-	77	13.9
	C+	90	16.2
	C	22	4.0
	C-	8	1.4
	Total	554	100.0
Degree pursued	Bachelor of Science	329	59.4
	Bachelor of Arts	157	28.3
	Bachelor of Education	68	12.3
	Total	554	100.0
Year of Study	1st year	231	41.7
	2nd year	168	30.3
	3rd year	94	17.0
	4th year	40	7.2
	5th year	17	3.1
	6th year	4	.7
	Total	554	100.0

Table 7 shows that 43.7% were male while 56.3% were females. About 78% had attended boarding schools while 22% had attended day secondary schools. About 59% were aged between 18 - 20 years and 33.6% were aged between 21 - 23 years. About 5.6% of students were aged between 24 – 26 years while 1.8% aged 27 years and above. About 22.2% had attained B+ in KCSE while 24.5% had grade B. About 16.2% had achieved C+ in their KCSE examinations. About 59.4% were pursuing Bachelor of Science degree while 28.3% were pursuing Bachelor of Arts. About 12.3% were taking Bachelor of Education. 41.7% of undergraduate students in the universities who participated in the study were 1st years, 30.3% were second years, 17% third years students, as the results in Table 8.

Table 8: Distribution of Lecturers by Demographic Characteristics

		F	%
Gender	Female	52	53.1
	Male	46	46.9
	Total	98	100.0
Age	Below 30 years	22	22.4
	31-40	42	42.9
	41 – 50	26	26.5
	51 years and above	8	8.2
	Total	98	100.0
Degree taught	program		
	Bachelor of Science	30	30.6
	Bachelor of Arts	62	63.3
	Bachelor of Education	6	6.1
	Total	98	100.0
Work experience	6 years and above	52	53.1
	2 - 5 years	34	34.7
	Less than one year	12	12.2
	Total	98	100.0

Table 8 shows that 53.1% of lecturers who took part in the study were female while 46.9% were male. 42.9% of them were aged between 31 - 40 years and 8.2% were aged over 51 years. 30.6% of the total lecturers interviewed taught Science based degree

courses while 63.3% taught Art based degree courses. 53.1% had lectured for over 6 years, 34.7% had lectured for 2 - 5 years while 12.2% had lectured for under a year by the time of the study. From the demographic data, it can be concluded that all the lecturers interviewed were mature and had adequate experiences and knowledgeable on matters concerning examination malpractices in universities of Kiambu County, Kenya.

4.3 Examination Malpractices among Undergraduate Students

The study sought to find out the extent of examination malpractices among University students in public and private universities within Kiambu County. The research findings are shown and discussed in this section.

Data on examination malpractices perpetrated by undergraduate students from Universities in Kiambu County Kenya were collected, analysed and findings presented in Table 9 and 10.

Table 9: Undergraduate Students' Ratings of Examination Malpractices

	SD		D		N		A		SA	
	f	%	f	%	f	%	f	%	F	%
There are students who have ever engaged in sex for grades with some lecturers in this University.	155	28.0	83	15.0	160	28.9	69	12.5	87	15.7
There are some students who buy question papers from some lecturers before the examination in this University.	90	16.2	130	23.5	200	36.1	83	15.0	51	9.1
There are some students who copy examination answers from their colleagues in this University.	93	16.8	82	14.8	149	26.9	162	29.2	68	12.3
There are some students who hire certain students to sit examination for them in this University.	110	19.9	107	19.3	162	29.2	121	21.8	54	9.7
Some students have ever carried unauthorized materials into examination room.	95	17.1	90	16.2	152	27.4	137	24.7	80	14.4
Some students carry cribs (mwakenya) to examination room in this University.	86	15.5	86	15.5	159	28.7	142	25.6	81	14.6
Some students fraudulently present work for other students as theirs to get marks (plagiarism) in this University	102	18.4	76	13.7	145	26.2	143	25.8	88	15.9

Table 9 shows that 28% strongly disagreed that there were students who had ever engaged in sex for grades with some lecturers. 23.5% disagreed that there were some who bought question papers from some lecturers before the examination while 29.2% agreed that some students copied examination answers from their colleague.

21.8% of students agreed that some undergraduate students hired certain students to write examination on their behalf. 24.7% agreed that some students had ever carried unauthorized materials into examination room. 25.6% students agreed that some carry cribs/mwakenya to examination room while 25.8% agreed that some students' fraudulently presented work for other students' as theirs to get marks (plagiarism). These results show that in private and public universities of Kiambu County, examination malpractices among undergraduate students are common despite the existence of elaborate examination policy, rules and regulations developed by individual university.

Research findings were in agreement with those of Kusnoor & Falik, (2013), in the United States Education Portal, which revealed that cheating normally begins in school. 90% high school students in the USA accepted that they copied someone else's homework while 98% of university students interviewed admitted to cheating at some time in their school life. This therefore indicates that examination malpractices is not only a problem in Kenyan institutions of higher learning but is a global problem.

The study entailed analysis through cross-tabulation of examination malpractices among undergraduate students based on degree of study. The results are presented using Table 10.

Table 10: Cross Tabulation of Examination Malpractices among Undergraduate Students Based on Degree of Study

Count			Bachelor of Science	Bachelor of Arts	Bachelor of Education
Examination Malpractices among Undergraduate Students	There are students who have ever engaged in sex for grades with some lecturer in this University.	SA	44	27	16
		A	34	23	12
		N	98	48	16
		D	50	24	9
		SD	103	35	17
	There are some students who buy question papers from some lecturers before the examination in this University	SA	30	14	7
		A	77	37	16
		N	118	57	25
		D	49	24	10
		SD	55	25	10
	There are students who have ever engaged in sex for grades with some lecturer in this University.	SA	65	31	14
		A	64	30	13
		N	96	46	20
		D	72	34	15
		SD	32	16	6
	There are some students who copy examination answers from their colleagues in this University.	SA	55	27	11
		A	49	23	10
		N	88	42	19
		D	96	46	20
		SD	41	19	8
There are some students who hire certain students to sit examination for them in this University.	SA	48	23	9	
	A	81	39	22	
	N	90	43	26	
	D	53	26	11	
	SD	57	26	12	
Some students have ever carried unauthorized materials into examination room.	SA	48	23	10	
	A	84	40	18	
	N	94	45	20	
	D	33	24	0	
	SD	70	25	20	
Some students carry cribs/mwakenya to examination room in this University.	SA	52	25	11	
	A	85	40	18	
	N	86	41	18	
	D	45	22	9	
	SD	61	29	12	

Table 10 shows that some students engaged in sex for grades with some lecturer in this University. 44 of the respondents were taking Bachelor of Science, 27 respondents were taking Bachelor of Art while 16 respondents were taking Bachelor of Education strongly agreed that students have ever engaged in sex for grades with some lecturer in

the Universities. 52 respondents who were taking Bachelor of Science degree strongly agreed that students carry cribs/mwakenya to examination room while 61 strongly disagreed. Data from lecturers on examination malpractices among undergraduate students in both public and private universities of Kiambu County are presented in Table 11.

Table 11: Lecturers Ratings on Examination Malpractices among Undergraduate Students

	SD		D		N		A		SA	
	F	%	f	%	f	%	f	%	F	%
There are students who have ever engaged in sex for grades with some lecturers in this University	20	20.4	18	18.4	40	40.8	14	14.3	6	6.1
There are some students who buy question papers from some lecturers before the examination in this University	12	12.2	28	28.6	40	40.0	14	14.2	4	4.1
There are some students who copy examination answers from their colleagues in this University	18	18.4	20	20.4	44	44.9	10	10.2	6	6.1
There are some students who hire certain students to sit examination for them in this University	28	28.6	22	22.4	22	22.4	14	14.3	12	12.2
Some students have ever carried unauthorized materials into examination room examinations in this University	6	6.1	22	22.4	14	14.3	12	12.2	44	44.9
Some students carry cribs/mwakenya to examination room in this University	2	2.0	20	20.4	24	24.5	8	8.2	44	44.9
Some students fraudulently present work for other students as theirs to get marks (plagiarism) in this University	20	20.4	18	18.4	30	30.6	12	12.2	18	18.4

Table 11 shows that 20.4% strongly disagreed that there were students' who had ever engaged in sex for grades with their lecturer, 28.6% disagreed that there were some students' who bought question papers from some lecturers before the examination.

20.4% of the lecturers disagreed that there were some students' who copied examination answers from their colleague and 28.6% strongly disagreed that there were some students' who hired certain students to sit examination for them. 44.9% lecturers strongly agreed that some students had ever carried unauthorized materials into examination room and 44.9% strongly agreed that some students carry cribs/mwakenya to examination room while 20.4% strongly disagreed that some students' fraudulently presented work for other students as theirs to get marks (plagiarism) at the University. The results indicated that a significant percentage of university students under the study engaged in various forms of examination malpractices despite the clear examination policy, rules and regulations that exist in those institutions of higher learning.

Internationally, media has exposed commercial contract cheating. In this form of examination cheating, a student would pay a third party to write examination for or write an assignment for him. This shows that examination is commercialized which is a serious examination malpractice (Bomford, 2016; Osborne, 2017). Newton (2018) observed that in the United Kingdom, cheating through contracting, where a student pays a person to do their assignments, is reported often and the frequency is increasing. The research concluded showed that this practice is presenting a threat to academic standards and quality. These international studies further show that some learners are willing to do anything including presenting others' assignments or paying others to do their assignments for them in order to pass examinations. Hence, examination

malpractices are a serious problem facing many institutions of higher learning world over.

A linear regression was done, and the results presented into 3 tables namely; summary model table, ANOVA table and linear regression table. Model summary table indicated the goodness in fit the data. ANOVA summary table was to test for relationship between independent and dependent variables. Linear regression table showed the value of coefficient of each parameter investigated. These results are presented in Tables 12, 13 and 12.

Table 12: Model Summary on the Examination Malpractices among Undergraduate Students

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.999 ^a	.997	.997	.07495

Table 12 shows that the value of R^2 achieved was 99.7%, this indicates the goodness in model fitting for example the factors used to determine contribution towards examination malpractices among undergraduate students achieved a success rate of 99.7% towards the independent variable.

ANOVA analysis was tabulated on Table 13 to show the statistical relationship between the independent and dependent.

Table 13: ANOVA Table on the Examination Malpractices among Undergraduate Students

ANOVA						
a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	233.671	7	.0108	0.018	.000 ^b
	Residual	.612	109	.006		
	Total	234.283	116			

Table 13 shows that there existed a statistical significance on the prevalence of examination malpractices among undergraduate students since the p value was 0.000 which is less than 0.05. In addition, the f value obtained was 0.018 which is less than the f table value which is 0.0202 at (7,109) degree of freedom at 95% confidence interval, indicating goodness in fitting the model.

The study entailed collection of qualitative data on examination malpractices among undergraduate students. For the purpose of data triangulation, the university administrators were orally interviewed on whether there were some cases of examination malpractices that were reported in their universities in the last three years and how frequent the examination malpractices occurred. According to Bogdan and Biklen (2006), Triangulation is a powerful technique that facilitates validation of data through cross verification from two or more sources. The interviewees acknowledged the existence of all forms of examination malpractices and stated that;

“Yes, examination malpractices are very common in this university since every semester; some students are always taken to university disciplinary committee for engaging in various forms of examination malpractices”.
(Male University administrator)

A female administrator was found to have similar views to her male counterpart when she said that;

“Yes, in this institution, first year students are more likely to engage in examination malpractices compared to students in their last year of study, possibly because of large number of students in small examination rooms. The last years of study, the classes become small due to specialization. Examination malpractices are more rampant in some departments that admit large number of students than those admit small number of students. Therefore, this vice is very common among undergraduate students in this university” (Female University administrator)

The researcher also interviewed university administrator and found out that the challenge was rife as reported by a university administrator.

“There are numerous cases of examination malpractices reported in this university during the end of semester examinations and these cases cut across all fields of study. There are few cases of examination malpractices reported in the school of engineering, perhaps due to small number of students and therefore better examination invigilation there. Therefore, I would say that cases of examination malpractices are very common in this university” (Male university administrator)

The study also looked at the most common examination malpractices among undergraduate students and the results showed that the use of cribs (mwakenya) was the main examination malpractice as the interviewees stated that;

“Cribs or popularly known as mwakenya is the most common form of examination malpractice among undergraduate students. other forms of examination malpractices in this university include; copying other students’ answers through giraffing, use of phones to Google answers or use of pictures with notes stored in them, exchange of complete examination answer booklets, smuggling into the examination room a complete answer sheet full of short notes and displaying answers for other to copy” (Female university administrator).

Another respondent who took part in the interviews said that;

“The most common examination malpractice in this university is the use of very small pieces of papers that are handwritten in very small font size, commonly referred to as mwakenya (cribs). Some very few students take examination malpractices to the extreme, whereby they hire certain needy and bright fellow student, who did the same course, to sit for them the supplementary examination. The payment is normally done when the examination results are out” (Male university administrator).

These results therefore show that undergraduate learners in private and public universities do engage in examination malpractices. The most common form of examination malpractices was sneaking cribs/mwakenya into the examination room. These oral interview results corroborate the descriptive and inferential statistics results that examination malpractices are common occurrence among undergraduate students. Therefore, examination malpractices are a common occurrence among undergraduate students in universities within Kiambu County. Studies by Newton (2018) and Rigby, *et al.* (2015) all support these outcomes as they showed that these examination malpractices were reported among university students. Hence urgent measures based on students' self-efficacy must be taken in order to find possible solutions to this problem in institutions of higher learning.

4.4 Students' Past Performance on Examination Malpractices in Selected Universities in Kiambu County

The first research objective was designed to evaluate the influence of students' past performance experiences on examination malpractices, in selected universities in Kiambu County. The findings are presented in the frequency tables, percentages and linear regression. Various Likert scale questions were used to assess the students' past performance experiences on examination malpractices in selected universities in Kiambu County Kenya and results presented in Table 14.

Table 14: Students' Ratings on Students' Past Performance on Examination

Malpractices

	f	%	f	%	f	%	f	%	f	%
Students on roll of honors for high grades at secondary school are more likely to engage in examination malpractices	255	46.0	153	27.6	70	12.6	43	7.8	33	6.0
A student who failed to cheat in an examination and eventually scored low grades in that examination is more likely to engage in examination malpractices next time	164	29.6	167	30.1	91	16.4	89	16.1	43	7.8
Students whose cognitive abilities are high are the ones who are likely to engage in examination malpractices.	140	25.3	148	26.7	130	23.5	87	15.7	49	8.8
Students who previously won academic awards at secondary school are likely to engage in examination malpractices in the university in order to get good grades that reflect the previous academic performances.	159	28.7	143	25.8	95	17.1	89	16.1	68	12.3
Students who are unable to master subject content are more likely to engage in examination malpractices.	78	14.1	86	15.5	108	19.5	158	28.5	124	22.4
Previous success in examination cheating influences continued engagement in examination malpractices among undergraduate students.	89	16.1	83	15.0	103	18.6	155	28.0	124	22.4
University students who have high academic competencies tend to have high examination cheating skills and therefore are likely to engage in examination malpractices.	187	33.8	115	20.8	91	16.4	81	14.6	80	14.4

Table 14 shows that students' past performance component of self-efficacy influences examination malpractices. According to data on Table 13, 46% of undergraduate students strongly disagreed that students on roll of honors for high grades at secondary school were more likely to engage in examination malpractices. 30.1% disagreed that a student who failed to cheat in an examination and eventually scored low grades in that examination were more likely to engage in examination malpractices using different methods and 26.7% disagreed that students whose cognitive abilities were high were the ones who were likely to engage in examination malpractices.

The results also shows that 28.7% of the respondents strongly disagreed that students who previously won academic awards at secondary school were likely to engage in examination malpractices in the university in order to get good grades that reflect their previous academic performances. 28.5% agreed that students' who were unable to master subject content were more likely to engage in examination malpractices while 28% agreed that previous success in examination cheating influenced continued engagement in examination malpractices among undergraduate students. 33.8% respondents strongly disagreed that those University students who had high academic competencies tended to have high examination cheating skills and therefore were more likely to engage in examination malpractices. The results therefore implied that students' past performance experiences by and large, influenced examination malpractices among undergraduates in Kiambu County, Kenya.

Many studies around the world have similar conclusions that past performance experiences of learners do play a significant role in influencing cases of examination malpractices amongst learners. For instance, in Portugal, a study by Siegel (2010) found out that achievement related beliefs like academic self-concept will likely influence students to get involved in examination malpractices. A study done by Lent, *et al.*, (2011) showed that students with poor self-concept get involved more in examination irregularities compared to those with good self-efficacy. Therefore, close attention should be placed on students' academic performances as there are chances that poor or better performances may propel or deter learners from partaking in examination cheating. Data on lecturers' ratings on students' past performance on examination malpractices was collected and analyzed using descriptive statistics. The findings were presented in Table 15.

Table 15: Lecturers Ratings on Students' Past Performance on Examination

Malpractices

	SD		D		N		A		SA	
	f	%	f	%	f	%	f	%	f	%
Students on roll of honors for high grades at secondary school are more likely to engage in examination malpractices.	56	57.1	22	22.4	8	8.2	6	6.1	6	6.1
A student who failed to cheat in an examination and eventually scored low grades in that examination is more likely to engage in examination malpractices using different means.	20	20.4	26	26.5	30	30.6	16	16.3	6	6.1
Students' whose cognitive abilities are high are the ones who are likely to engage in examination malpractices.	34	34.7	18	18.4	30	30.6	10	10.2	6	6.1
Students who previously won academic awards at secondary school are likely to engage in examination malpractices in the university in order to get good grades that reflect the previous academic performances.	10	10.2	10	10.2	42	42.9	24	24.5	12	12.2
Students who are unable to master subject content are more likely to engage in examination malpractices.	16	16.3	14	14.3	26	26.5	26	26.6	16	16.3
Previous success in examination cheating influences continued engagement in examination malpractices among undergraduate students.	10	10.2	16	16.3	28	8.6	28	28.6	16	16.3
University students who have high academic competencies tend to have high examination cheating skills and therefore are likely to engage in examination malpractices.	4	4.1	18	18.4	18	18.4	34	34.7	24	24.5

Data analysis results on Table 15 shows that the past performance has some relationship with examination malpractices. 57.1% strongly disagreed that students on roll of honors for high grades at secondary school were more likely to engage in examination

malpractices while 26.5% disagreed that a student who failed to cheat in an examination and eventually scored low grades in that examination was more likely to engage in examination malpractices using different methods.

The results shows that 34.7% strongly disagreed that students' whose cognitive abilities were high were more likely to engage in examination malpractices and 24.5% agreed that students who previously won academic awards at secondary school were likely to engage in examination malpractices in the university in order to get good grades that reflect their previous academic performances. 26.6% agreed that students who were unable to master subject content were more likely to engage in examination malpractices and 28.6% agreed that previous successes in examination cheating influenced continued engagement in examination malpractices among undergraduate students.

The results showed that 34.7% agreed that University students who had high academic competencies tended to have high examination cheating skills and therefore were likely to engage in examination malpractices within the studied universities. The results therefore implied that generally students' past performance experiences influence examination malpractices among undergraduate university students in Kiambu County, Kenya. While studying the perceived causes and methods of examination malpractices in the Malawian education system, Makaula, (2018) established that various causes and methods of examination malpractice including previous test scores recorded by the students. This therefore supports the present study's findings that student's past performance experiences do influence learners' engagement in examination malpractices. Another study that is in consonant with this study was done by Ndifon & Obinna (2012) titled "Correlates of Examination Malpractices and Academic

Performance of Primary School Pupils in Cross River State”, Nigeria. The researchers found a significant relationship between the influence of self-efficacy on pupils’ cheating behaviour and their past academic performance in primary science subject.

Linear regression analysis was used to test for the relationship between students’ past performances and examination malpractices. The findings were presented in model summary Table 16, ANOVA Table 17 and regression coefficients in Table 18.

Table 16: Model Summary on Students Past Performance on Examination Malpractices

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.946 ^a	.895	.895	.419

Table 16 shows that the R² value on the relationship between the studied dependent and independent variables was R² = 0.895 showing a good fit of the model. This further implied that holding other factors constant, the studied independent variable of students’ past performance influenced examination malpractices among undergraduate learners by 89.5%. Therefore, other variables not assessed by the study only influenced examination malpractices within public and private universities by 10.5%. The study by Makaula, (2018) supports this outcome as it also showed that previous academic achievement of students does influence tendencies to engage in academic cheating. However, the author did not show by how much past performance experience influences examination cheating unlike the present study.

Table 17: ANOVA on Students Past Performance on Examination Malpractices

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	19.837	6	3.306	5.707	.000 ^b
	Residual	316.901	547	.579		
	Total	336.738	553			

Table 17 shows that the ANOVA values presented established that there was a relationship between past performance experiences and examination malpractices among undergraduate students in the studied County. This is because the p-value of $p = 0.000$ was lower than $p = 0.05$ indicating that the statistical model used was a good fit for testing the relationship between the independent examination malpractices and the dependent variable which is the past performance investigated. Lawal, *et al.*, (2015) study also lends credence to this outcome as it shows that past performances do influence students' likelihood of engaging in examination malpractices.

Table 18: Regression Coefficients on Students Past Performance on Examination Malpractices

Model		Unstandardized Coefficients		t	Sig.
		B	Std. Error		
1	(Constant) (β_0)	2.306	.129	17.858	.000
	Average of Students' past performance	.16	.029	1.526	.127

From Table 18, the regression equation was represented as below;

$$y = \beta_0 + \beta_1 x_1 + \varepsilon$$

$$y = 2.306 + 0.16x_1 + .029$$

All the factors in the past performance towards the examination malpractices contributed positively. It was based on the coefficient of each parameter. A unit increase in past examination performance would increase examination malpractice by 0.16 units at standard error of 0.029. However, this change would not be significant as significance level of 0.127 is greater than the critical p-value of 0.05. Therefore, students' past performances have insignificant relationship with examination malpractices among undergraduate students. This contradicts a study done by Lawal, *et al.*, (2015) that observed that there was a significant and positive relationship between cumulative grade point and involvement in examination malpractices.

The study analysed qualitative data on students' past performance on examination malpractices in selected universities in Kiambu County through interviews with university administrators. Interviewees were asked whether students' past examinations performance experiences had any influence on examination malpractices. The responses showed that students' past performance had some level of influence on the said malpractices within public and private universities of Kiambu county Kenya. The interviewees stated;

“Past performance of students does not contribute in any way in examination malpractices in this university” (Male University Administrator)

Past performance of schools where students in universities were drawn from also had some influence as evidenced by research findings.

‘Students who came from top performing schools are more likely to engage in examination malpractices compared to students who came from other categories of secondary schools. However, past performance may generally influence some students to cheat while for others it

encourages them to put more effort in their studies in order to perform well in subsequent examinations” (Male University Administrator)

Interview with university administrator indicated that past performance has influence as indicated by one administrator.

“Past performance can very much influence student’s engagement in examination malpractices as both students who either performed well or poorly in high school are under pressure to do better at the university hence there are chances of them engaging in examination malpractices” (Male University Administrators)

Interview further indicated that examination malpractices were influenced by past performance as shown by one interviewee.

“Past performances at university level does not influence engagement in examination malpractices very much” (Female University Administrators)

One administrator argued as follows;

“There have been cases where high performing students have been caught cheating in examinations especially in the school of engineering” (Female University Administrators).

The study also sought to find out how some undergraduate student’s mastery of course work content had influenced their engagement in examination malpractices and the results showed that mastery of course content greatly influenced examination malpractices (EEM) among undergraduate students. The interviewees stated that;

“Some students lack mastery (subject content) while others relax and assume they are prepared or are taking a course they are not interested. This influences them to participate in examination malpractices” (Male University Administrator)

A female administrator interviewed said that;

“Mastery of content on course work influences examination malpractices and is the main reasons for students engaging in this practice within this institution. This is because when they fail to adequately prepare for examinations, they make plans on how to cheat, however, the ones who master subject contents do not engage in this vice” (Female University Administrators)

A male respondent interviewed said that mastery of course content had some influence on student's preparedness for examination. He said that;

“Poor mastery of course content reduces students’ confidence in their ability to pass set examinations and therefore plan to engage in examination malpractices” (Male University Administrators)

“Mastery of content is often a problem for students mostly in 1st and 2nd year of study which often result in examination malpractices” (Female University Administrators)

The study also assessed how some students' past success or failures affected their engagement in examination malpractices in public and private university and the interviewees stated;

“History of failing has strong association with students’ engagement in examination malpractices; Students who previously succeeded in cheating in the past examinations are more likely to engage in or attempt to cheat in future examinations” (Male University Administrator)

A female university administrator during an interview said that;

“Students who failed in their past examinations often put more efforts in their studies for fear of failing again which results in better academic achievements. Failing acted as incentive to study hard. For the fear of failing again, they can easily engage themselves in examinations malpractices” (Female University Administrators)

A respondent who took part in the in-depth interviews said that;

“University students who have been passing in their end of semester examinations well without cheating are less likely to engage in examination malpractices” (Male University Administrators)

A male university administrator who was interviewed in his office said that;

“Those who pass in examinations through personal efforts are less likely to engage in examination malpractices as opposed to those who fail. Even bright students in this university at times cheat in their examinations when an opportunity presents itself. Mostly university students whose cognitive abilities are very high engage in examination malpractices by helping their unprepared colleagues to cheat by offering them answers during examinations” (Male University Administrators)

Information gathered from the three respondent categories clearly reveals that undergraduate students' past performance generally influence examination malpractices within universities in Kiambu County. The study also showed that past performance plays a significant role on the recorded examination malpractices among the students. The influence of past performance was also strong with respect to examination malpractices in public and private universities in Kiambu County Kenya.

Lawal, *et al.* (2015), Makaula (2018) and Siegel (2010) had similar findings in their studies because they established that academic self-efficacy and or past performance of students' influences reported incidences of examination malpractices world over. Therefore, it is the responsibility of academic stakeholders in Kenya to find ways of ensuring that students' past performances do not influence students' behaviour to engage in examination malpractices.

4.5 Students Vicarious Learning on Examination Malpractices in selected Universities in Kiambu County

The second objective of the study assessed the influence of students' vicarious learning experiences on examination malpractices in selected universities in Kiambu County, Kenya. The findings are presented in frequencies, percentages and linear regression in Tables 20, 21, 22, 23, and 24 in this section.

Data was gathered from students and lecturers on how students' vicarious learning experiences influenced examination malpractices in selected universities and results in frequencies and percentages presented in Table 19 and 20.

Table 19: Students Ratings on Students' Vicarious Learning on Examination Malpractices

	SD		D		N		A		SA	
	F	%	f	%	f	%	f	%	f	%
Consequences imposed on students who engage in examination malpractices discourage others from engaging in vice.	174	31.4	96	17.3	34	6.1	100	18.1	150	27.1
Students learn past behaviors of examination malpractices by listening to adults who went through university education.	88	15.9	169	30.5	114	20.6	121	21.8	62	11.2
Observing at a distance other student how they are successfully cheating in examination influences others to engage in examination malpractices.	72	13.0	107	19.3	110	19.9	173	31.2	92	16.6
Through observation, the skills of examination malpractices and knowledge are passed on to new university students from other students who successfully cheated in their past examinations.	106	19.1	135	24.4	119	21.5	118	21.3	76	13.7
Students are motivated to engage in examination malpractices since they wrongly learn through friends that those students who score very high grades must have cheated in their examination.	127	22.9	122	22.0	142	25.6	112	20.2	51	9.2
Listening to other students on how they cheated in the examination successfully is the cause of examination malpractices at the university.	108	19.5	104	18.8	108	19.5	136	24.5	98	17.7

Table 19 shows that 31.4% strongly disagreed that consequences imposed on students who engaged in examination malpractices discouraged others from engaging in the vice and 30.5% disagreed that university students learnt past behaviors of examination malpractices through listening to adults who went through university education. 31.2% agreed that observing at a distance how other students are successfully cheating in examination, influenced others to engage in examination malpractices while 24.4%

disagreed that examination malpractices skills and knowledge were passed on to new university students by others who successfully cheated in their past examinations.

The results show 22.9% strongly disagreed that students were motivated to engage in examination malpractices since they wrongly learnt through friends that those students who scored very high grades must have cheated in their examination while 24.5% agreed that listening to other students on how they cheated in the examination successfully was the cause of examination malpractices at the universities in Kiambu County. These results showed that there was a general disagreement on how students' vicarious learning experiences influenced examination malpractices, however, this independent construct significantly influences examination malpractices among undergraduate students. The findings of the study were in line with those of a Henningsen, Valde & Denbow (2013) who demonstrated that when examination malpractices is seen as acceptable in the society, students were likely to engage in this behaviors. The researchers further argued that the cheating behavior was supported by the perception that others were cheating too. It was noted that students develop cheating culture through observing their classmates' cheating behaviors.

The study collected data from lecturers through questionnaires on lecturers' ratings on students' vicarious learning on examination malpractices. The data was analyzed using descriptive statistics with frequencies and percentages and presented using Table 20.

Table 20: Lecturers' Ratings on Students' Vicarious Learning on Examination**Malpractices**

	SD		D		N		A		SA	
	f	%	F	%	f	%	f	%	f	%
Consequences imposed on students who engage in examination malpractices discourages others from engaging in examination malpractices.	38	38.8	22	22.4	16	16.3	12	12.2	10	10.2
Students learn past behaviors of examination malpractices through listening to adults who went through university education.	22	22.4	28	28.6	30	30.6	12	12.2	6	6.1
Observing at a distance how other students are successfully cheating in examination influences others to engage in examination malpractices.	22	22.4	14	14.3	32	32.7	24	24.5	6	6.1
Examination malpractices skills and knowledge are passed on to new university students by senior students who successfully cheated in their past examinations.	14	14.3	34	34.7	28	28.6	16	16.3	6	6.1
Students are motivated to engage in examination malpractices since they wrongly learn through friends that those students who score very high grades must have cheated in their examination.	14	14.3	28	28.6	36	36.7	16	16.3	4	4.1
Listening to other students on how they cheated in their examinations successfully is the cause of examination malpractices at the universities	12	12.2	22	22.4	26	26.5	16	16.3	22	22.4

Results in Table 20 shows that 38.8% strongly disagreed that consequences imposed on students who engaged in examination malpractices discouraged others from engaging in examination malpractices while 28.6% disagreed that students learnt past behaviors of

examination malpractices through listening to adults who went through university education.

The results shows that 24.5% agreed that observing at a distance how other students are successfully cheating in examination, influenced others to engage in examination malpractices. 34.7% disagreed that examination malpractice skills and knowledge were passed on to new university students by senior students who successfully cheated in their past examinations. The results further shows that 28.69% disagreed that students were motivated to engage in examination malpractices since they wrongly learnt from friends that those students who scored very high grades must have cheated in their examination while 22.4% disagreed that listening to other students on how they cheated in the examination successfully was the cause of examination malpractices at the universities in Kiambu County.

These results also implied that there was a general disagreement on the influence of students' vicarious learning experiences on examination malpractices amongst undergraduate students. From the analyzed data in this section, it is important to note that students' vicarious learning experiences influences examination malpractices among undergraduate students. The influence of vicarious learning experiences on examination malpractices among learners have further been supported by other international researchers. For example, according to Munachonga (2014) in a study conducted in Zambia, researched on the possible causes of examination malpractices and concluded that pressure from peers and parents were the main causes of the behaviour.

It further pointed out that activities of criminal nature are learned and passed on from generation to generation and also through the process of socialization. Many students

indulge in examination malpractices through socialization with classmates (Amalaha, 2009). At home some students are socialized by their own parents into criminality and social misbehavior. These include; direct introduction into occult activities like necromancy, witchcraft, marine spirit, smuggling, fornication, prostitution etc (Ojo & Adeyemi 2007). Therefore, through vicarious learning, students all over the world have acquired or engage in and actually participated in examination cheating as these studies and the present study outcomes showed.

The study further conducted a regression analysis on students vicarious learning on examination malpractices. Through SPSS version 25, the study tested for the relationship between the predictor variable, (students' vicarious learning) and outcome variable (examination malpractices) among undergraduate students in private and public universities of Kiambu County. The results were presented in model summary Table 21, ANOVA in Table 22 and coefficient Table 23.

Table 21: Model Summary on Students' Vicarious Learning on Examination Malpractices

Model	R	R Square	Adjusted R Squared	Std. Error of the Estimate
1	.961 ^a	.924	.924	.355

Table 21 is the model summary of simple linear regression goodness of fit. The table shows that $R^2 = 0.924$. This proportion varies between 0 and 1 and is symbolized by R^2 (R Squared). This outcome means that the studied variable of students' vicarious learning experiences influenced examination malpractices among undergraduate students by 92.4%. Hence other variable not investigated by this study influenced examination malpractices in the studied universities by 7.8%. Amalaha, (2009) also

established that engagement in examination cheating was due to interaction with peers who cheat within academic institutions.

Table 22: ANOVA Table Students' Vicarious Learning on Examination Malpractices

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	48.482	6	8.080	15.333	.000 ^b
	Residual	288.256	547	.527		
	Total	336.738	553			

Results presented on Table 22 shows that there was a significant relationship between the independent variable (students' vicarious learning experiences) and dependent variable (examination malpractices) investigated. This is because the p-value of $p = 0.000$ is lower than $p = 0.05$, hence, the model used was a good fit for testing the relationship between students' vicarious learning experiences and examination malpractices among undergraduate students. Achio *et al.*, (2012) also agreed that there was a strong relationship between peer influence and examination malpractices within Nigerian learning institutions.

The regression coefficients of the analysis is between vicarious learning and examination malpractice is presented in Table 23.

Table 23: Regression Coefficients on Students' Vicarious Learning on Examination Malpractices

Model	Unstandardized Coefficients		t	Sig.
	B	Std. Error		
1 (Constant) (β_0)	1.893	.117	16.235	.000
Average score on Students' Vicarious Learning	.270	.021	2.387	.017

From Table 23, a regression equation of examination malpractice based on the Vicarious Learning was represented as below with their respective coefficient.

$$Y = B_0 + B_1X + e$$

$$y = 1.893 + 0.27X + .021$$

Where;

X is the average score in vicarious learning.

The equation shows that a unit increase in the average score on students' vicarious learning experiences would increase examination malpractices by 0.27 units. This change was statistically significant since the significance level of the effect is 0.017 which is lower than p-value of $p = 0.05$. Therefore, it was concluded that there is a significant relationship between students' vicarious learning and examination malpractices among undergraduate students from both public and private universities in Kiambu County, Kenya. The findings were corroborated by the works of Munachonga (2014) who also observed that vicarious learning experiences were strong drivers of examination cheating among students.

The quantitative study findings were triangulated with the qualitative findings on students' vicarious learning on examination malpractices in selected universities in Kiambu County. This was through the interviews with the university administrators.

An interview was done to assess whether some students engaged in examination malpractices because they previously observed their colleague's cheat; the interviewees stated;

“Engagement in examination malpractices is a learnt behaviour. With time, students learn that their colleagues cheat and they too learn that some few lecturers are not strict in examination supervision, hence they engage in examination cheating” (Male University Administrator).

During interview, a respondent noted that some students got motivated by others who successfully cheated. He said that;

“Observing other students successfully cheat and pass in examinations, act as motivation to engage in examination malpractices. The likelihood of examination malpractices among university students decrease when those who cheated are caught and punished and the examination supervision is thorough. The punishment given must be known to other students”. (Male University Administrator)

A female student administrator said;

“Examination malpractices are a learnt behaviour which mainly occurs through observations or hearing peers talking about how they successfully cheated. Through observation and listening, students learn and acquire skills and tricks of examination malpractices in this institution” (Female University Administrator)

A faculty male administrator on his part said that;

“Examination malpractices are common among first year and second year university students. Mostly, the examination cheating behaviour was learnt and encouraged in their primary schools”. (Male Faculty Administrator)

The study sought to find out whether examination malpractice consequences had any influence on students' engagement in examination malpractices if they were aware of those consequences. This is what the faculty members had to say;

“To some extent, if the consequences written in booklets of university rules and regulations are read and understood by students, frequency of examination malpractices can be reduced. Examination consequences discourage students getting involved in it. Unfortunately, despite the existence of well written examination regulations and with clear consequences of, most students do not read them. Awareness of consequences of examination malpractices by students can substantially reduce incidences of examination malpractices” (Female University Administrator).

A respondent noted that punishment for the vice achieved little in deterring the vice;

“The punishment given to students who are caught in examination malpractices do not deter other students from engaging in the vice for it is never made public. The university is not keen on doing that due to legal reasons” (Male University Administrators).

A female administrator had the following to say regarding the issue;

“Some students engage in examination malpractices because they saw others cheat without being caught while those who are aware of a friend who was caught and punished for cheating are less likely to engage in examination” (Female University Administrator)

The study also took time to assess on how retention of past cheating behaviours by the students could influence their future engagement in examination malpractices. The findings showed that past cheating behaviour actually influenced examination malpractices for the interviewees stated that;

“If students successfully cheated in the examination without being caught, they are likely to retain the behaviour. The good grades they obtained would act as motivation to cheat again” (Male University Administrator).

I am not sure, but for students who are caught cheating and are punished, they are not likely to engage in the vice again. In the event where students are not caught and punished, they are likely continued engaging in examination” (Faculty Administrators)

About the ability of students to reproduce observed cheating behaviours of successful students who cheated in the examinations had any influence on examination malpractices, the interviewees stated that;

“The students’ ability to reproduce observed cheating behaviours do not influence examination malpractices. The environment must be conducive for the examination malpractices to occur for example poor invigilation and clear examination policy (Female University Administrator)”.

The study sought information from the interviewees on how motivation from students who successfully cheated in their examinations and got good grades, influenced other students to engage in examination malpractices, and their responses showed that;

“It is true that students who engaged themselves in examination malpractices and were not caught, and passed well in their examinations, are more likely to engage again in the vice. This is because they got motivated by the former successful students who cheated, got good grades and eventually good job” (Male University Administrator)

A female administrator said as follows;

“When student successfully cheat in the examination due to fear of failing, and passes well in that examination and there are no consequences, there is a possibility of motivating others to engage in examination malpractices” (Female University Administrator).

Findings of the study on whether vicarious learning experiences influenced examination malpractices were however contradictory as data from students showed that vicarious learning experiences did not influence examination malpractices while lecturers felt that the experiences were responsible for recorded examination malpractices in universities found in Kiambu County. However, lecturers’ views were shared by university administrators who noted that various aspects of vicarious learning experience were responsible for examination malpractices.

Therefore, in Kiambu County, undergraduate students’ vicarious learning experiences generally influence examination malpractices among the learners and also there exists a statistically significant relationship between vicarious learning experiences and reported examination malpractices within public and private universities in the County. Unlike the present study which found that peer pressure encouraged students to engage in

examination malpractices, in China, a study by Wong & Kaili (2010) revealed that peers played a significant role in discouraging cheating by expressing disapproval and informing teachers of dishonest behaviour. Therefore, the very drivers of academic dishonesty among learners could also be used to deter students from participating in examination malpractices.

4.6 Students' Social Persuasion on Examination Malpractices in selected Universities in Kiambu County

The results on the third objective of the study, which was on analysis of students' social persuasion experiences on examination malpractices in selected universities in Kiambu County, Kenya were presented in frequency tables, percentages and linear regression.

Quantitative data was gathered using Likert scale questions from students and lecturers within public and private universities. The data was analyzed descriptively and presented in frequencies and percentages. The result of data analysis for the third research objective about students' social persuasion experiences on examination malpractices among undergraduate students were presented in Table 24.

Table 24: Students' Ratings on Students' Social Persuasion on Examination**Malpractices**

	SD		D		N		A		SA	
	f	%	f	%	f	%	f	%	f	%
Some students engage in examination malpractices because they are encouraged verbally by their close family members.	243	43.9	117	21.1	83	15.0	61	11.0	50	9.0
Students are not discouraged verbally by members of society from engaging in examination malpractices.	125	22.6	153	27.6	134	24.2	90	16.2	52	9.4
Role models in the society, who engage in illegal activities and go unpunished, act as a motivation for students to engage in examination malpractices.	112	20.2	90	16.2	113	20.4	123	22.2	115	20.8
Examination malpractices are due to peer pressure whereby most students' are cheating in examination in order to conform to their group's behaviour.	85	15.3	72	13.0	120	21.7	169	30.5	108	19.5
Social approval influences examination malpractices among undergraduate students.	83	15.0	100	18.1	124	22.4	160	28.9	87	15.7
Weak university examination rules and regulations act as a motivation for students to engage in examination malpractices.	111	20.0	82	14.8	109	19.7	125	22.6	127	22.9

Table 25 shows that 43.9% strongly disagreed that some students engaged in examination malpractices because they were encouraged verbally by their close older family members while 27.6% disagreed that students were not discouraged verbally by members of society from engaging in examination malpractices.

Table 25 also shows that 22.2% agreed that the role models in the society who engaged in illegal activities and went unpunished acted as a motivation for students to engage in examination malpractices and 30.5% agreed that examination malpractices was due to

peer pressure whereby most students were cheating in examination in order to conform to their group's behaviour. The results indicates that 28.9% agreed that social approval influenced examination malpractices among undergraduate students and 22.9% strongly agreed that weak university examination rules and regulations acted as a motivation for students to engage in examination malpractices. The results indicated that social persuasion influenced examination malpractices among undergraduate students within public and private universities of Kiambu County, Kenya.

This implied that social persuasion experiences influences undergraduate students to engage in examination malpractice in studied universities. With regards to the influence of social persuasion experiences and examination malpractices, other studies have been conducted; each revealing that social persuasion plays a big role in influencing examination malpractices among students. For example, in India, Maheshwari, (2011) observed that due to corruption in the society especially from politicians, students have also been persuaded to copy those behaviours and that eventually graduate into examination malpractices. This supports the present study's findings that the family, teachers and society influence undergraduate students to engage in examination malpractices.

The lecturers were asked to rate the students' social persuasion on examination malpractices. The results are presented in Table 25

Table 25: Lecturers Ratings on Students Social Persuasion on Examination Malpractices

	SD		D		N		A		SA	
	f	%	f	%	f	%	f	%	f	%
Some students engage in examination malpractices because they are encouraged verbally by their close family members.	32	32.7	22	22.4	30	30.6	6	6.1	8	8.2
Students are not discouraged verbally by members of society from engaging in examination malpractices.	18	18.4	30	30.6	32	32.7	12	12.2	6	6.1
Role models in the society, who engage in illegal activities and go unpunished, act as a motivation for students to engage in examination malpractices.	12	12.2	26	26.5	44	44.9	10	10.2	6	6.1
Examination malpractices are due to peer pressure whereby most students are cheating in examination in order to conform to the group's behaviour.	16	16.2	22	22.4	14	14.3	28	28.6	18	18.4
Social approval influences examination malpractices among undergraduate students.	8	8.2	20	20.4	22	22.4	24	24.5	24	24.5
Weak university examination rules and regulations acts as a motivation for students to engage in examination malpractices.	22	22.4	12	12.2	32	32.7	8	8.2	24	24.5

Table 25 shows that 32.7% strongly disagreed that some students engaged in examination malpractices because they were encouraged verbally by their close family members while 30.6% disagreed that students were not discouraged verbally by members of society from engaging in examination malpractices.

The results shows that 26.5% of the participants disagreed that role models in the society who engaged in illegal activities and went unpunished acted as a motivation for students to engage in examination malpractices and 28.6% agreed that examination malpractices was due to peer pressure whereby most students were cheating in examination in order to conform to the group's behaviour. 24.5% strongly agreed that social approval influenced examination malpractices among undergraduate students and 24.5% strongly agreed that weak university examination rules and regulations acted as a motivation for students to engage in examination malpractices.

The findings from lecturers were also in agreement with those from students as they demonstrated that social persuasion influenced examination malpractices among undergraduate students in Universities in Kiambu County, Kenya. Suleman, Gul, Ambrin & Kamran (2015) carried out a study that showed a number of factors contributing to malpractice in examinations in Pakistan which demonstrated how corruption motivated students to engage in the examination malpractices. The students knew very well that if they bribe supervisors, they would be allowed to carry foreign materials into the examination room. Hence, social persuasion worldwide can be instrumental in influencing examination malpractices among students just like the present study showed.

The study used linear regression analysis to test the relationship between social persuasion experiences and examination malpractices and the findings presented in the

model summary, ANOVA and regression coefficients presented in Tables 26, 27 and 28.

Table 26: Model Summary on Students’ Social Persuasion on Examination Malpractices

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.966 ^a	.933	.933	.335

Table 26 shows that the R^2 value for the regression between the independent variable (students’ social persuasion experiences) and the dependent variable (examination malpractices) was $R^2 = 0.933$. This implied that students’ social persuasion experiences influenced examination malpractices among undergraduate students attending public and private universities in Kiambu County by 93.3%. This implied that other variables not studied was responsible for examination malpractices by only 6.7%.

This is in line with results of a study by Suleman, *et al.*, (2015) whose study outcomes showed that aspects of social persuasion were responsible for students engaging in examination malpractices.

Table 27: ANOVA Table on Students' Social Persuasion on Examination Malpractices

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	58.308	6	9.718	19.092	.000 ^b
	Residual	278.430	547	.509		
	Total	336.738	553			

Table 27 shows that there was a significant relationship between students' social persuasion experiences and examination malpractices among university students in public and private universities in Kiambu County. This is because the p-value of 0.000 was lower than $p = 0.05$, an indication that statistical model employed was a good fit for testing the relationship between the independent and dependent variables investigated. A significant relationship was also established by Ogbemor & Abraka (2015) between social persuasion experiences and examination malpractice among learners in Nigeria which supports the present study's results. The F-statistic of 19.092 less than the table value which is $F(1,6) = 5.99$ so we conclude that there is a significance relationship between the Social Persuasion on Examination Malpractice where 1 is the number of degree of freedom on numerator which is the factor of Examination Malpractice while 6 is the number of degree of freedom in denominator noted as Social Persuasion which contain six factors.

Regression coefficients of the average scores on examination malpractice based on the social persuasion and examination malpractices is presented in Table 28.

Table 28: Regression Coefficients on Students' Social Persuasion on Examination Malpractices

Model	Unstandardized Coefficients		t	Sig.
	B	Std. Error		
1 (Constant)	1.672	.129	12.998	.000
Average score on Students' Social Persuasion	.460	.023	3.563	.000

From Table 28, modelling of the relationship between students' social persuasion on examination malpractices was conducted using the equation below.

$$Y = B_0 + B_1X + e$$

$$y = 1.672 + 0.46X + .023$$

Where;

Y is the level of examination malpractices

X is the Average score on Students' Social Persuasion

From the equation above, without consideration of the Average score on Students' Social Persuasion ($X=0$), the level of examination malpractices would be 1.695 units.

Increasing the Average score on Students' Social Persuasion by 1 unit would increase the level of examination malpractices by 0.46 units. This implies a positive relationship between the average score on Students' Social Persuasion and the level of examination malpractices. The relationship is statistically significant as the relationship is at significance level of .0001 which is less than the threshold P-value of .005. Therefore,

students' social persuasion influenced students' engagement in examination malpractices among the university students. Ogbebor and Abraka (2015), in their study, showed a significant correlation between election malpractices in Nigeria and examination malpractices among university students. The significance value of the correlation represented was $r = .146$, $N = 500$, $\text{sig.} = .001$, and therefore it can be concluded that examination malpractices are significantly correlated with election malpractices. Hence, social persuasions are significantly related to reported examination malpractices among students in institutions of higher learning.

Quantitative findings on students' social persuasion on examination malpractices were triangulated with the qualitative findings in selected universities in Kiambu County. The study sought information on how examination rules and regulations developed by the universities influenced students' engagement in examination malpractices. The interviewees stated;

“Available examination rules and regulations has never been a factor in preventing examination malpractices. Each student is given a copy of the rules and regulation during the process of admission into university. The rules and regulations are read before they sit for all examinations. Despite that, the examination malpractices are common in this university”. (Male University Administrator)

A female university administrator said that;

“The consequences of all forms of examination malpractices are well written in and this booklet is given to every student” (Female Faculty Administrator)

The study also looked at how familial persuasion influenced students' engagement in examination malpractices in public and private universities. The interviewees stated that;

“There is no direct evidence of families persuading their children to get involved in examination malpractices at the university levels, however,

families do not advise them against examination malpractice at the university level” (Male University Administrator).

A different respondent also said that;

“Though the family members do not encourage their sons/daughters to engage in examination malpractices, they too don’t condemn the behaviour despite the fact that they know it is rampant at the university. Parents come pleading for the forgiveness of their children when caught and suspended from university. They don’t take it as a serious offence” (Male University Administrator).

The responses of the administrator were corroborated by another respondent who argued that;

“There are some parents who are known to collude with some rogue lecturers and some rogue faculty members to leak examination questions to their daughters/son” (Female University Administrator).

The study assessed the influence of peer approval on examination malpractices by university students. The interviewees stated that;

“Peer approval plays a major role in determining whether students will engage in examination malpractices. Within the group, members are taught the skills of examination malpractices. The group normally has the unwritten rules on how to assist their colleague to cheat in the examination. All the members conform to the group’s behavior”. (Female University Administrators)

A male respondent said as follows;

“Influence of peer approval on examination malpractices is very common as most students join university without having ever cheated in examinations but because of peer pressure they eventually engage in the vice of examination” (Male University Administrator)

It was in the interest of this study to investigate the attitude of faculty members/lecturers on examination malpractices and if their attitude has any influence on students’ engagement in examination malpractices. The interviewees stated that;

“Lecturers do not directly encourage learners to participate in examination malpractices. Some lecturers teach only in areas they intend to assess while others inform learners on areas they have set examinations from. These actions of lecturers can be interpreted to mean

that they abet examination malpractice. This is part of examination malpractices” (Female University Administrator).

During the interview session, a female respondent noted that;

“Lecturers generally do not encourage cheating in examinations in this university, however, some fail to complete the syllabus. Since the university requires examinations are set before the beginning of the semester, they guide students only on areas where the examination questions were drawn, and they do this since they fear mass failure of students. If many students fail in their unit, the university will make them explain. This is part of examination malpractices” (Female Faculty Administrator)

The interview session also noted that a number of other malpractices occur prior to actual examination malpractices as noted by a respondent who said;

“Some lecturers only teach for one month and help their students pass by leaking the examination questions. It is known that some lecturers sleep with female students or receive money from male students in exchange for good grades or questions papers. This is a serious examination malpractice in this university” (Female University Administrator).

Another female respondent argued that;

“There was a case that was reported of a lecturer who revised a whole question paper before it was done in his class. The students realized that the examination that they were sitting for was the one that they had revised a week earlier. This is an actual examination malpractice” (Female University Administrators).

Social persuasion was also found by the study to influence examination malpractices within public and private universities of Kiambu County in Kenya. For instance, some students engage in examination malpractices because they are encouraged verbally by their close family members, some engage in the vice due to peer pressure whereby most students were cheating in examination in order to conform to the group’s behaviour, others engaged in the vice as a result of social approval and also weak university examination rules and regulations act as a motivation for students to engage in examination malpractices.

Therefore, social persuasion is a strong driver of examination malpractices among undergraduate learners in Kiambu County Kenya. These outcomes are supported by Bassey & John (2016) which revealed that about 34% of the examination cheating cases can be associated to parental influence and peer pressure. Omonijo and Fadugba (2011), in Nigeria revealed a significant relationship between parental influence on examination misconduct and social values. Therefore, social persuasion has a significant influence on examination malpractices as the studies showed which agrees with the present study outcomes in Kiambu County among undergraduate learners.

4.7 Students Emotional Experiences on Examination Malpractices in Selected Universities in Kiambu County

The last objective of this study examined the influence of students' emotional experiences on examination malpractices in selected Universities in Kiambu County. Data analysis results were presented in percentages, frequencies and linear regression.

Respondents were all asked to rate the influence of students' emotional experiences on examination malpractices among undergraduate students attending public and private universities. The data collected on students' ratings on students' emotional experiences on examination malpractices was analyzed using descriptive statistics (frequencies and percentages) and results presented in Tables 29.

Table 29: Students' Ratings on Students Emotional Experiences on Examination Malpractices

	SD		D		N		A		SA	
	f	%	f	%	f	%	f	%	F	%
Thoughts about success and getting good grades through cheating influences examination malpractices among undergraduate students.	125	22.6	129	23.3	60	10.8	137	24.7	103	18.6
Feeling sad for failing in previous examinations encourages learners to engage in examination malpractices.	77	13.9	121	21.8	117	21.1	156	28.2	83	15.0
Students' reflections on how he/she failed in previous examination influences the examination malpractices.	55	9.9	134	24.2	128	23.1	173	31.2	64	11.6
Students' thoughts of cheating without being caught influences examination malpractices.	72	13.0	118	21.3	105	19.0	184	33.2	75	13.5
Reflections on morality of cheating by students' influences undergraduate students to engage in examination malpractices.	77	13.9	136	24.5	146	26.4	132	23.8	62	11.2
The intensity of anxiety the students get while thinking and planning on how to cheat in examinations determines whether that student will engage in examination malpractices.	60	10.8	123	22.2	131	23.6	158	28.5	82	14.8
Students who engage in examination malpractices do not experience negative anxiety when they are planning to cheat in examination.	148	26.7	87	15.7	122	22.0	107	19.3	90	16.2

Table 29 shows that 24.7% of the participants agreed that thoughts about success and getting better grades through cheating influenced examination malpractices while 28.2% agreed that feeling sad for having failed in previous examinations encouraged students to engage in examination malpractices.

The results also shows that 31.2% agreed that students' reflections on how he/she failed in previous examination influenced the examination malpractices and 33.2% agreed that students' feelings and thoughts of cheating without being caught influenced examination malpractices. About 24.5% disagreed that reflections on morality of cheating by students influenced undergraduate students to engage in examination malpractices while 28.5% agreed that intensity of anxiety students get while thinking and planning on how to cheat in examinations determined whether that student would engage in examination malpractices while 26.7% strongly disagreed that students who engage in examination malpractices did not experience negative anxiety when they were planning to cheat.

These findings implied that emotional experiences play a big role in examination malpractices among undergraduate students' in Kiambu County as respondents generally agreed that this variable has some influence on examination malpractices in public and private universities. The study findings were supported by Njoku, Nwachukwu & Isama (2018) who assessed the influence of anxiety on undergraduate students' examination taking-behaviour in the universities of South-East Geopolitical zone revealed that the major ways anxiety influence student's examination taking behaviour included misconduct (malpractice). Achio *et al.* (2012) also noted that anxiety among learners also influenced their engagement in examination cheating in Nigeria.

The study further collected data on lecturers' ratings on students' emotional experiences on examination malpractices. The data was analyzed descriptively, and results presented in Table 30.

Table 30: Lecturers' Ratings on Students' Emotional Experiences on Examination**Malpractices**

	SD		D		N		A		SA	
	f	%	f	%	f	%	f	%	f	%
Thoughts about success and getting good grades through cheating influences examination malpractices among undergraduate students.	22	22.4	20	20.4	20	20.4	20	20.4	16	16.3
Feeling sad for failing in previous examinations encourages learners to engage in examination malpractices.	10	10.2	30	30.6	30	30.6	18	18.4	10	10.2
Students' reflections on how he/she failed in previous examination influences the examination malpractices.	16	16.3	34	34.7	24	24.5	18	18.4	6	6.1
Students' feelings and thoughts of cheating without being caught influences examination malpractices.	18	18.4	30	30.6	12	12.2	34	34.7	4	4.1
Reflections on morality of cheating by students influences students to engage in examination malpractices.	10	10.2	24	24.5	26	26.5	28	28.6	10	10.2
The intensity of anxiety the students get while thinking and planning on how to cheat in examinations determine whether that student will engage in examination malpractices.	12	12.2	20	20.4	38	38.8	16	16.3	12	12.2
Students who engage in examination malpractices do not experience negative anxiety when they are planning to cheat in examination	24	24.5	22	22.4	18	18.4	18	18.4	16	16.3

Table 30 shows that 22.4% of the lecturers strongly disagreed that thoughts about success and getting better grades through cheating influenced examination malpractices, 30.6% disagreed that feeling sad for failing in previous examinations encouraged learners to engage in examination malpractices.

The results also shows that 34.7% disagreed that students' reflections on how he/she failed in previous examination influenced the examination malpractices while 34.7%

agreed that students' feelings and thoughts of cheating without being caught influenced examination malpractices. 28.6% agreed that reflections on morality of cheating by students influenced undergraduate students to engage in examination malpractices and 20.4% disagreed that intensity of anxiety of students while thinking and planning on how to cheat in examinations determined whether that student would engage in any examination malpractices. The results shows 24.5% of the respondents strongly disagreed that students who engage in examination malpractices did not experience negative anxiety when they were planning to cheat in examination.

The attitudes of the lecturers, though slightly different from those of students', imply that emotional experiences do influence examination malpractices to some extent. From the findings, it was noted that students' emotional experiences play a significant role on occurrence of examination malpractices among students in public and private universities of Kiambu County, Kenya. The findings were in agreement with those of Bassey & John (2016) who revealed that about 34.2% of the total variation in cheating tendencies is accounted for by test anxiety. Otu (2009) also agreed with these results as his study found that there was significant relationship between test anxiety and students' cheating tendencies during examination.

To test for relationship between students' emotional experiences and examination malpractices, linear regression was used to generate a model summary, ANOVA table and coefficient table. The three tables are presented below;

Table 31: Model Summary on Students Emotional Experiences on Examination Malpractices

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.967 ^a	.934	.934	.331

Table 32 shows that $R^2 = 0.934$ which implied that when other variables were held constant, the studied independent variable of students' emotional experiences influenced examination malpractices among students by 93.4%. This shows that variables not studied only influence examination malpractices by 6.6%. Chaminuka & Nudzso (2014) also noted that fear of failure was a possible cause of examination malpractice and fraud among learners supporting the present study findings that emotional experiences do influence examination malpractices among undergraduate students.

The ANOVA results from the regression analysis is presented in Table 32.

Table 32: ANOVA table of Students' Emotional Experiences on Examination Malpractices

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	79.582	7	11.369	24.135	.000 ^b
	Residual	256.730	545	.471		
	Total	336.312	552			

Table 32 shows that the F-statistic was 24.135 at a significance level of .000. This implies that students' emotional experiences had an influence on examination malpractices. The results were statistically significant as the significance level = 0.000

was lower than $p = 0.05$ (that is 95% confidence level). It was noted that there was a significant influence of the Emotional Experiences on Examination Malpractices. Ossai (2011) found that test anxiety were significantly related to examination malpractices and in agreement with the present study's outcome.

From the regression analysis, the regression coefficients were presented in Table 33.

Table 33: Regression Coefficients Table of Students' Emotional Experiences on Examination Malpractices

Model	Unstandardized Coefficients		t	Sig.
	B	Std. Error		
1 (Constant)	1.380	.129	10.724	.000
Average scores on Students' Emotional Experiences	.580	.024	3.832	.000

Table 33 shows that the beta constant of the regression was 1.38 while that of the average scores on students' emotional experiences was .580 at standard errors .129 and .024 respectively. Modelling the relations between the Students' Emotional Experiences and Examination Malpractices would yield the equation below.

$$Y = B_0 + B_1 + e$$

$$Y = 1.38 + 0.58X + .024$$

Where;

Y is the Examination Malpractices

X is the Students' Emotional Experiences

From the model, a zero students' emotional experiences would have examination malpractices at 1.62 units. An increase of students' emotional experiences by 1 unit would increase examination malpractices by 0.58 units. The change was statistically significant as the significance level was .000 which is less than the critical value significance p -value = 0.05. Therefore, students' emotional experiences had significant influence on examination malpractices among undergraduate students studying in private and public universities in Kiambu County, Kenya.

Thoughts about success and or getting better grades through cheating influence examination among undergraduate students. Reflections on morals of cheating by undergraduate students had the highest contribution towards the emotional experience towards the examination cheating with a coefficient of 0.092. Reflections on success or failures in previous examination cheating by undergraduate students had lowest coefficient of 0.028 and there contributed the least towards examination malpractices. The Beta value obtained also suggested that any change in students' emotional experiences would result in a 1.380 unit change in examination malpractices among undergraduate students.

Therefore, improving students' emotional experiences would result in decreased examination malpractices among undergraduate students and vice versa. Njoku, *et al.*, (2018) also showed that there is significant relationship between students' anxiety and students' examination misconduct (malpractice), students' physical behaviour and emotional behaviour in taking examination. Therefore, students' emotional experiences have a significant relationship with examination malpractices in learning institutions.

Quantitative findings were triangulated with the qualitative findings on the influence of Students Emotional Experiences on Examination Malpractices in selected Universities

in Kiambu County. The qualitative data was collected through interviews with universities' administrators.

The study carried out in-depth interviews with university faculty members about the influence of students' emotional experiences on examination malpractices and this is what they stated;

“Examination anxiety is very common among undergraduate students during the examination. In some few cases, due to fear to fail in the examination, student plan on how to cheat in the examination. At the disciplinary meeting, most students plead for forgiveness claiming that they feared to fail since they were not prepared. Examination anxiety influences examination malpractices” (Male University Administrator)

A respondent noted as follows;

“Examination anxiety makes students' mind go blank, making them fail to remember what they had studied. At this stage, student plan on how to copy answers from his friends. Those students who are well prepared, they develop little amount of anxiety that cannot make his mind go blank” (Female University Administrator)

A respondent noted that anxiety amongst students also had some bearing on the students actions as he said that;

“During examinations, students experience anxiety and it is related to non-preparedness for examinations which highly influences cheating among them. It is also an indication of lack of opportunity to cheat rather than cheating itself” (Male University Administrator)

It was also in the interest of the study to investigate ways in which fear influenced undergraduate students' engagement in examination malpractices. The interviewees stated that;

“Students who fear failure due to inadequate preparations and or revisions are more likely to engage in examination malpractices” (Male University Administrator)

A respondent had the following to say during interviews regarding the issue;

“For most students, fear work as deterrence from engaging in examination malpractices especially when the examination rules and regulations are read immediately before the tests begin” (Female University Administrator)

The findings were also echoed by another respondent who said that;

“Fear of failing in the examination can lead students to write very small pieces of papers called mwakenya (cribs) to use them in extraction of answers during examination. Those small pieces of papers (mwakenya) are too small to be detected by invigilators, for they can be hidden even in private body part” (Male University Administrator)

Another area of interest for the study was on whether thinking of outcomes of cheating by students had any influence on university students’ engaging in examination malpractices. The university faculty members had the following to say;

“Thinking of examination outcomes plays a big role in influencing some students to engage in examination malpractices in this university. Students always hope to score better grades that can get them good job when they graduate. Engaging in examination malpractices somehow guarantees them of good marks” (Female Faculty Administrator).

The moral upbringing or compass of the students was also noted to have some bearing as argued by a male respondent who said;

“Students moral compass has some influence on examination malpractices. Students who are morally upright don’t engage in this vice but they are very few” (Male University Administrator)

Therefore, based on the results, public and private universities in Kiambu County, it was established that undergraduate learners’ emotional experiences do influence their participation in examination malpractices. For instance, students’ thoughts about success and getting better grades through cheating, feelings and thoughts of cheating without being caught, reflections on morality of cheating influenced examination malpractices among undergraduate learners in Kiambu County. The results therefore indicated that students in all the universities of Kiambu County, both private and public,

emotional experiences of undergraduate students do influence examination malpractices to some extent.

From the findings, it can be concluded that students' emotional experiences played a significant role on occurrence of examination malpractices among undergraduate students. A study by Modesta, Odiato, Adenugba & Edun (2019), Ogun state in Nigeria, that focused on students' self-efficacy, anxiety and examination malpractices among secondary school students, supported these results. The joint effect of self-efficacy, test anxiety gender and age ($r = 0.834$, $R\text{-square} = 0.690$) on examination malpractice was established among students. The results showed that there is no significant relationship between test of anxiety ($r = 0.074$, $p > 0.05$) and examination malpractice among students in Ogun State at 0.05 level of significance.

4.8 Moment Structure Analysis of the Students' Self-Efficacy on Examination Malpractices

In a combined influence of the Students' Self-Efficacy variables on the Examination Malpractices, the study used Amos SPSS to conduct moment structure analysis. The independent variables included past performance, vicarious learning, social persuasion and emotional experiences while the dependent variable was examination malpractices. The findings are presented using Figure 2.

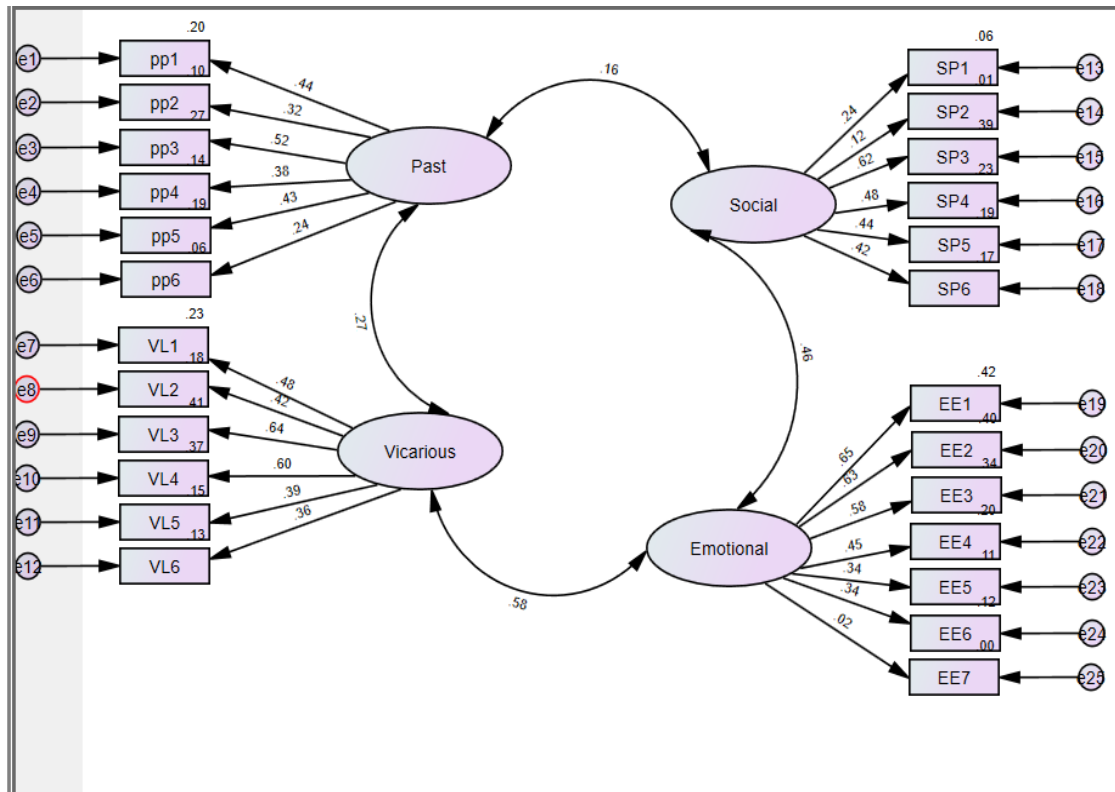


Figure 2: Analysis of Moment Structure Modelling on Examination Malpractices

Figure 2 shows how the four variables are linked to their contributions toward examination malpractices. From the above diagram the final regression equation could be used in predicting the examination malpractices of the student based on the past performance, vicarious learning, social persuasion and emotional experiences which is;

$$y = 1.54 + 0.16x_1 + 0.27x_2 + 0.46x_3 + 0.58x_4 + \varepsilon$$

Where

y is the level of examination of malpractices

x_1 - past performance,

x_2 - vicarious learning,

x_3 - social persuasion,

x_4 - emotional experiences and

ε – used as error term to hold for other factors that did not consider in the model errors during computation.

Where emotional experiences from the data analysis was the factor with the highest strength with a coefficient of 0.58, followed by the social persuasion with 0.46 contribution of vicarious learning which is 0.27 and finally past performance as 0.16 with lowest contribution towards the examination malpractice among the among undergraduate students in universities in Kiambu County.

4.9 Discussion of Research Findings

The first objective evaluated the influence of students' past performance on examination malpractices in selected universities in Kiambu County and revealed that majority of students enrolled for honors with high grades at secondary school were not likely to engage in examination malpractices. Those who failed to cheat in an examination and eventually scored low grades in that examination were not likely to engage in examination malpractices using different means.

Students with high cognitive abilities were not likely to engage in examination malpractices. Students who previously won academic awards at secondary school were not likely to engage in examination malpractices in the university in order to get good grades that reflect the previous academic performances. Students whose academic competencies were high, had high examination cheating skills too, but were not likely to engage in the examination malpractices. However, students who were unable to master subject content were more likely to engage in examination malpractices. Students' previous success in examination cheating influenced engagement in examination malpractices among undergraduate students within the studied universities.

From these findings, in public and private universities of Kiambu County, students' past performance experiences slightly influenced examination malpractices. Further, the regression coefficient results revealed that there exists a statistically significant relationship between past performance experiences and examination malpractices among undergraduate students in public and private universities in Kiambu County, Kenya and a unit change in past performance experiences would result in a 0.946 unit change in examination malpractices among those students.

These findings were supported by Siegel (2010) whose study showed that academic self-concept influences students to engage in academic cheating within learning institution, findings which are supported by the present study.

The second objective of the study assessed the influence of students' vicarious learning on examination malpractices in selected universities in Kiambu County, Kenya. The findings showed that consequences imposed on students who engaged in examination malpractices did not discourage others from engaging in examination malpractices. Students did not learn past behaviour of examination malpractices through listening to adults who went through university education.

Observing at a distance how other students were successfully cheating in examination influenced others to engage in examination malpractices and examination malpractice skills and knowledge were not passed on to new university students by senior students who successfully cheated in their past examinations. Students were not motivated to engage in examination malpractices because of wrongly learning through friends that those students who scored very high grades must have cheated in their examination. Listening to other students on how they cheated in their examination successfully was

found to play a big role in examination malpractices among undergraduate university students in Universities in Kiambu County.

These results showed that students' vicarious learning influenced examination malpractices to some extent within public and private universities in Kiambu County, Kenya. Lastly, the regression coefficient findings established that there existed a statistically significant relationship between students "vicarious learning experiences" and examination malpractices among undergraduate students from both public and private universities in Kiambu County Kenya.

In contrast to the present study which showed that peers influenced students' engagement in examination malpractices, a study by Wong & Kaili (2010) in China showed that peers played a significant role in discouraging cheating through expressing dislike and secretly informing teachers of dishonest behaviour. However, the study did not mention anything as to whether listening to older students' conversation on how they cheated on their examination had any influence on current university students engaging in examination malpractices.

The results of the third objective of the study which analyzed the influence of students "social persuasion on examination malpractices" in selected universities in Kiambu County, Kenya, established that some students did not engage in examination malpractices because they were encouraged verbally by their close family members. The study found out that students were not discouraged verbally by members of society from engaging in examination malpractices.

The role models in the society who engaged in illegal activities and went unpunished acted as a motivation for students to engage in examination malpractices. Examination

malpractices were mainly due to peer pressure whereby most students were cheating in examination in order to conform to the group's behaviour. Social approval influenced examination malpractices among undergraduate students. Weak university examination rules and regulations acted as a motivation for students to engage in examination malpractices.

The results indicated that social persuasion influenced examination malpractices among undergraduate students within public and private universities of Kiambu County, Kenya. Further, the regression coefficient showed that there existed a statistically significant relationship between students' social persuasion experiences and examination malpractices among undergraduate students in public and private universities of Kiambu County, Kenya. The Beta value also established that a unit change in students' social persuasion experiences among students would result in 0.966 unit changes in examination among university students. Similarly, Omonijo & Fadugba (2011) in a study conducted in Nigeria established that parental persuasion influenced examination misconduct among students. However, the present study went further and established other factors related with social persuasion that influenced examination malpractices which included weak examination rules, social approval and peer pressure among others.

The last objective of the study examined the influence of students' emotional experiences on examination malpractices in selected universities in Kiambu County and revealed that thoughts about success and getting better grades through cheating influenced examination malpractices. Feeling sad for having failed in previous examinations encouraged students to engage in examination malpractices and students'

reflections on how he/she failed in previous examination influenced the examination malpractices.

Students' feelings and thoughts of cheating without being caught influenced examination malpractices. Reflections on morality of cheating by students did not influence undergraduate students to engage in examination malpractices. Intensity of anxiety a student gets while thinking and planning on how to cheat in examinations determined whether that student engaged in examination malpractices. The study established that students who engage in examination malpractices experiences negative anxiety during the planning stage. These findings implied that emotional experiences played a big role in examination malpractices among undergraduate students in public and private universities in Kiambu County.

Regression coefficient findings revealed that there was a statistically significant relationship between students' emotional experiences and examination malpractices among undergraduate students in private and public universities in Kiambu County, Kenya. The Beta value also suggested that any change in students' emotional experiences would result in a 0.967 unit change in examination malpractices among undergraduate students. Therefore, working on students' emotional experiences would result in decreasing examination malpractices among undergraduate students. These outcomes were supported by those of Njoku, *et al.* (2018) who showed that there was significant relationship between students' anxiety and students' examination misconduct. Fear is another emotional experience that students face during the planning stage of examination cheating and that significantly influenced students' engagement in examination cheating.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

The purpose of this study was to assess the influence of students' self-efficacy on examination malpractices among students in selected universities in Kiambu County, Kenya. The results of the findings were presented in chapter four. In this chapter, the study summarizes the findings, draws conclusions from the outcomes and gives recommendations guided by the study results.

5.1 Summary

5.1.1 Students' Past Performance on Examination Malpractices in selected Universities in Kiambu County

The first study objective evaluated the role of students' past performance on examination malpractices in selected universities in Kiambu County and revealed that students on roll of honors for high grades at secondary school were not likely to engage in examination malpractices. Those who failed to cheat in an examination and eventually scored low grades in that examination were not likely to engage in examination malpractices using different means too.

Students with high cognitive abilities were not likely to engage in examination malpractices. Students who previously won academic awards at secondary school were not likely to engage in examination malpractices in the university in order to get good grades that reflect the previous academic performances. Students with high academic competencies have high examination cheating skills but were not likely to engage in examination malpractices. Students who were unable to master subject content were

more likely to engage in examination malpractices. Students who previously succeeded cheating in examinations were more likely to engage in examination malpractices.

From these findings, it was clear that students' past performance experiences slightly influenced examination malpractices among undergraduate students. Further, the regression coefficient results revealed that there exists a statistically significant relationship between past performance and examination malpractices among undergraduate students. A unit change in past performance would result in a 0.946 unit change in examination malpractices.

5.1.2 Students' Vicarious Learning on Examination Malpractices in selected Universities in Kiambu County

The second objective of the study assessed the role played by students' vicarious learning on examination malpractices in selected universities in Kiambu County, Kenya. The findings showed that consequences imposed on students who engaged in examination malpractices did not discourage others from engaging in examination malpractices. Students did not learn past behaviours of examination malpractices through listening to adults who went through university education. Observing at a distance how other students were successfully cheating in examination influenced others to engage in examination malpractices.

Examination malpractice skills and knowledge were not passed on to new university students by their senior students who successfully cheated in their past examinations. Students were not motivated to engage in examination malpractices for wrongly learning through friends that those students who scored very high grades must have cheated in their examination. Listening to other students on how they successfully

cheated in the examination influenced examination malpractices among undergraduate university students in Universities in Kiambu County.

These results showed that students' vicarious learning influenced examination malpractices to some extent within public and private universities in Kiambu County Kenya. Lastly, the regression coefficient findings established that there existed a statistically significant relationship between students' vicarious learning and examination malpractices amongst undergraduate students from both public and private universities in Kiambu County Kenya.

5.1.3 Students' Social Persuasion on Examination Malpractices in selected Universities in Kiambu County

Results on the third objective of the study which analyzed the role played by students' social persuasion on examination malpractices in selected universities in Kiambu County, Kenya, and established that some students did not engage in examination malpractices because they were encouraged verbally by their older family members. Students were not discouraged verbally by members of society from engaging in examination malpractices. The role models in the society who engaged in illegal activities and went unpunished acted as a motivation for students to engage in examination malpractices.

Examination malpractices were due to peer pressure whereby most students were cheating in examination in order to conform to the group's behaviour. Social approval influenced examination malpractices among undergraduate students and that weak university examination rules and regulations acted as a motivation for students to engage in examination malpractices. The results indicated that students' social persuasion influenced examination malpractices among undergraduate students within

public and private universities of Kiambu County, Kenya. Further, the regression coefficient results showed that there was a statistically significant relationship between students' social persuasion experiences and examination malpractices among undergraduate students in public and private universities of Kiambu County, Kenya. The Beta values also established that a unit change in students' social persuasion experiences among students would result in 0.966-unit changes in examination among university students.

5.1.4 Students' Emotional Experiences on Examination Malpractices in selected Universities in Kiambu County

The last objective of the study examined the role played by students' emotional experiences on examination malpractices in selected Universities in Kiambu County. It revealed that thoughts about success and getting good grades through cheating influenced examination malpractices. Feeling sad for having failed in previous examinations had some influence on students' engagement in examination malpractices. Students' reflections on how he/she failed in previous examination influenced the examination malpractices.

Students' feelings and thoughts of cheating without being caught influenced examination malpractices. Reflections on individual student' morality of cheating did not influence undergraduate students to engage in examination malpractices. Intensity of anxiety of students while thinking and planning on how to cheat in examinations determined whether that student engaged in examination malpractices. Students who engage in examination malpractices experience negative anxiety when they are planning to cheat. These findings implied that emotional experiences played a big role in

examination malpractices among undergraduate students in Universities in Kiambu County.

Regression coefficient findings revealed that there is a statistically significant relationship between students' emotional experiences and examination malpractices among undergraduate students studying in private and public universities in Kiambu County, Kenya. The Beta value also suggested that any change in students' emotional experiences would result in a 0.967 unit change in examination malpractices. Therefore, improving students' emotional experience would result in decreased examination malpractices among undergraduate students.

5.2 Conclusions of the Study

Based on the findings of the study as presented and discussed in chapter four and based on the four research objectives, the following conclusions were made;

5.2.1 Students' Past Performance on Examination Malpractices among Undergraduate Students

University Students' past performance slightly influence examination malpractices. Students on roll of honors for high grades at secondary school were not likely to engage in examination malpractices at the university. Those who failed to cheat in an examination and finally got low grades may not necessarily engage in examination malpractices. Students who were performing very well at lower levels may not be equally gifted in examination malpractices skills. Those who won academic awards previously are not likely to engage in examination malpractices in the university in order to maintain their academic prestige. The regression coefficient results revealed that there exists a statistically significant relationship between past performance

experiences and examination malpractices. A unit change in past performance experiences resulted in a 0.946 unit change in examination malpractices.

5.2.2 Students' Vicarious Learning on Examination Malpractices among Undergraduate Students

Students' vicarious learning experiences on examination malpractices to some extent influenced examination malpractices. The consequences of examination malpractices on students who engaged in examination malpractices did not discourage others from engaging in the same vice. Observing at a distance how other students were successfully cheating in examination influenced other students to engage in examination malpractices. The results obtained from ANOVA shows that past performances do influence students' likelihood of engaging in examination malpractices hence there exists a significant and positive relationship between cumulative grade point and involvement in examination malpractices

5.2.3 Students' Social Persuasion on Examination Malpractices among Undergraduate Students

The results obtained in Table 28 indicated that there exists some parameters that influence students' social persuasion on examination malpractices among undergraduate students we can conclude that students' social persuasion influenced examination malpractices since students engaged in the vice to conform to peer pressure. Social approval influenced examination malpractices among undergraduate students and that weak university examination rules and regulations acted as a motivation for students to engage in examination malpractices. Further, results obtained in regression analysis Table 29 showed all the parameters used to determine social persuasion had a positive

correlation hence indicating there is high vice of learners engaging in cheating in examination.

5.2.4 Students' Emotional Experiences on Examination Malpractices among Undergraduate Students

Lastly, the study concluded that students' emotional experiences significantly influenced examination malpractices among undergraduate students in Universities in Kiambu County. The data revealed that thoughts about success through getting better grades by cheating influenced examination malpractices. The students' emotional experiences of feeling sad, due to past failures in previous examinations, influenced them to engage in examination malpractices. Students' feelings and thoughts of cheating without being caught influenced examination malpractices too as evidenced by results obtained in Table 33 where the researcher concluded that there is a significant relationship between the Emotional Experiences and Examination Malpractices, students' reflections and thoughts on how he/she failed in previous examination influenced the examination malpractices.

5.3 Recommendations for Practice

Given the findings of this study and guided by the research objectives, the study recommends that;

5.3.1 Students' Past Performance on Examination Malpractices among Undergraduate Students

Universities must come up with ways of ensuring past performance experiences of students do not influence their engagement in examination malpractices. Universities can start pre-university courses whose examination results can be used to place students in different professional courses. This can address the issue of students' past

performances influence on examination malpractices since students will be placed in courses that they can competently handle. This is guided by the fact that students' past performance experiences, and according to the analyzed data, to some extent, influences examination malpractices among undergraduate students.

5.3.2 Students' Vicarious Learning on Examination Malpractices among Undergraduate Students

Universities should come up with ways on how to demonstrate to students the consequences of examination malpractices at the student's level. This is because the study showed that students' vicarious learning experiences influence examination malpractices significantly. For example, the study established that those students who observed at a distance how others are successfully cheating in examination eventually adopted that behaviour. Others learnt vicariously how the role models were succeeding in life after engaging in illegal deals that significantly influenced university students to engage in examination malpractices.

5.3.3 Students' Social Persuasion on Examination Malpractices among Undergraduate Students

In order to reduce the occurrence of examination malpractices in Kenyan universities, a multi-sectoral approach need to be adopted. The study found a very strong relationship between students' social persuasion and examination malpractices at the university level and therefore it is a social evil that cannot be addressed by universities alone. Parents, primary school teachers, secondary school teachers and religious leaders need to teach young ones the evils associated with examination malpractices. Regular professional guidance and counseling to students geared towards reducing the influence of social persuasion on examination malpractices should be encouraged at all educational levels.

5.3.4 Students' Emotional Experiences on Examination Malpractices among Undergraduate Students

The university administration needs to develop an effective way of ensuring that the course contents are taught and covered well by lecturers. Teaching the course work effectively would significantly reduce the amount of anxiety and fear the students may have on failing the examinations. The overall effect is to reduce the examination malpractices among university students. The tutorials need to be encouraged that normally lead to in-depth discussion and hence conceptualization of the taught contents. In addition to examination rules and regulations as well as accompanying punishments on examination malpractices, it is important that universities offer professional counseling services to help students deal with their emotional issues that develop due to fear of examination failures.

5.4 Recommendations for Policy formulation

Guided by the study findings, following recommendations are suggested;

- i. University policy makers to come up with the course work whose content takes the consideration of the students' past performances. The course content must be well covered within the stipulated time. This will ensure that the students have conceptualized course content and hence this will not influence examination malpractices.
- ii. Students' behaviour of examination malpractices is normally a learnt behaviour. A behaviour which is learnt can be unlearned. The best way of doing this is to ensure the consequences of examination malpractices is known to those who would wish to engage in it. The students can learn vicariously the serious consequences of examination malpractices.

- iii. University can set up a working counseling department that may teach students that social ills observed in society such as enrichment through corruption does not necessarily translate to personal fulfillment.
- iv. Anxiety that generates great emotional and fear of examination failure can be overcome by university administrators addressing the real issue that brings about mass failure in certain units. Students' mass failure in certain courses at the university level has very little to do with students but the lecturers handling those units.

5.5 Recommendations for Further Studies

The following areas are recommended for further study by this research;

- i. A study may be done to investigate the effectiveness of the examination policies, rules and regulations that have been developed over time by government of Kenya and educational institutions in Kenya.
- ii. A study may be done to investigate the role of students' self-concept on examination malpractices.
- iii. A study may be done to investigate the role of students' social intelligence on examination malpractices
- iv. A study may be done to examine the role of students' self-esteem on examination malpractices
- v. A study may be done to evaluate the role of students' emotional intelligence on examination malpractices

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APPENDICES

Appendix I: Introduction Letter

Good morning/afternoon

My name is Mauta Peter Kaindio. I am a Ph.D student at Mount Kenya University. I am doing a research to determine the influence of students' self-efficacy on examination malpractices among university students in the County of Kiambu, Kenya. I have identified your students as my potential respondents in this research. I humbly request for your permission to interview them. The instruments comprise students' questionnaires and staff interview guides. I guarantee you that I will endeavor to treat all the responses of students with great confidentiality. The data collected will be used strictly for the intended purpose only. Taking part in this research is voluntary. I therefore request you to consent by appending your signature below.

Yours faithfully

Your Name _____

Your Signature _____

Appendix II: Consent Form

Dear student,

I am Mr. Mauta Peter Kaindio, a doctorate candidate from Mount Kenya University.

I am carrying out a study whose aim is to determine the influence of students' self-efficacy on examination malpractices in universities in County of Kiambu, Kenya. I wish to get your responses on the above subject. However your participation is voluntary. There is no significant risk in participating in this research. The data collected will not be of benefit to you directly but general benefits to government of Kenya, Students in general, Kenyan universities, scholars and other stakeholders.

To ensure anonymity, you may not write your name on this questionnaire. You are kindly asked to give your consent to participate in this research. Any information you give will be treated with uttermost confidentiality. Research tools will not identify you by name and the results will be used for the research purposes only. You are free to ask any question for clarification purposes. If there is a complaint you are always free to consult the Chairman Ethical Review Committee (ERC), PO BOX 342 – 01000, Thika.

Yours faithfully,

Mauta Kaindio Peter.

Your Name _____

Your Signature _____

Appendix III: Questionnaire for Lecturers

The purpose of the study is to investigate the influence of students' self-efficacy on examination malpractices. You are requested to respond to the best of your knowledge. The information that you will provide will be handled with greatest privacy and used for the intended purpose only.

NOTE: Answer all the questions appropriately. For Likert scale questions, rate the statements from 1 to 5 where strongly disagree = 1, Disagree = 2, Un-decided = 3, Agree = 4 while Strongly Agree = 5

SECTION A: Demographic Information of Lecturers

Tick (✓) what is your gender? Female [] Male []

Tick (✓) your age bracket (a) Below -30 [], (b) 31 – 40 [],
(c) 41 - 50 [], (d) 51 years - above [].

What degree program do you teach? (a) Bachelor of Science (b) Bachelor of Arts
(c) Bachelor of Education or (d) _____

(e) any other, specify _____

Work experience? (a) Below 5 years (b) 6-10 years
(c) 11-15 years (d) above 15 years

Tick [✓] year of students that you lecture. 1st year [] 2nd year [] 3rd year []
4th year [] 5th year [] 6th year []

SECTION B: Students' Past Performance and Examination Malpractices

State your opinion on the following statements as either: strongly disagree = 1, Disagree = 2, Un-decided = 3, Agree = 4 and Strongly Agree = 5.

Statements		1	2	3	4	5
1	Students on roll of honors for high grades at secondary school are more likely to engage in examination malpractices					
2	The students who failed in cheating in the previous examinations are likely to engage in examination malpractices using different means					
3	Students' who previously won academic awards at secondary school are likely to engage in examination malpractices					
4	Students who are unable to master subject content are more likely to engage in examination malpractices					
5	Previous success in exam cheating influences continued engagement in examination malpractices among undergraduate learners					
6	Past competencies by learners in set examinations influences their participation in examination malpractices among undergraduate learners					

SECTION C: Students' Vicarious Learning and Examination Malpractices

State your views in the following statements as either: strongly disagree = 1, Disagree = 2, Un-decided = 3, Agree = 4 and Strongly Agree = 5.

Statements		1	2	3	4	5
1	Consequences imposed on students who engage in examination malpractices deter others from engaging in examination malpractices					
2	Students who retain their past behaviours of examination malpractices are more likely to repeat the same behaviour					
3	Attentively observing how other students successfully cheat in examination influences other students to engage in examination malpractices					
4	Students learn the skills of examination malpractices through senior Students who successfully cheat in their past examinations					
5	Students who observe others successfully cheat and score As in their examinations are more likely to engage in examination malpractices since they are already motivated					
6	Observing friends and or classmates cheat in examinations influences examination malpractices among undergraduate learners					

7	Examination malpractices is due to peer pressure whereby most students are cheating in examination and others conform to the group behavior					
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SECTION D: Students’ Social Persuasion and Examination Malpractices

State your opinion on the following statements as either: strongly disagree = 1, Disagree = 2, Un-decided = 3, Agree = 4 and Strongly Agree = 5

Statements	1	2	3	4	5
1 Some students engage in examination malpractices because they are encouraged verbally by their family					
2 Students are discouraged verbally by members of society from examination malpractices					
3 Role models in the society who engage in illegal activities and go unpunished, motivate students to engage in examination malpractices					
4 Some faculty members or lecturers encourage students to engage in examination malpractices					
5 Peer approval influences examination malpractices among undergraduate learners					
6 Social approval influences examination malpractices among undergraduate learners					
7 Weak examination rules and regulations influences examination malpractices among undergraduate learners					

SECTION E: Students’ Emotional Experiences and Examination Malpractices

Give your opinion on the following statements as strongly disagree =1, Disagree = 2, Un-decided = 3, Agree = 4 and Strongly Agree = 5.

Statements	1	2	3	4	5
1 Thoughts about success and or getting better grades through cheating influence examination malpractices among undergraduate learners					
2 Feeling sad for having failed in previous exams encourages learners to engage in examination malpractices					
3 Reflections on success or failures in previous examination cheating by undergraduate students influences the chances that they will engage in examination malpractices in this campus					
4 Motivations for passing exams such as good GPA and better chances of landing a job after graduation influences the chance that students will engage in examination malpractices in this campus					
5 Individuals learners feeling of exhilaration at the thought of cheating and getting away with it influences examination malpractices among undergraduate learners					
6 Reflections on morals of cheating by students influences					

	undergraduate learners engagement in examination malpractices					
7	Motivation to cheat among learners in order to attain good grades and good degrees influences chances of engaging in examination malpractices among undergraduate learners					
8	Fear of getting caught or not while cheating during exams influences examination malpractices among undergraduate learners					
9	Feeling anxious while cheating or thinking of it during exams influences chances of examination malpractices by undergraduate learners					

SECTION F: Examination Malpractices among Undergraduate Students

Kindly rate the following Likert scale statements as strongly disagree = 1, Disagree = 2, Un-decided = 3, Agree = 4 and Strongly Agree = 5 based on your views on undergraduate students engagement in examination malpractices in this university.

Statements		1	2	3	4	5
1	There are students who have ever engaged in sex for grades with some lecturer in this University					
2	There are some students who buy question papers from some lecturers before sitting for the same examination, in this University					
3	There are some students who copy examination answers from their colleague in this University					
4	There are some students who hire certain students to sit examination for them in this University (impersonation)					
5	Some students have ever carried unauthorized materials into examination room in this University					
6	Some students carry cribs (mwakenya) to examination room in this University					
7	Some students fraudulently present work for other students as theirs to get marks (plagiarism) in this University					

Thank you for your cooperation and God bless

Appendix IV: Questionnaire for Undergraduate Students

The purpose of the study is to investigate the influence of learner's self-efficacy and examination malpractices. You are requested to respond to the best of your knowledge. The information that you will provide will be handled with greatest privacy and used for the intended purpose only.

NOTE: Answer all the questions appropriately. For Likert scale questions, rate the statements from 1 to 5 where strongly disagree = 1, Disagree = 2, Un-decided = 3, Agree = 4 while Strongly Agree = 5

SECTION A: Demographic Information of Students

Tick (✓) what is your gender? Female [] Male []

Was your secondary a (a) Boarding school _____ (b) Day school _____

Tick (✓) your age bracket (a) 18 - 20 [], (b) 21 – 23 [],
(c) 24 - 26 [], (d) 27 - above [].

Tick (✓) your KNEC form four mean grade (a) Grade A [], (b) Grade A- [],
(c) Grade B+ [], (d) Grade B [], (e) Grade B- [],
(f) Grade C+ [], (g) Grade C [], (h) Grade C- []

What is your degree program? (a) Bachelor of Science (b) Bachelor of Arts
(c) Bachelor of Education or (d) _____

Tick [✓] your year of study: 1st year [] 2nd year [] 3rd year []
4th year [] 5th year [] 6th year []

SECTION B: Students' Past Performance and Examination Malpractices

State your opinion on the following statements as either: strongly disagree = 1, Disagree = 2, Un-decided = 3, Agree = 4 and Strongly Agree = 5.

Statements	1	2	3	4	5
1 Students on roll of honors for high grades at secondary school are more likely to engage in examination malpractices					
2 The students who failed in cheating in the previous examinations are likely to engage in examination malpractices using different means					
3 Students' who previously won academic awards at secondary school are likely to engage in examination malpractices					
4 Students who are unable to master subject content are more likely to engage in examination malpractices					
5 Previous success in exam cheating influences continued engagement in examination malpractices among undergraduate learners					
6 Past competencies by learners in set examinations influences their participation in examination malpractices among undergraduate learners					

SECTION C: Students' Vicarious Learning and Examination Malpractices

State your views in the following statements as either: strongly disagree = 1, Disagree = 2, Un-decided = 3, Agree = 4 and Strongly Agree = 5.

Statements	1	2	3	4	5
1 Consequences imposed on students who engage in examination malpractices deter others from engaging in examination malpractices					
2 Students who retain their past behaviours of cheating in examination engage in examination malpractices in this university					
3 Attentively observing how other students successfully cheat in examination influences other students to engage in examination malpractices					
4 Students learn the skills of examination malpractices through senior Students who successfully cheat in their past examinations					
5 Through motivation-reinforcement, students who observe others successfully cheat and score As in their exams are more likely to be motivated to engage in examination malpractices as they were able to see the cheats pass exams instead of failing					
6 Observing friends and or classmates cheat in exams influences examination malpractices among undergraduate learners					
7 Examination malpractices is due to peer pressure whereby most students are cheating in examination and others conform to the group behavior					

SECTION D: Students' Social Persuasion and Examination Malpractices

State your opinion on the following statements as either: strongly disagree = 1, Disagree = 2, Un-decided = 3, Agree = 4 and Strongly Agree = 5

Statements		1	2	3	4	5
1	Some students engage in examination malpractices because they are encouraged verbally by their family					
2	Students are discouraged verbally by members of society from examination malpractices					
3	Role models in the society who engage in illegal activities and go unpunished, motivate students to engage in examination malpractices					
4	Some lecturers encourage students to engage in examination malpractices since they have not completed course work					
5	Peer approval influences examination malpractices among undergraduate learners					
6	Social approval influences examination malpractices among undergraduate learners					
7	Weak examination rules and regulations influences examination malpractices among undergraduate learners					

SECTION E: Students' Emotional Experiences and Examination Malpractices

Give your opinion on the following statements as strongly disagree =1, Disagree = 2, Un-decided = 3,

Agree = 4 and Strongly Agree = 5.

Statements	1	2	3	4	5
1 Thoughts about success and or getting better grades through cheating influence examination malpractices among undergraduate learners					
2 Feeling sad for having failed in previous exams encourages learners to engage in examination malpractices					
3 Reflections on success or failures in previous examination cheating by undergraduate students influences the chances that they will engage in examination malpractices in this campus					
4 Motivations for passing exams such as good GPA and better chances of landing a job after graduation influences the chance that students will engage in examination malpractices in this campus					
5 Individuals learners feeling of exhilaration at the thought of cheating and getting away with it influences examination malpractices among undergraduate learners					
6 Reflections on morals of cheating by students influences undergraduate learners engagement in examination malpractices					
7 Motivation to cheat among learners in order to attain good grades and good degrees influences chances of engaging in examination malpractices among undergraduate learners					
8 Fear of getting caught or not while cheating during exams influences examination malpractices among undergraduate learners					
9 Feeling anxious while cheating or thinking of it during exams influences chances of examination malpractices by undergraduate learners					

SECTION F: Examination Malpractices among Undergraduate Students

Kindly rate the following Likert scale statements as strongly disagree = 1, Disagree = 2, Un-decided = 3, Agree = 4 and Strongly Agree = 5 based on your views on undergraduate students engagement in examination malpractices in this university.

Statements	1	2	3	4	5
1 There are students who have ever engaged in sex for grades with some lecturer in this University					
2 There are some students who buy question papers from some lecturers before the examination in this University					
3 There are some students who copy examination answers from their colleague in this University					
4 There are some students who hire certain students to sit examination for them in this University					
5 Some students have ever carried unauthorized materials into examination room examinations in this University					
6 Some students carry cribs (mwakenya) to examination room in this University					
7 Some students fraudulently present work for other students as theirs to get marks (plagiarism) in this University					

Thank you for your cooperation and God bless

Appendix V: Interview Guide for University Administrators

This study seeks to assess the influence of students' self-efficacy on examination malpractices among undergraduate students in selected universities in Kiambu County, Kenya. The information provided during this oral interview was handled with confidence and used for the planned purposes only. To enhance the confidentiality, the respondents were not required to write their names on the interview guide paper. Honesty in responding to this discussion was critical in achieving the objectives of this research.

SECTION A: Influence of Students' Past Performance on Examination

Malpractices in Selected Universities in Kiambu County

1. In what ways has past examinations performance experiences influenced students engagement in examination malpractices? (Explain how)

2. In your own opinion, how has some undergraduate student's mastery of course work content influenced their engagement in examination malpractices? (Explain)

3. In your own opinion, how has some student's past success or failures affected their engagement in examination malpractices in this university? (Explain)

SECTION B: Influence of Students' Vicarious Learning on Examination

Malpractices in Selected Universities in Kiambu County

4. In your own opinion, do some students engage in examination malpractices because they previously observed their colleagues cheating in examinations? (Explain)

5. Based on your experience, in what ways do examination malpractices' consequences influence the possibility of students engaging in this behaviour?

(Explain)

6. In your own experience and knowledge, in what ways has retention of past cheating behaviour by the students influenced their engagement in examination malpractices in this university? (Explain)

7. In your own experience and knowledge, does ability to reproduce observed cheating behaviours of successful students in cheating influence learners engagement in examination malpractices? (Explain)

8. In your own experience and knowledge, in what ways do motivation-reinforcement from students who cheat, get away with it and get good grades affect engagement in examination malpractices among undergraduate learners? (Explain)

SECTION C: Influence of Students' Social Persuasion on Examination

Malpractices in Selected Universities in Kiambu County

9. Based on your own experience and knowledge, how has examination regulations by the university affected students engagement in examination malpractices?

10. In your own experience and knowledge, how does familial persuasion influence students to engage in examination malpractices within this campus? (Explain)

11. In your own opinion and knowledge, what role do peer approval of cheating in exams influence students engagement in examination malpractices among undergraduates in this university? (Explain).

-
-
12. Based on your experience and knowledge, how does faculty/lecturers approval of examination cheating influence engagement in examination malpractices by students? (Explain)
-
-

SECTION D: Influence of Students' Emotional Experiences on Examination Malpractices in Selected Universities in Kiambu County

13. In your own experience and knowledge, in what ways does university student's examination anxiety influence their engagement in examination malpractices? (Explain)
-
-

14. In your own experience and knowledge, in what ways does fear influence undergraduate students engagement in examination malpractices? (Explain)
-
-

15. In your own experience, does thinking of outcomes of cheating by learners influence the chances of them engaging in examination malpractices? (Explain).
-
-

SECTION E: Examination Malpractices among Undergraduate Students

16. Are there some cases of examination malpractices that have been reported in this university in the last three years? If yes, how frequent are they? (Explain)
-
-

17. Which is the most common examination malpractices among undergraduate students in this institution and what are the possible reasons? (Explain)
-
-

18. Policy issues, development of examination rules and regulations on total management of examination examinations and integrity of certification.

19. How often does the disciplinary committee meet on examination malpractices in this university? Approximately, how many students are presented to the disciplinary committee in one year?

Thank you for your cooperation


Appendix VI: Document Analysis

Number of Examination Malpractices Reported for the last three academic Years

S/NO	Type of examination malpractices reported in the last 3 academic years	Number of cases reported
1	Plagiarism	1
2	Marks for sex	1
2	Impersonation	1
3	Exchange examination materials in exam room	2
4	Carrying small cribs	500
5	Using smart phone/calculators	5
6	Giraffing	15
7	Smuggling examination papers	2
8	Dubbing	190
9	Writing on private parts of the body	3
10	Going to toilet to read answers	0
11	Body signs	10

Source: Researcher 2019

Appendix VII: Ethical Clearance Certificate


Mount Kenya University

REF: MKU/ERC/1458
TO: KAINDIO MAUTA PETER
REG: PHD/000210/113/24089

Date: 23 September 2019

Dear Sir/Madam,

RE: LEARNERS' SELF-EFFICACY ON EXAMINATION MALPRACTICES IN SELECTED UNIVERSITIES IN KIAMBU COUNTY, KENYA


This is to inform you that **Mount Kenya University** has reviewed and approved your above research proposal. Your application approval number is **859**. The approval period is **23/09/2019 – 22/09/2020**.

This approval is subject to compliance with the following requirements;

- i. Only approved documents including informed consents, study instruments, MTA will be used
- ii. All changes including amendments, deviations and violations are submitted for review and approval by **Mount Kenya University**
- iii. Death and life threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to **Mount Kenya University** within 72 hours of notification
- iv. Any changes, anticipated or otherwise that may increase the risks or affect the safety or welfare of study participants and others or affect the integrity of the research must be reported to **Mount Kenya University** within 72 hours
- v. Clearance for export of biological specimens must be obtained from relevant institutions
- vi. Submission of a request for renewal of approval at least 60 days prior to expiry of the approval period. Attach a comprehensive progress report to support the renewal
- vii. Submission of an executive summary report within 90 days upon completion of the study to **Mount Kenya University**

Prior to commencing your study, you will be expected to obtain a research license from National Commission for Science, Technology and Innovation (NACOSTI) <https://oris.nacosti.go.ke> and also obtain other clearances needed.


Yours sincerely,


The Chairman
Mount Kenya University
Ethics Review Committee
P.O. Box 342-01000, Thika

Prof. Francis W. Muregi
Chairman, Mount Kenya University IERC

Main Campus, General Kago Road, P.O. Box 342-01000 Thika. Tel: +254 67 2820 000.
Cell: +254 720 790 796, 0709 153 000
Email: info@mku.ac.ke, Web: www.mku.ac.ke
Chartered and ISO 9001 : 2015 Certified Institution
Unlocking Infinite Possibilities

Appendix VIII: Introduction Letter from School of Postgraduate Studies



Mount Kenya University

SCHOOL OF POSTGRADUATE STUDIES

PHD/000210/4113/24089

1st October, 2019

*The Director, Research Coordination Division
National Commission for Science, Technology & Innovation
Utalii House, 8th & 9th Floor
P.O Box 30623- 00100
NAIROBI*

Dear Sir/Madam,

RE: KAINDO MAUTA PETER - REGISTRATION NO. PHD/000210/113/24089


The purpose of this letter is to introduce the above named student who is pursuing Doctor of Philosophy in Education in the Department of Educational Psychology in the School of Education.

The title of his research is *"The Influence of Students' Self-Efficacy on Examination Malpractices in Selected Universities in Kiambu County, Kenya."*

He has been cleared by the University's Ethics Review Committee (Certificate attached) and now has to proceed to the field to collect data for his research between October, 2019 and March, 2020.

Any assistance accorded to him will be highly appreciated.




Thank you.


Dr. Samuel M. Kadenga, Ph.D
Dean, School of Postgraduate Studies
Enc.

Mount Kenya University
Dean, School of Postgraduate Studies
P.O. Box 342 - 01000,
THIKA

Main Campus, General Kago Road, P.O. Box 342-01000 Thika, Tel: +254 87 2820 000,
Cell: +254 720 790 796, 0709 153 000
Email: info@mku.ac.ke, Web: www.mku.ac.ke
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Appendix IX: Research Permit from NACOSTI

 REPUBLIC OF KENYA	 NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
RefNo: 769318	Date of Issue: 14/October/2019
RESEARCH LICENSE	
	
<p>This is to Certify that Mr. Peter Mauta of Mount Kenya University, has been licensed to conduct research in Kiambu on the topic: LEARNERS' SELF-EFFICACY ON EXAMINATION MALPRACTICES IN SELECTED UNIVERSITIES IN KIAMBU COUNTY, KENYA for the period ending : 14/October/2020.</p>	
License No: NACOSTI/P/19/2156	
769318 Applicant Identification Number	 Director General NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
	Verification QR Code 
<p>NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.</p>	

Appendix X: Research Authorization from Ministry of Education



MINISTRY OF EDUCATION
State Department of Early Learning & Basic Education

Telephone:Kiambu (office) 0768 970412

Email:directoreducationkiambu@yahoo.com
When replying please quote

KBU/CDE/DEPT 8/Vol. I

COUNTY DIRECTOR OF EDUCATION
KIAMBU COUNTY
P. O. Box 2300
KIAMBU

23rd October, 2019

Peter Mauta
Mount Kenya University
THIKA

RE: RESEARCH AUTHORIZATION

Reference is made to NACOSTI letter NACOSTI/P/19/2156 dated 14th October 2019.

You have been authorized to conduct research on "*Learners Self-Efficacy on Examination Malpractices in Selected Universities*" for a period ending 14th October, 2020.

Please share with us the research findings

AGNES THEURI
For: COUNTY DIRECTOR OF EDUCATION
KIAMBU COUNTY



MY EDUCATION, MY FUTURE

MY EDUCATION, MY FUTURE

Appendix XI: Authorization from Presbyterian University



THE PRESBYTERIAN UNIVERSITY OF EAST AFRICA

P.O Box 387-00902, Kikuyu, Kenya
Tel.020-2019433/2341510/1,0723799904, fax 020-2192892
email:info@puea.ac.ke

OFFICE OF THE REGISTRAR (ACADEMIC AND STUDENT AFFAIRS)

30th October 2019

Muta Peter Kaindio,
Mount Kenya University,
P.o Box 342-01000
Thika.

Dear Mr. Muta

RE: PERMISSION TO COLLECT DATA AT THE PRESBYTERIAN UNIVERSITY

Your letter on the above subject refers.

On behalf of the Presbyterian University of East Africa, I wish to inform you that your request to collect data from the Presbyterian University of East Africa for your PhD research project has been granted. However, it will be on condition that the research findings and report shall be used only for academic purposes.

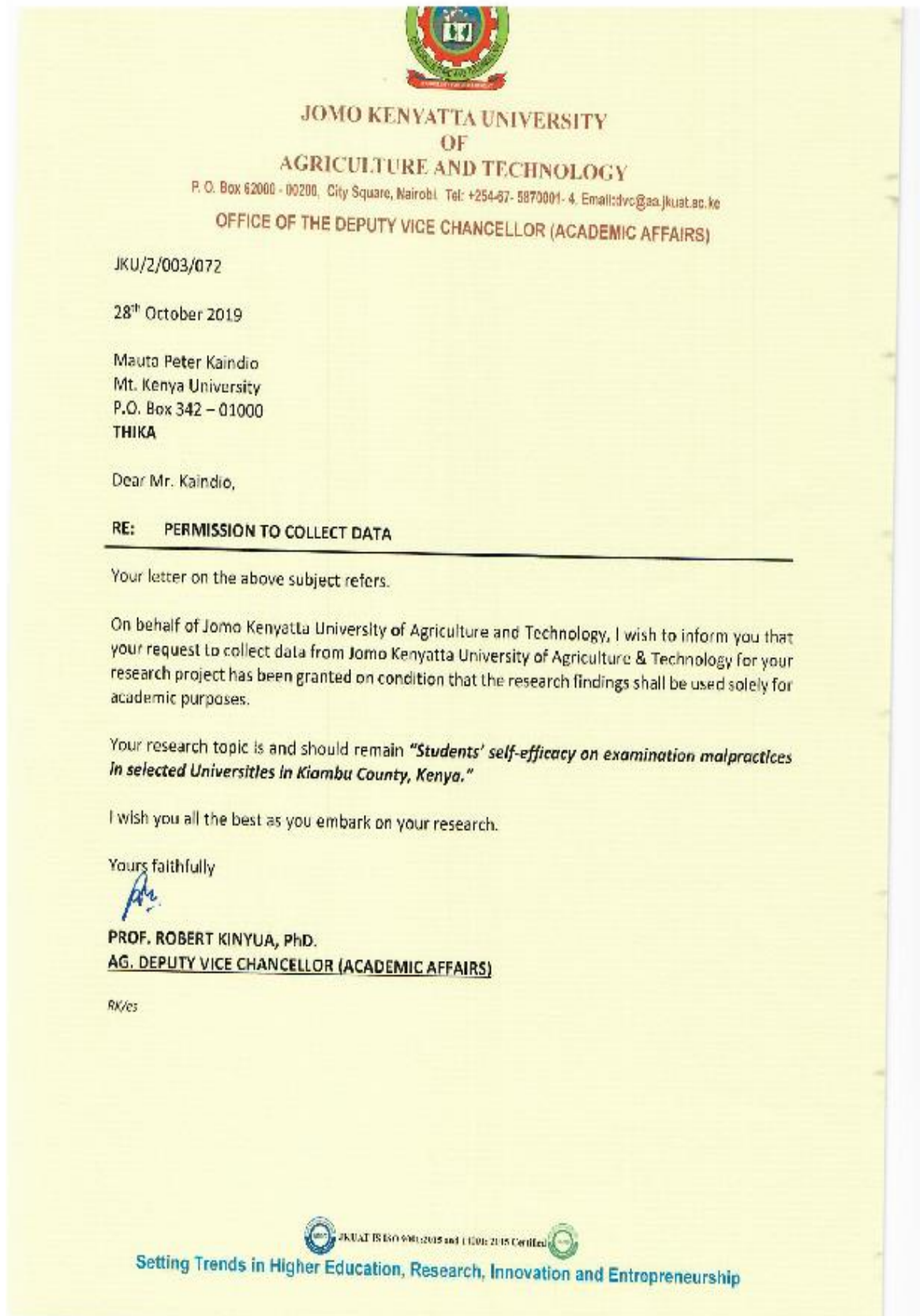
You should stick to your research topic as stated: *Students Self –efficacy on Examination Malpractices in selected Universities in Kiambu County, Kenya.*

Wishing you the best as you embark on your research.

Yours faithfully

Ms. Marcella Mainye
REGISTRAR (ACADEMIC AND STUDENT AFFAIRS)

Appendix XII: Authorization from Jomo Kenyatta University



Appendix XIII: Map of County of Kiambu



Appendix XIV: F-Ratio Table (for use with ANOVA)

Table entry for p is the critical value F^* with probability p lying to its right.

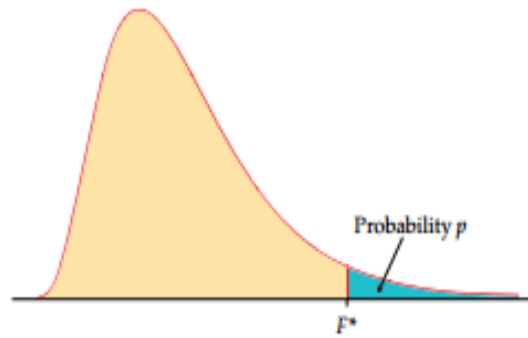


TABLE E											
F critical values											
		Degrees of freedom in the numerator									
p		1	2	3	4	5	6	7	8	9	
Degrees of freedom in the denominator	1	.100	39.86	49.50	53.59	55.83	57.24	58.20	58.91	59.44	59.86
		.050	161.45	199.50	215.71	224.58	230.16	233.99	236.77	238.88	240.54
		.025	647.79	799.50	864.16	899.58	921.85	937.11	948.22	956.66	963.28
		.010	4052.2	4999.5	5403.4	5624.6	5763.6	5859.0	5928.4	5981.1	6022.5
		.001	405284	500000	540379	562500	576405	585937	592873	598144	602284
	2	.100	8.53	9.00	9.16	9.24	9.29	9.33	9.35	9.37	9.38
		.050	18.51	19.00	19.16	19.25	19.30	19.33	19.35	19.37	19.38
		.025	38.51	39.00	39.17	39.25	39.30	39.33	39.36	39.37	39.39
		.010	98.50	99.00	99.17	99.25	99.30	99.33	99.36	99.37	99.39
		.001	998.50	999.00	999.17	999.25	999.30	999.33	999.36	999.37	999.39
	3	.100	5.54	5.46	5.39	5.34	5.31	5.28	5.27	5.25	5.24
		.050	10.13	9.55	9.28	9.12	9.01	8.94	8.89	8.85	8.81
		.025	17.44	16.04	15.44	15.10	14.88	14.73	14.62	14.54	14.47
		.010	34.12	30.82	29.46	28.71	28.24	27.91	27.67	27.49	27.35
		.001	167.03	148.50	141.11	137.10	134.58	132.85	131.58	130.62	129.86
	4	.100	4.54	4.32	4.19	4.11	4.05	4.01	3.98	3.95	3.94
		.050	7.71	6.94	6.59	6.39	6.26	6.16	6.09	6.04	6.00
		.025	12.22	10.65	9.98	9.60	9.36	9.20	9.07	8.98	8.90
		.010	21.20	18.00	16.69	15.98	15.52	15.21	14.98	14.80	14.66
		.001	74.14	61.25	56.18	53.44	51.71	50.53	49.66	49.00	48.47
5	.100	4.06	3.78	3.62	3.52	3.45	3.40	3.37	3.34	3.32	
	.050	6.61	5.79	5.41	5.19	5.05	4.95	4.88	4.82	4.77	
	.025	10.01	8.43	7.76	7.39	7.15	6.98	6.85	6.76	6.68	
	.010	16.26	13.27	12.06	11.39	10.97	10.67	10.46	10.29	10.16	
	.001	47.18	37.12	33.20	31.09	29.75	28.83	28.16	27.65	27.24	
6	.100	3.78	3.46	3.29	3.18	3.11	3.05	3.01	2.98	2.96	
	.050	5.99	5.14	4.76	4.53	4.39	4.28	4.21	4.15	4.10	
	.025	8.81	7.26	6.60	6.23	5.99	5.82	5.70	5.60	5.52	
	.010	13.75	10.92	9.78	9.15	8.75	8.47	8.26	8.10	7.98	
	.001	35.51	27.00	23.70	21.92	20.80	20.03	19.46	19.03	18.69	
7	.100	3.59	3.26	3.07	2.96	2.88	2.83	2.78	2.75	2.72	
	.050	5.59	4.74	4.35	4.12	3.97	3.87	3.79	3.73	3.68	
	.025	8.07	6.54	5.89	5.52	5.29	5.12	4.99	4.90	4.82	
	.010	12.25	9.55	8.45	7.85	7.46	7.19	6.99	6.84	6.72	
	.001	29.25	21.69	18.77	17.20	16.21	15.52	15.02	14.63	14.33	

Appendix XV: Turnitin Anti-Plagiarism Report

STUDENTS' SELF-EFFICACY ON EXAMINATION MALPRACTICES AMONG UNIVERSITY STUDENTS IN UNIVERSITIES IN KIAMBU COUNTY, KENYA

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