

**RELATIONSHIP BETWEEN SELECTED STUDENTS' PERSONALITY
CHARACTERISTICS AND THEIR PERCEPTION OF EXAMINATION
MALPRACTICE IN PUBLIC SECONDARY SCHOOLS IN NYERI COUNTY,
KENYA**

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DECLARATION

I declare that this research project is my original work and has not been submitted for consideration of any certification. This research project has been complemented by referenced sources duly acknowledged. Where text, data (including spoken words) graphics, pictures or tables have been borrowed from other sources, including the internet, these are specifically accredited and referenced using current APA system and in accordance with anti-plagiarism regulations.

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DEDICATION

This research project is dedicated to my husband Patrick Ndiritu, my children Martha Wanjiru and Ian Wambugu.

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ABBREVIATIONS AND ACRONYMS

ASCS	Academic Self-concept Scale
CDE	County Director of Education
DIT2	Defining Issue Test 2
GoK	Government of Kenya
GPA	Grade Point Average
KCPE	Kenya Certificate of Primary Education
KCSE	Kenya Certificate of Secondary Education
KNEC	Kenya National Examinations Council
MJSES	Morgan-Jinks student Efficacy Scale
MOEST	Ministry of Education Science and Technology
MSLQ	Motivated Strategies for Learning Questionnaire
NACOSTI	National Commission for Science, Technology and Innovation
SDT	Self Determination Theory
SPEMQ	Students Perception of Examination Malpractice Questionnaire
SPSS	Statistical Package for Social Sciences
TSC	Teachers' Service Commission

ABSTRACT

Examination malpractice is a major problem that affects education foundations in Kenya today. The scope of the problem and the dangers brought by the phenomenon are noted to have adverse effects on students such as cancellation of results in national examinations as well as eroding the value of certificates for both individuals and institutions. Students' personality characteristics such as students' self-efficacy, academic self-concept, level of moral reasoning and motivation orientation may be crucial factors in determining students' perception of examination malpractice. Relatively, few studies have explored this area in Kenya and particularly in Nyeri County where in 2013 KCSE results for one of the national schools were withheld due to having the highest suspected number of students involved in examination cheating. It is in this light that the researcher aimed at investigating the relationship between students' personality characteristics and their perception of examination malpractice among public secondary school students in Nyeri County. The study was guided by four objectives. Objective one sought to determine the relationship between students' motivational orientation and their perception of examination malpractice; objective two sought to establish how students' self-efficacy is related to their perception of examination malpractice; objective three investigated the relationship between students' academic self-concept and their perception of examination malpractice and objective four explored the relationship between students' level of moral reasoning and their perception of examination malpractice. The study was guided by social cognitive learning theory by Bandura, self-determination theory by Deci and Ryan and moral reasoning theory by Kohlberg. The study adopted a correlation research design. The target population was 15,767 form three students, 2493 teachers, 224 principals in the 224 public secondary schools in Nyeri County. The sample comprised 280 form three students, 115 teachers and 10 principals from the selected 10 schools in Nyeri County. The study used purposive stratified sampling to pick the schools and simple random sampling to select participants. Questionnaires were used to collect data from students and teachers while interview guide was used to collect data from the principals. Qualitative data from interview guide was analysed thematically. Quantitative data was organised and coded for analysis using SPSS Version 20.0 for window. The study employed both descriptive and inferential statistics for data analysis. Descriptive statistics were presented by use of frequency distribution tables, charts and figures, means and standard deviations. Inferential statistics involved bivariate correlation and Pearson's product moment correlation. Alpha level of 0.05 was set as a priori. The findings revealed no significant relationship between motivation orientation and academic self-concept on perception of examination malpractice, while a significant negative relationship was found between self-efficacy and moral reasoning on perception of examination malpractice. The study recommended that there is need to improve self-efficacy and moral reasoning of the students in order to enhance a negative perception towards examination malpractice and therefore curb the problem.

CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 Introduction

This chapter highlights the background of the study, statement of the problem, purpose of the study, study objectives and research questions. It also highlights significance of the study, limitations and delimitations of the study, assumptions of the study, theoretical and conceptual framework and operational definition of terms.

1.2 Background to the Study

Examination malpractice is a major problem affecting education systems globally. It is reported in many countries including Great Britain, United States of America, Pakistan, Japan and here in Africa. Adams & Esther (2013), Anderman & Murdock (2007), Ayala & Quintanilla (2014). Ojo (2011) and Paul (2012) opines that examination malpractice is a perverted behaviour and an unusual practice shown by candidates or any individual responsible for the administration of the examination within the examination room prior to, during or while its being marked. Wilayat (2009) defined examination malpractice as an unlawful activity which is deliberate and planned, giving a candidate an unjust advantage over others. He further observed further that examination malpractice has widely resulted to the general degeneration and demotion of the overall quality levels of education. Kithuka (2004) observed that globally the incidences of academic malpractice have been on the rise in the last decade as students seek to have better grades.

Examination malpractice has been an issue of concern as governments and educationists all over the world seek to enhance examination integrity. Adams and Esther (2013) observed that it is a shame that globally examination systems are affected by examination malpractice or

wrongdoing. Examination serves as a tool for decision-making and it mainly creates anxiety, apprehension and uneasiness in students and many other stakeholders. Louder and Schmidt (2013) noted that educational institutions with very high concern about examination integrity and practices must ensure that they remain keen over the examination malpractices of their students. They argued that even though efforts have been put in place to reduce examination malpractice in educational institutions, it is still a very complicated and widespread problem. (McCabe and Trevino, 1997) noted that occurrences of examination cheating were on the rise with Jordan (2011) noting that academic dishonesty had reached epidemic proportions in this century and might continue to dilute academics if not well addressed. McCabe, Trevino and Butterfield (2001) observed that many students are still involved in committing academic malpractice and this has steadily risen over the years. It is evident that examination malpractice is a problem that merits attention of academic administrators and researchers.

Researches carried out in different parts of the world prove that examination malpractice is wide spread. In the USA, for instance, McCabe, Trevino and Butterfield (1999) established that students are continuously under pressure for good grades and competition for job positions is high pushing them to get involved in examination cheating. They also carried out research in Canada where it was established that examination cheating was rampant at 45 percent which was lower than in the USA which stood at 54 percent. Clariana, Badia and Cladellas (2013) in their study in Spain noted that issues surrounding examination malpractice had reached high levels that had confounded educationists. They noted that examination malpractice was no longer a vice attributed to poor students but had developed into a vice practiced by majority of students at any single time during their academic life. Clariana et al. (2013) argues that educational institutions in Spain generate two sets of conditions to address examination malpractice issues. They argue that institutions give sets of guidelines and rules which may not be followed, while also creating situations likely to be

competitive, especially due to the requirements of assessment and establishing if learners have performed well in their examinations. The two situations either initiate or increase examination malpractice, making it a common phenomenon globally.

In Mexico (Latin America), it was established that exam malpractice was high with the main cause being peer influences (Ayala-Gaytan, Quintanilla-Dominguez, 2014). They also argued that in many Latin American countries where the rule of law was weak examination cheating was high as learners disregarded any legislation put in place. In Pakistan, Suleimani, Gul and Kamaran (2015) established that examination cheating was very rampant due to the corruption in the society. They noted that the education system of the Khyber Pakhtun Khuot, for example, area was almost completely destroyed by examination cheating. The study noted that pressure for good grades and fear of failure served as the main causes of involvement in examination cheating. In another study carried out in United Arab Emirates, Dodeen (2012) established that examination malpractice prevalence was at 38% which was considerably lower compared to other countries. The same study observed that the main causes of examination cheating were fear of failure as well the need to improve one's grades. Tas and Tekkaya (2010) observed that the main cause of examination malpractice was the quest for good grades.

In Sub-Saharan Africa two studies carried out in Tunisia and Morocco revealed that examination cheating was widespread. In Tunisia, for instance, 70% of university students reported cheating in examinations occasionally (Burrus, McGoldrick, & Schuhmann, 2013). In Nigeria, Nwadiani (2005) observed that the problem of examination malpractice among learners had become a contemporary shame and endemic in educational institutions. He argues that it gives unfair advantage to undeserving learners against their honest peers. Olatunbosun (2009) noted that academic dishonesty in Nigerian Secondary School system

had become so rampant that national development had been turned into a mirage since the educated people did not possess the ability to actualize the national goals of education. He argues that over the years, cases of examination malpractice involving parents, teachers and learners were on the rise and the punitive measures introduced by the government did not help to curb the vice(Alutu & Aluede, 2006).

In Kenya, Ngungu (2011) observed that examination cheating was so rampant to the extent of the national examination body (KNEC) involving the criminal investigation unit to track and scale down these cases. He argues that teachers are responsible for to the vice since they fail to prepare their learners adequately for the examination and hence students look for an easy way to compensate for this lack of preparation. Akaranga and Ongong (2013) argued that the purpose of the examination is to rate the learners as well as motivate the learner to understand their strengths and weaknesses. They however noted that this is lost when learners engage in examination malpractice which veils their strengths as well as acting as a de-motivator to the learning experience. Nyamwange, Ondima and Onderi (2013) noted that majority of secondary school students in Kenya engage in examination malpractice simply because they spend many academic hours doing non-academic related activities such as working in the fields among other domestic chores.

During the 2015 Kenya Certificate of Secondary Education (KCSE) and Kenya Certificate of Primary Education (KCPE) examination period, newspapers and electronic media was dominated by news of examination leakage and sale of fake examination papers to unsuspecting students. The then education cabinet secretary professor Jacob Kaimenyi while releasing KCSE results on Tuesday, March 3rd 2015 reported that five national schools had candidates who were involved in examination irregularities during the said examination. He further criticised national schools who despite admitting the cream of the students, they were

still being involved in cheating (Ouma, 2016). When the 2015 KCSE results were released, the KNEC admitted that the examination recorded the highest cases of irregularities at ever 70 percent. As a result, a total of 5101 candidates had their results cancelled. It was noted that 46 out of 47 counties were involved in examination irregularities (Ouma, 2016). In the 2013 KCSE analysis, one of the best national schools in Nyeri County was not in the analysis due to the high number of suspected cases of students involved in examination malpractice. This shows that the problem of examination malpractice in Kenya and in Nyeri County is on the rise and something needs to be done.

Several studies have documented the reasons behind examination cheating. Some of the reasons are societal such as corruption and poor law enforcement (Ayala-Gaytan, Quintanilla-Dominguez, 2014). Jimoh (2009) observed that in Nigeria, lack of moral values was the major cause of cheating since the whole society acted without any regard for morality. Other causes were institutional as observed by Mathias and Dada (2014). They established that in some institutions of learning, there was poor supervision and invigilation of examinations. Examination rooms were overcrowded and some teachers did not use effective methods of teaching. Ojo (2011) observed that some parents may cause their children to participate in examination cheating by giving them money to use as bribes or to buy leaked examination papers.

The common forms of examination malpractice as noted by Alutu and Aluede (2006) include impersonation, taking prohibited materials to the examination room, collusion with examination officials to copy and substituting worked scripts. Naliaka, Odera & Poipoi (2015) noted some of the reasons that made learners to participate in examination cheating. These included parental pressure, school management expectations, overcrowding in examination rooms, poor invigilation as well as poor syllabus coverage. Ruto, Kipkoech, and Rambaei (2011) in a research to establish determinants of examination cheating among

students noted that many of the candidates cited lack of proper preparation for examinations, peer influences, poor class attendance and parental pressure as the main reasons that made them to cheat. Asinya (2012) observed that fear of failure was a main reason why students cheated in examinations while Ojo (2011) blamed the breakdown of the society's value system in Nigeria as being a major cause of cheating.

The negative effects of examination dishonesty are enormous on individuals, examination bodies, governments and the society at large. Jekayinta (2011) observed that examination cheating erodes the value of certificates both for the individual as well the institutions that give them. He also urged that students who achieve their academic goals by cheating could end up doing the same in other organisation in which they may find themselves in. Ifeakor and Anekwe (2010) established that students who are involved in examination dishonesty may lose self-confidence, honesty and integrity as well as obtain qualifications they do not deserve.

It is crucial to comprehend the reasons behind students' involvement in examination cheating behaviours as research shows that the phenomenon is on the increase. Akaranga and Ongong (2013) noted that examinations are an important part of any education system as they help to assess learners as well as the effectiveness of the teaching methods used by teachers. When cheating occurs examinations become unreliable and invalid in serving the purpose for which they were designed. Students' personality characteristics maybe crucial factors that contribute to making learners inclined to cheating in examinations. These characteristics include students' self-efficacy, academic self-concept, level of moral reasoning and motivation orientation. Self-efficacy is ones' perception on their ability to do a certain task. Pajeras (2001) noted that self-efficacy originates from many areas such as achievements, failures, successes and verbal persuasions. Academic self-efficacy helps learners to regulate

their behaviour and often influences their activities, effort and how long they persist at a given task.

Learners possessing high academic self-efficacy meet their academic goals and remain active for long in comparison to those with low academic self-efficacy, Santrock (2003). Those having low academic self-efficacy think that they are incapable and therefore are more vulnerable to examination cheating in order to be like the rest of the students with high academic self-efficacy. Anderman, Griesinger and Westerfield (1998) observed that learners, who cheat in examinations, involve themselves in self-defeating behaviour including making excuses or associating failure to other circumstances other than their capability. According to Marsden, Carroll and Neill (2005) academic self-efficacy influences strongly on cheating behaviour as it determines students' differences in motivation, task performance and decision making related to cheating.

Moral reasoning is the capacity to incorporate moral beliefs to one's principles, aspirations, actions and the capacity to know the right thing and apply it one's life and actions. Wimbish (1999) holds that the link between moral reasoning and examination malpractice is positive. Research carried out by Goodwin (2007) in the University of Maryland, USA found that students who believed in the university code of ethics did not engage in examination malpractice as opposed to those who did not believe in it. In another study carried out by Olushola and Samson (2015) in Nigerian schools, it was found that there was a significant correlation coefficient between moral reasoning and perception of examination malpractice. The conclusion was that students who had high levels of moral reasoning held negative perceptions towards examination malpractice and were unlikely to be involved. Harding, Mayhew and Finelli (2007) suggested that students will engage or not engage in examination malpractice because of their moral reasoning and moral obligation.

Another student's personality characteristic that may influence their perception of examination malpractice is their motivation orientation. Students can be extrinsically or intrinsically motivated. According to Deci and Ryan (2007) extrinsic motivation refers to pursuing a particular goal oriented behaviour while intrinsic motivation is life goals that organise and direct behaviour over time. Students who are extrinsically motivated get involved in an activity due its desirable outcomes such as good grades. Fieldman (2002) stated that extrinsically motivated students may give in to examination malpractice to obtain desired grades. He further observed that students who are involved in examination malpractice are more concerned with getting desired grades than gaining any knowledge from their study and may take advantage of any chance in the system to cheat. On the other hand intrinsically motivated students involve themselves in a task for its own sake since they find it enjoyable. Intrinsically motivated students are bound to work hard to do well in examinations. Adeyemi (2010) observed that students who have high intrinsic motivation were unlikely to be involved in examination dishonesty. This is because intrinsic motivation and its components were found to relate negatively to cheating behaviours.

Academic self-concept is the belief that a student holds concerning themselves related to their academic abilities. Siegel (2010) observed that achievement related beliefs such as academic self-concept has a bearing on one's decision to be involved in examination malpractice. He observed that students' academic ability or the academic self-concept could make them believe that they are capable of succeeding which could discourage them from academic dishonest behaviour. Murdock and Anderman (2006), pointed out that low academic self-concept, especially students' belief in their inability to carry on tasks required for high performance is closely related with examination cheating tendency. Biehler (2006) found that students who attain high grades develop high academic self-concept and a lot of self-confidence and are less likely to indulge examination cheating. On the other hand, those who

could not obtain high grades develop a sense of failure and rejection and may resort to any measures to ensure achievement.

1.3 Statement of the Problem

Examination dishonesty is a very complex and widespread problem facing education sector all over the world. Regardless of strict measures put in place to ensure examination security such as storing papers in tamperproof bags, strict police escort during transportation, among other measures, examination malpractice is still reported. Involvement in examination malpractice has taken toll on students and the country at large. The vice has resulted to cancellation of results, scholastic stagnation, psychological problems such as suicidal tendencies, withdraw and depression and to some extent hindering one from achieving life goals. In addition, students who are involved in examination malpractice may also grow up to be citizens who believe in getting what they want without working hard for it as well as having poor moral values. This is detrimental to the country as a whole since examinations fail to meet the intended purpose.

Among the consequences of examination malpractice is that the examination lose the deserved quality since people perceive students who pass as the lucky ones who manage to evade the invigilator and examination council dragnet. Examination malpractice also deters the milestones made in investing in education since the cost of infrastructural development such as science labs, computer labs, cost of training teachers among other incidental costs, incurred by governments and other stakeholders go to waste. In such a case, employers perceive certificates as mere papers not worth the value and this might stagnate economic development and growth of a nation.

Several studies conducted have revealed students' personality variables as an important determinant of students' academic engagement and the choices they make regarding learning

activities. However, much of the research done on examination malpractice has concentrated on colleges and institutions of higher learning. Relatively, no study has been carried out to investigate the relationship between students' variables especially in Nyeri County. It is upon this background that the researcher sought to investigate the relationship between students' motivational orientation, students' self-efficacy, students' moral reasoning and academic self-concept and their relative contribution to their perception of examination malpractice in selected public secondary schools in Nyeri County. Nyeri County has had incidences of reported examination malpractice and therefore the researcher decided to carry out the study there.

1.3.1 Purpose of the Study

The purpose of this study was to determine the relationship between students' personality characteristics and their perception of examination malpractice in selected public secondary schools in Nyeri County.

1.3.2 Objectives of the Study

This study was guided by the following objectives,

- i. To determine the relationship between students' motivational orientation and their perception of examination malpractice in selected public secondary schools in Nyeri County.
- ii. To establish how students' self-efficacy is related to their perception of examination malpractice in selected public secondary schools in Nyeri County.
- iii. To define the relationship between students' level of moral reasoning and their perception of examination malpractice in selected public secondary schools in Nyeri County.

- iv. To identify the relationship between students' academic self-concept and their perception of examination malpractice in selected public secondary schools in Nyeri County.

1.3.3 Research Questions

This study attempted to answer the following questions:

- i. To what extent is students' motivational orientation related to their perception of examination malpractice in selected public secondary schools in Nyeri County?
- ii. How does students' academic self-efficacy relate to their perception of examination malpractice in selected public secondary schools in Nyeri County?
- iii. How does students' level of moral reasoning relate to their perception of examination malpractice in selected public secondary schools in Nyeri County?
- iv. To what extent does students' academic self-concept relate to their perception of examination malpractice in selected public secondary schools in Nyeri County?

1.4 Significance of the Study

It is hoped that this study findings may be significant in a number of ways, First, study findings may assist educationist determine student related factors that influence their engagement in examination malpractice. Secondly, the findings may aid educational planners to plan education in such a way that it would improve examination integrity among learners. The findings may also assist school administrators in development of strategies to reduce the cases of examination malpractice in their institutions. It is also hoped that this study findings may contribute to theory and practice in that it may benefit educational researchers who may be interested in the area of students' personality characteristics and examination malpractice.

1.5 Limitations and Delimitations of the Study

1.5.1 Limitations

The study was limited to secondary schools within Nyeri County and therefore the results may not be generalized beyond the participants of the study. The study also employed correlational research design, thus it may not be possible for the researcher to establish the causal-effect relationship. Thus, the researcher may not be able to establish the actual contribution of students' personality variables to their perception of examination malpractice. However the researcher only included form three students to exert some little control on the study. Self-report procedures were used to collect information from the respondents which might limit the data the respondents provided since some may withhold some data due to skepticism.

1.5.2 Delimitations

The study assessed only the selected students' personality characteristics and their perception of examination malpractice in secondary schools Nyeri County. Although there are many other students personality characteristics that relate to examination malpractice, the study concentrated on students' motivational orientation, students' self-efficacy, students' level of moral reasoning and students' academic self-concept and how they relate to their perception of examination malpractice in selected public secondary schools in Nyeri County. This was due to the scope of the study. Apart from these factors, there could be others that would have influenced examination malpractice in secondary schools such as students' attitudes, examination layout, teachers and school characteristics that the researcher did not focus on.

1.6 Assumptions of the Study

In the course of this study, the researcher made the following assumptions:

- i. There is variability in students' personality characteristics.

- ii. Students' personality characteristics relatively interact to influence their perception of examination malpractice.
- iii. Respondents would give honest and unbiased information in the questionnaire
- iv. The respondents have experienced incidences of examination malpractice.
- v. That the study variables would not change in the course of the study.

1.7 Theoretical and Conceptual Framework

1.7.1 Theoretical framework

This study was guided by moral development theory by Kohlberg, Self-determination theory by Deci and Ryan and Social cognitive learning theory by Bandura

a) Social Cognitive Learning Theory (Albert Bandura 1989)

This study specifically anchored its framework on the Social cognitive learning theory (Bandura, 1989). In the context of social cognitive learning theory, Bandura (1989) posited that human beings effect their individual motivation and actions through a process of triadic reciprocal causation among personal factors, the environment, and behaviour or action. He contended that self-generated influences through which personal agency operates, are self-efficacy beliefs or a person's beliefs concerning their ability to carry out a particular undertaking (Bandura, 1989, 2001, & 2006). The theory states that self- efficacy serves a very significant role in learning (Bandura, 1989). Self-efficacy answers students' question: "can I perform this task?" Bandura explains self-efficacy as an individual's convictions in their potential to influence their thinking patterns, emotions and deeds and finally control their end result. Thus, what students perceive about their self-efficacy influence their actual performance, emotions, choices they make and consequently the amount of effort they expend on a particular learning task. Self-efficacy beliefs impact thought patterns in ways that can either help or hinder student achievement of their set goals. The theory states that

people set higher goals when they are convinced that they have what it takes to accomplish a given task. Thus, greater effort and perseverance will be made for goal achievement. Self-efficacy impacts various areas of human functioning and influence the choices people make, which in turn impact their life outcomes. Bandura (1989) believed that there are four origins of knowledge that help people to judge their self-efficacy. That is, actual involvement, observational experiences, oral persuasion, and physiological indexes.

Actual involvement such as student's own academic success or failure forms a dependable way of judging their efficacy. Students who have tendencies of passing in examination are likely to regard themselves as capable and therefore approach examination with a strong confidence to succeed. Meanwhile students who constantly fail in their examination may appraise themselves as incapable. Vicarious experiences greatly influences students view of their ability in performance of a particular task. For instance, when a student observes a fellow student performing a task, he or she believes that they too are capable of completing the same task.

Social cognitive theory of learning also argues that persuading an individual verbally forms an essential basis upon which to assess one's efficacy. The theory states that through verbal persuasion an individual is convinced to accept that they have the ability to carry out a certain undertaking such as telling students "you can do well in examination". Finally, learners may perceive physiological reactions like fast heart beat and increased sweating as a sign of worry and apprehension, indicating that they lack the required skills. However, Bandura posits that acquisition of information from these origins is evaluated mentally before an efficacy judgement is reached.

Social cognitive learning theory considers both academic self-efficacy and academic self-concept as considerations of individual perceived capabilities that are mental in nature. However, self-efficacy is always evaluated at work-specific level while academic self-concept is mainly assessed more generally. The theory posits that individuals external environment greatly affect their self-concept and ways of thinking during adolescence. Individuals behave in ways that reflect beliefs about themselves. Thus, individuals with positive self-concept are more apt to persist at a task despite the difficulty level and succeed and the vice versa it true. Just like self- efficacy, self-concept is evaluated on basis of past experiences and vicarious experiences. For instance, students will likely anticipate success in the future examination if they have been successful in the past examination. However, self-concept is not influenced by simply verbal persuasion but through group achievement and belongingness. This means that students' academic self-concept cannot be influenced by merely informing them of the areas they are good at.

In summary this theory forms the basis to contextualize students' personality variables in relation to their perception of examination malpractice. Bandura observes that behaviour, intellect and the environment interact to bring about the human experience. When it comes to examination malpractice intellect includes moral development, students' thought processes, how they react to their feelings as well as their commitment to social values. From the environment, factors such as social norms, restrictions that may be imposed, examination rules and regulations, relationships within classrooms between students and teachers and a nurturing school environment among other similar features.

b) Theory of Cognitive Moral Reasoning (Lawrence Kohlberg 1984)

The study of moral behaviour is founded on the theory of cognitive moral reasoning as advanced by Kohlberg (1984). According to this theory, moral reasoning depends on logical

reasoning. Cognitive moral development is a process by which individuals move through at least six stages. Ability to make decisions based on moral values develops in a sequence over a period of time. These changes are brought about by intellectual development which occurs in stages, Kohlberg (1984). Pre-conventional level is the first one containing two stages. During these stages decisions are based on immediate consequences such as reward and punishment. The second level, which covers the third and fourth stage is referred to as the conventional level and in this level, decisions are founded on the rules of the group to which the person belongs. In the final level referred to as post-conventional level which covers stages five and stage six, decisions are made founded on ones principles and moral reasoning is from individual rights and justice. This theory by Kohlberg, (1984) of cognitive moral development is consistent and can be generalized in most populations and cultures (Blasi, 1980). Secondary school students and young adults are in the conventional level in which decisions are made to avoid failure. They may also make their decisions based on the moral standards of the group to which they belong to avoid guilt. Thus, the model seems appropriate to this study as the researcher seeks to investigate the relationship between students' moral reasoning and their perception of examination malpractice among secondary school students.

c) Self Determination Theory (Edward L.Deci and Richard M.Ryan 1985).

The proponents of this theory are Edward L. Deci and Richard M. Ryan who are psychologists at the University of Rochester. Within the framework of self-determination theory by Deci and Ryan (1985), motivation is seen as an important aspect in learning. Motivation solicits the reasons why learners involve themselves in certain activities and succeed while avoiding others. In the context of SDT, motivation increases students' impetus and activity levels towards learning activities. Moreover, motivation keeps students focused and directed towards certain goals. According to Deci and Ryan (1985) motivation answers

students' question: why am I doing this task? The theory describes students' reasons for engaging in a task as originating from personal interest and curiosity (intrinsic motivation) or in pursuance of rewards (extrinsic motivation). Intrinsically motivated students are inclined to pursue a goal because they find it rewarding. On the other hands extrinsically motivated students tend to engage on a task in anticipation for desirable outcomes such as good grades, praise, among others.

This theory is deemed appropriate due to its informative role to this study. The researcher sought to investigate the relationship between students' motivational orientation and their perception on examination malpractice. Therefore, students' motivation can be explained in the light of this theory. For instance, the theory formed the basis to explain the difference between intrinsically and extrinsically motivated students in relation to their perception of examination malpractice. Learners who are self determined belief that they are in control of their own life including passing in examinations while those who are not are driven by others' standards and may very easily be involved in examination cheating.

The three theories have been chosen because each one of them is explaining an aspect of students' personality characteristics and how it influences their perceptions in given areas including examination malpractice. Bandura (1997) in the social learning theory observes that behaviour, intellect and the environment interact to bring about the human experience. When it comes to examination malpractice intellect includes moral development, students' thought processes, how they react to their feelings as well as their commitment to social values. According to Kohlberg (1984) secondary school students and young adults are in the conventional level in which decisions are made to avoid failure. They may also make their decisions based on the moral standards of the group to which they belong to avoid guilt. Thus, the model seems appropriate to this study as the researcher seeks to investigate the

relationship between students' moral reasoning and their perception of examination malpractice among secondary school students. From the self-determination theory (Dec & Ryan, 1985) learners who are self-determined believe that they are in control of their own life including passing in examinations while those who are not are driven by others' standards and may very easily be involved in examination cheating.

1.7.2 Conceptual Framework

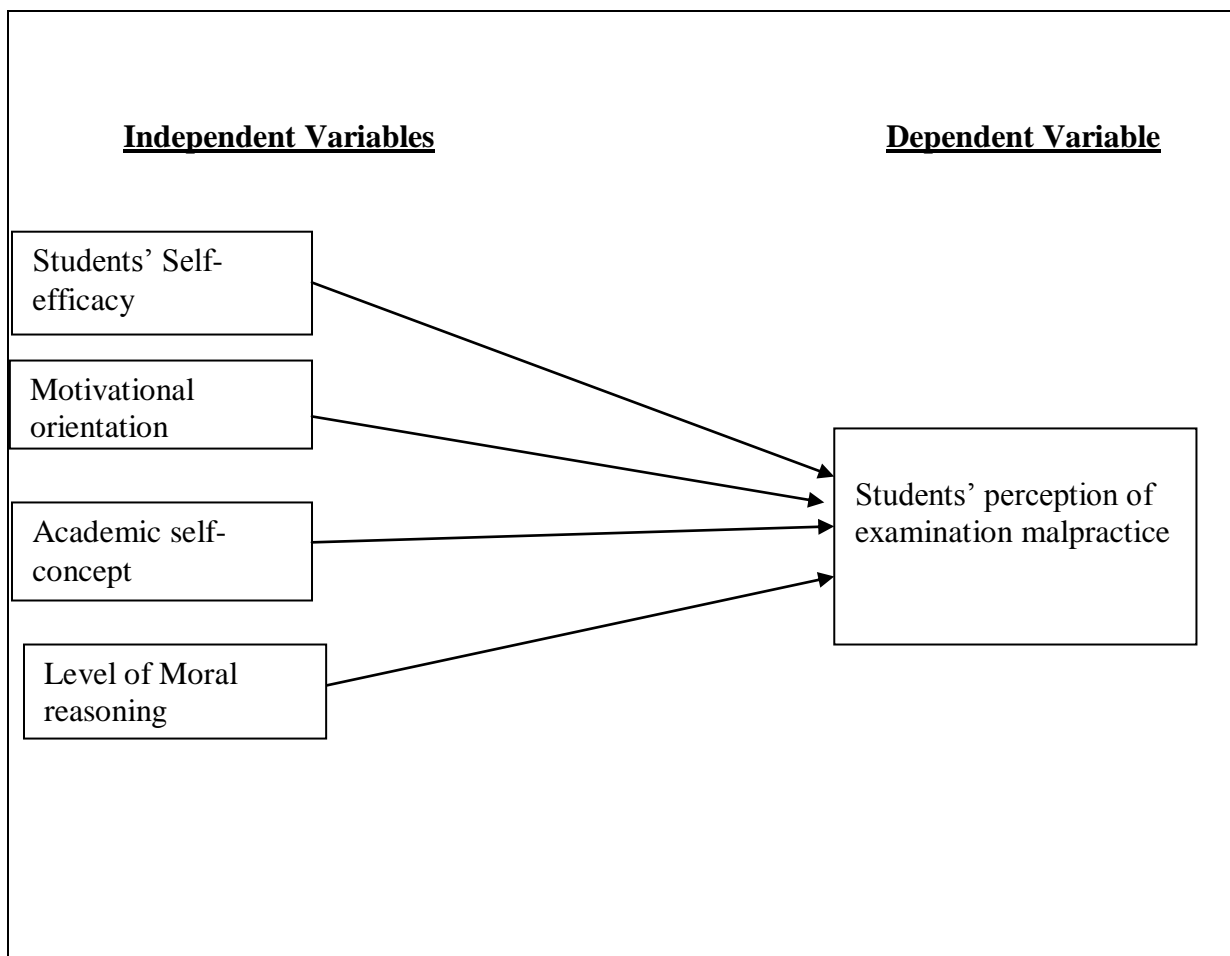


Figure 1.1 Conceptual Framework (Source: Researcher, 2016)

The conceptual framework (Figure 1.1) shows the conceptualized relationship between students' personality variables and their perception of examination malpractice. The figure shows that relationship between the independent variable (student personal characteristics)

and the dependent variable (perception of examination malpractice). The figure shows that the independent variables which are students' self- efficacy, motivational orientation, academic self-concept and level of moral reasoning have a direct relationship with the dependent variable which is students' perception of examination malpractice. A degree of relationship is anticipated to exist between students' self-efficacy, motivational orientation, moral reasoning and their perception of examination malpractice. This implies that a manipulation of the independent variables have a direct influence on the dependent variable.

1.8 Operational Definition of Terms

The following are the terms used in the study

- Academic self-concept:** Refers to students' own description of their academic ability. This will be determined by the student's raw score on academic self-concept scale.
- Examination malpractice:** Refers to massive misconduct surrounding examinations displayed by students in selected public secondary schools in Nyeri county and other individuals involved in the administration of examinations.
- Personality:** Refers to the mixture of attributes or characteristics that form a person's distinctive character.
- Personality characteristics:** Refers to the different traits that a person has that define who they are as an individual. In this study it means such characteristics such as students' self- efficacy, motivational orientation, academic self-concept and level of moral reasoning

Student: Refers to a person studying in a secondary school in Nyeri County

Students' level of moral reasoning: Refers to students' capacity to apply moral principles to their academic situations in selected public secondary schools in Nyeri county. This will be assessed by having them rate themselves on moral conflict issues adapted from Defining Issue Test 2.

Students' motivation orientation: Students' reasons for engaging in the examination process in selected public secondary schools in Nyeri County. This was determined by student's raw scores on items designed to measure motivation.

Students' self-efficacy: How students from selected public secondary schools in Nyeri County perceive their academic self-efficacy as determined by student's score measured by Morgan-Jinks student efficacy scale.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter reviews related literature on student personality characteristics and their perception of examination malpractice. The chapter presents literature on relationship between students' motivational orientation and their perception of examination malpractice, relationship between students' self-efficacy and their perception of examination malpractice, relationship between students' moral reasoning and their perception of examination malpractice and relationship between students' academic self-concept and their perception of examination malpractice. The chapter also presents the summary of literature review and research gaps.

2.2 Relationship between Students' Motivational orientation and their Perception of Examination Malpractice

Motivation is a multidimensional construct. Students can be extrinsically or intrinsically motivated. Intrinsically motivated students involve themselves in a task as it is, since they enjoy working on it. Deci and Ryan (2008) described intrinsic motivation as goals one sets in life that organize and direct behaviour over time. It is the internal reward which occurs when a person is performing an activity in which he/she takes and gets satisfaction. Learners are also extrinsically motivated when they get to do a certain piece of work believing it will bring desirable outcomes such as good grades. Extrinsic motivation refers to pursuing particular goal oriented behaviour. It is the incentive or reward that a person can enjoy after he /she finishes his/her work(Deci & Ryan1985).

According to Deci and Ryan (1985) intrinsic motivation mainly involves more mental engagement than extrinsic motivation. In relation to academic behaviours, students may be

intrinsically motivated to be highly engaged in their studies. Such students study hard to excel in an examination, while those who are extrinsically motivated may succumb to cheating in examinations to obtain good grades (Feldman, 2012).

One of the major reasons behind cheating in examinations was to achieve high grades as established in a study carried out by MacCabe and Trevino (1997) as cited by Olaleye (2006). McCabe et al (1997) found out that over 80 percent of the learners they sampled reported that the need to achieve high grades was the major reason for participating in examination cheating. Based on a motivational orientation view, students are involved in examination malpractice because they perceive from those who teach them, parents and other outside influences that to attain high grades and perform well in school are of extreme importance, therefore they may engage in the vice for this reason (Oduwaiye, 2005).

Rettinger and Jordan (2005) conducted a study on students who cheated and revealed that the reasons for cheating was to get better grades. Students who engage in examination malpractices are generally more concerned with passing examinations and not in retaining the learnt knowledge. They therefore take advantage of any opportunity within the system that enables them to cheat.

Adebayo (2010) conducted a study that investigated the relationship between intrinsic motivation and academic malpractice. He found that students with high intrinsic motivation were not likely to cheat in their studies. He also established that students with high extrinsic motivation would most probably cheat in their school work. He further established that intrinsic motivation and its entities proved to relate negatively with cheating behaviour index.

Adeyemi (2012) carried out a study on motivation achievement and examination malpractice of some university students in Nigeria. He found that examination malpractice index was significantly negatively related with achievement motivation and all its components. This

implied that students with a high need for success are not liable to be involved in examination malpractice as they put a lot of effort to meet their academic goals to achieve. However, students having low need for success are more liable to engage in malpractice as they are not willing to put effort since they do not want to encounter hardships. McCabe, Trevino and Butterly (2001) found that when learners perceive the main goal of schooling as that of attaining high grades, they may embrace cheating as a universal justifiable behaviour.

2.3 Relationship between Students' Self-Efficacy and their perception of Examination

Malpractice

Albert Bandura (1997) stated that perceived self-efficacy is what people accept related to their competences in carrying out various tasks and this influences all activities that affect their live. Bandura noted that perceived self-efficacy determined people's feelings, thinking, behaviour and motivation. Self-efficacy on the other hand is the perception one has on their competence to execute a given task. This belief originates from many sources such as achievements, limitations, successes as well as verbal persuasions. Perceived self-efficacy plays a significant role in helping learners in self-regulation as well as affecting their functioning by influencing their effort, persistence as well as their activities.(Hergannah and Oslo,2007). Chen,Gully &Eden (2004) noted that self-efficacy influences student's choice of activities. Santrock (2006) opines that persons who have high perceived self-efficacy accomplish and work harder on tasks unlike their counter parts who possess low self-efficacy. This means that students having low self-efficacy are more liable to be involved in examination malpractice and be low achievers in their academic work.

However, students with low self-efficacy blame their non-achievement to outside influences and not themselves. They perceive themselves as unsuccessful hence they are more prone to academic cheating so that they can compete at the same level with the rest of the learners with high self-efficacy. Anderman and Murdock (2007) in their research on cheating

behaviours maintained that learners who cheat are prone to involvement in self-defeating behaviour like making excuses or relating failure with other circumstances instead of their ability. They observed that these learners believe that they are not capable of carrying out duties needed for high achievement. They concluded that there was a direct link between their self-efficacy and involvement in examination malpractice.

Learners who have high self-efficacy think that they have the ability to achieve laid objectives and hence work harder even when engaged in tough tasks. According to Ajeros (1996) as cited by Olofintoye & Babatunde (2005) learners who have low self-efficacy are less confident and are easily involved in examination malpractice. Murdock, Hale and Weber, (2011), found out that low self-efficacy has a connection with low academic motivation due to the lack of confidence hence resulting in poor students' achievements.

. Agbor (2011) found out that many students may be found in situations where they do not have the desire to be engaged in academic activities, resulting from perceived low self efficacy. All these authors however found that when perceived self-efficacy is high, learners are more likely to be engaged in difficult tasks and their commitment levels are high. They therefore argued that learners with high self-efficacy tend to persist more since they think they can meet their academic goals and are therefore less likely to engage in examination malpractice. Santrock (2006) found that learners with difficulties in achievement of academic goals will likely cheat. Anderman et al (2007) revealed that learners who engage in examination malpractice involve themselves in self-defeating behaviour such as giving excuses or relating none achievement to other circumstances other than their ability.

Self-evaluations are considered to have strong influence on cheating behaviours (Chen et al, 2004). Self-efficacy in particular helps to explain differences in motivation, task performance and decision making that relate to cheating (Chen et al.,2004) and Marsden et al,(2005). One

major distinction to recognise is that self-efficacy beliefs are not necessarily accurate, as an individual's confidence in being able to perform effectively does not mean that the individual is actually able to do so. Beliefs of self-efficacy can influence exam cheating behaviours in many ways. They are related to other effects that determine cheating behaviour including achievement orientation and performance level. Marsden et al (2005) findings support the claim that self-efficacy relates to achievement orientation in students. The results showed that high academic self-efficacy significantly related to mastery orientation that is motivation for learning as opposed to motivation for good grades, that self-efficacy bridges the gap between achievement orientation and learning.

While self-efficacy beliefs do not depend upon objective performance, they do interact with objective performance in predicting cheating behaviours. Finn and Frone (2004) as cited by Wedge (2012), found that students who reported the greatest amount of cheating tended to possess high self-efficacy with low performance. Overall, however, high self-efficacy still predicted lower rates of cheating; the learners with high self-efficacy together with high achievements reported the lowest amount of cheating.

Further studies by Tang and Zuo (1997) as cited by Wedge, (2012), support this finding that self-efficacy and performance level interact in predicting cheating. The researchers postulate that this effect stems from cognitive consistency theory, which states that people strive to reduce conflicting thoughts by modifying the sources of tension, or their appraisals of the sources. High self-efficacy individuals hold high expectations for their performance; when results on their achievement is negative (such as bad grades in this case), contradicting their expectations, these individuals experience the greatest drive to resort to cheating in order to improve feedback so that it more closely matches their expectations (Wedge, (2012). Generally, consistency between expectations and performance level predicts less cheating, and discrepancy predicts more cheating. Researchers Tang and Zuo (1997), Marsden et al

(2005) Wedge (2012) wondered why learners with high self-efficacy combined with low performance were most likely to cheat but still self-efficacy correlated negatively with cheating behaviour overall. However it was noted that the group of individuals with high self-efficacy and low performance tended to be comparatively small. Generally, individuals high in self-efficacy demonstrate higher levels of achievement. Students with high self-efficacy were found to display objectively greater academic performance, matching their higher expectations for performance (Wedge, 2012).

Wedge (2012) noted that studies in self-efficacy in academic institutions concentrated on two main domains. One domain dealt with how efficacy beliefs of college majors related to their occupational choices, mainly in maths and sciences. He established that when college undergraduates had subject self-efficacy, it provided a better indicator of the particular area of study of their choice compared to either their past mathematics achievements or mathematics outcomes that they expected to get in future. The study also established that men undergraduates posted higher subject self-efficacy than women undergraduates (Betz & Hackett, 2011).

Analysis got from self-efficacy studies have given insight into the occupational progression of students therefore help to come up with vocational direction and necessary plan of action in their careers. They have valuable implications for counselling and vocational psychology (Pajares, 2001). Results got from the other main domain of research on self-efficacy in schools have shown the connection between efficacy beliefs, related mental constructs, and academic motivation and achievement (Pajares, 2001).

Zimmerman and Martinez-Pons (2002) conducted a study using path analysis to show that academic self-efficacy resolved the effects of self-efficacy for self-regulated learning on academic achievements. They established that, academic self-efficacy affected examination

cheating behaviour directly and indirectly. This is because it raises students' grade aspirations. Other studies found that learners, who think that they have the ability to perform academically, may use more cognitive and meta-cognitive ways and work harder than their counter parts (Zimmerman,et al, 2002).

Academic self- efficacy is a person's belief or conviction that he\she can succeed in their academic work or achieve a particular academic objective. Students who have high degrees of self-efficacy are more confident in their ability to achieve their goals and work longer especially when faced by challenges while those having low self-efficacy do not show the same degrees of confidence (Wedge,2012). Academic cheating is commonly found among learners with low academic self- efficacy. Poor levels of academic self-efficacy are linked to weak academic motivation such as low confidence levels which may lead to poor performance (Hergannah et al 2007). Duyilemi (2003) found out that anxiety, lack of confidence as well fearing to fail are some of the major causes of increased rate of academic malpractice.

2.4 Relationship between Students Moral Reasoning and their perception of Examination Malpractice

Moral reasoning is the ability to integrate and use moral guidelines to individuals' principles, aspirations and deeds; or the capacity to see the right thing and make it a part of one's life and actions. Examination malpractice is a moral issue and concerns moral decision making McCabe & Trevino, (1997). Wimbish (1999) beliefs that the connection between moral reasoning and moral behaviour has been researched over the years and majority of the research find the inter-link to be positive. Major theories explained by Cavico and Mujtaba (2009), Frederiksen, (2010), explains that using ethical egoism, ethical relativism and utilitarianism, people make moral decisions and judge their behaviour based on its outcomes either on themselves or to others. It might be expected that a student's view of good or bad

and their personal beliefs about examination cheating to influence their behaviour towards it. However students who believe that cheating in examinations is wrong still engage in the vice while those who consider it right engage in the same (Semarci, 2006).

Many learners get involved in examination cheating behaviours to pass qualifying examinations due to the importance attached to certificates (Unigwe, 2006). Whitley, Keith-Spiegel (2009), observed that students with negative perceptions towards cheating are unlikely to cheat even if the benefits outweighed the risks. Therefore even if there was no possibility of being caught, students who believed cheating was wrong were not involved in the vice. A research carried out by Harding, Mayhew, Finelli and Carpenter (2007), extended the theory of planned behaviour developed by Beck and Ajzen in 1991, and included examination cheating behaviours. This theory suggests that behaviour is shaped by own individuals perceived behavioural or how successful one will be to completing said behaviour. Harding et al (2007) suggested that students will engage or not engage in examination malpractice because of their moral reasoning and moral obligation. Moral obligation is the extent to which a student feels responsible over his or her actions. Moral reasoning is where a student decides if an action is right or wrong cognitively.

Goodwin (2007) did a research on moral reasoning and examination cheating among 400 resident students in the University of Maryland. He used a variety of methods to study the relationship between the students' understanding of the university honour code and moral reasoning. He organised the students into sets of three; those who attained high scores, medium and low scores. He selected fifteen learners to take part in the study aimed at determining the student's comprehension of the honour code. Findings from each student's interview showed that they interpreted it in different ways. Learners at the highest level of moral reasoning generally recognised the university honour code to be general knowledge hence could not make a difference between the University honour code and the university's

honour pledge since the rule of academic cheating was found in the two of them. Students found in the average category perceived students' behaviour as being caused by their aspirations and assessed moral actions using comparisons with what is accepted by the society. However despite these differences among the various classes of university students, the study revealed that all students agreed on the honour code and had not been involved in academic cheating while in the college.

Olusola and Samson (2015) carried out a study on the moral reasoning and academic cheating in Ife Local Government area in Nigeria. Using descriptive study design, the study established that the correlation coefficient between moral reasoning and perception of examination cheating was $-.371$ which was proved to be significant at 0.05 probability level. The findings showed that learners who rated high on moral reasoning were not likely to be involved in examination malpractice because the two were found to be significantly and negatively correlated.

Olasehinde, Olawuyi and Yahaya (2011) in their study established that significantly, more men than women interviewees accepted academic integrity. Also Belanger (2012) established that men showed less cheating behaviour compared to women. These results do not agree with those of Olasehinde et al (2011), One (2012) and Lobel (2008) who found more men students reporting cheating behaviour than women. However, Bankole (2005) and Fieldman (2012) established that the difference between women and men students involved in examination malpractice was not significant. It was concluded that there was no reliable connection between genders on the support of academic integrity.

Guttman (2012) investigated what students thought about morality and how they acted in reality among students in government and church owned schools. He established that there was low correlation amongst different levels of moral reasoning and moral behaviour. During

the research, students from church owned schools displayed higher levels of moral reasoning, though they refused to undergo an examination of real cheating behaviour. Another study was carried out by Calabrese and Cochran (1990) investigating the connection of alienation to examination malpractice among 1534 learners in public and privately owned schools. The sample comprised of grade 9-12 learners from different racial background, where 64% were from government schools and the rest were from privately owned schools. The study established that examination malpractice was more rampant amongst white men who attended privately owned schools in order to help their peers.

Godfrey and Waugh (2001) investigated the perception of academic cheating by students who attended religious schools. They had two objectives in the research. The two objectives were, to investigate the level to which a group of learners from church owned institution are associated with academic cheating and find out if academic dishonesty had any relevance in their institutions. The other objective was to find out the perceptions of religious learners to four domains of academic cheating. These areas included, beliefs of what cheating is, beliefs of why it happens, believes of how it can be avoided and how students felt about it. The sample was made of 694 secondary school learners. Data was collected using the questionnaire and was analysed first using frequency counts and percentage.

The research established that students felt that cheating was difficult to deal with both in schools and in the community. It was also established that majority of students interviewed had been involved in many of the types of examination dishonesty behaviours at least once in their school life. It was clear that students from religious institutions were unhappy due to the levels of cheating in their schools .They were also well aware of cheating methods; and that they had clear understanding of what cheating meant. They believed that teachers could help to curb examination dishonesty by telling students earlier to prepare for assessments earlier making sure examination materials are well guarded and proper arrangements in

classes and by strengthening sanctions rather instead of increasing them.

These results showed that learners from religious institutions were much aware of what academic cheating is and thought it to be common problem in institutions of learning as well as in the society at large. They also believed that teachers would curb academic cheating if they strengthen punishments. In a comparative study carried out by Olawuyi (2005) on the awareness of students about academic cheating in religious and non religious secondary schools, 630 students taken from both types of schools were involved. The survey research designed was used to carry out the research. Data was collected by use of questionnaire. T-test statistical tool was used to analyse data. The outcome showed that there was no significant difference in the beliefs of students about academic cheating from either of the schools.

The researcher deduced that no matter the situation a student is in, they are not protected from the vice. In addition, Onakoya (2005) investigated the outcomes of learners' beliefs and perceptions of examination dishonesty behaviours at a Christian based University. Data was collected using a questionnaire. 250 students from a private University were interviewed. For the research Ex-post Facto designed was used. Pearson Product Moment Correlation and independent t-test statistical tools were used to analyse the data. Findings showed there to be a relationship between students' beliefs as well as their inclinations towards examination malpractice. It was also established that students with immoral reasoning possessed more negative feelings towards cheating, those who thought of themselves as being insufficient in meeting the difficulties that they face as well as problem solving without assistance, and are more prone to cheating. On the other hand the link between their perception and actual cheating behaviour was significantly negative.

2.5 Relationship between Students' Academic Self-concept Perception of Examination

Malpractice

Self-concept is one of the most important subjects in Psychology as it has a lot of effects on behaviour. Self-concept is the belief or image one holds on abilities and uniqueness. When young one's self-concept is quite general and can change easily. As one matures, this self perception becomes more organized, detailed and specific (Pastorino & Doyle-Portillo, 2013). Bankole (2005) define self-concept as "a person's perceptions of themselves, formed through experience with and interpretations of one's environment". Self-concept has many dimensions because people categorize a lot of the feedback they receive on self and find their relationships with each other, organised in a hierarchy manner with attitudes towards their conduct at the bottom moving to attitudes about own achievements in medium areas such as in academics, for instance biology, geography, linguistics, and finally to perceptions of own performance generally.

According to Rinn (2007), academic self-concept is an individual's attitudes about themselves related to their academic abilities. Rinn, (2010) opines that a students' academic self-concept is very important determinant of their success in school especially for the high achieving ones. Lent, Brown, and Gore (2011) observed that the perceptions that students held about their academic achievements significantly predicted their academic outcome (GPA) in school. The way students feel concerning their academic achievements in secondary school also affect their educational aspirations, career choices and persistence in academics as well as other outcomes (Rinn, 2007; 2010).

Much of the literature regarding how individuals view of themselves and how it influences their behaviours is based on how they relate to risky behaviours and their self-concept. From

these studies, the general conclusion is that students with low self-esteem are more likely to be involved in very risky behaviours including examination malpractice. Zuckerman (2008) in his study measuring self-esteem and academic dishonesty via the Tennessee Self-concept scale determined that the difference between self-esteem and academic cheating levels was not significant.

Siegel (2010) established that achievement related beliefs such as academic self-concept will most certainly influence students to get involved in academic cheating behaviours. Students attribute success or failure both externally or internally, on their appraisal of self in academic capabilities determining their academic achievements (Marsh 2009). Beliefs concerning an individual's academic abilities or academic self-concept, makes a learner to think that he or she is capable of being successful; this discourages them from being involved in academic cheating behaviour (Murdock & Anderman,2006). Murdock, et al. (2006) pointed out that when students perceive themselves as being incapable of carrying out activities needed for high performance they develop low academic self-concept which is closely related to examination dishonesty tendencies. Likewise, students' self-concept and their belief in their abilities, play an important role in students' decision be involved in cheating. For Lent,Brown and Gore (2011), learners with poor self-concept get involved more in cheating compared to those with neutral or good self-esteem. That is why the earlier submission by Biehler (2006) that students who attain high grades, develop high self-esteem and positive self-concept hence less likely to indulge in cheating in examination whereas those who could not obtain high grades develop a sense of failure and rejection are proved to be true. The implication is that they may resort to all measures to ensure achievement.

However, academic dishonesty as observed by Stephens and Gehlback (2007) as cited by Anderman and Murdock (2007) is not only observed in low-achieving students but occurs also among academically able ones. He further noted that even among students who are academically able, one's perception of their self-concept predicted behavioural engagements more than their previous performances.

The above observations were previously made by Finn and Frone, (2004) concerning examination malpractice. Among learners in high schools and colleges, self-concept perceptions predicted level of cheating above and beyond that accounted by previous achievements. More-so, the authors further asserted that self-concept moderated the effect of high achievement on cheating as good previous achievements were inversely proportional to dishonesty only among those students with high academic self-concept. They also observed that the students possessing low self-concept, whether strong or weak achievers could equally be involved in examination cheating behaviours.

In Nigeria a lot of research has been carried out on educational achievements and the power of self-concept to affect academic achievements has been significantly explored (Zuckerman, 2008). The output of students is influenced by both positive and negative self-concepts. Many studies have documented significant relationships between self-concept and academic achievements as well as attitudes towards examination malpractice (Marsh, 2009). A typical example of statements used to test self-concept and academic performance include: "I am happy with my grades," "tests are not difficult for me." Generally these studies imply that self-concept affects students' academic performance (Cockley, 2003).

A study by Gedeon and Richard (2002) found out that the downward comparison, that is,

where individuals use those less lucky than them) helps to raise their self-concept. However, when one compares themselves with those above them, it may lower their self-concept. This means that for a student to be good, he or she will be influenced by the social comparison they make (Gedeon et al, 2002). Self-concept theory says that feeling good about ones abilities results in many social outcomes including academic achievements (Gedeon, et al 2002).

Pelemo (2004) found that, the best personality type appreciates the performance of others and tries to achieve the same levels. High achievers become heroes and typical for the others, who may try to reach such standards. Such desires in learning are very effective as they improve academic achievements (Pelemo, 2004). It is therefore not a wonder that majority of researchers (Long, 2012) had carried out research on self-concept to find out how it relates to academic achievement generally. Later, it was found that students who have high self-concept are energetic with strong desires for studies and solve problem easily hence avoiding examination malpractice.

Such students have the ability to participate in learning activities on their own, and conduct their learning well (Long, 2012). Similarly, studies show that low performance might be influenced by the students' perception of themselves as being incapable of learning academically (Kehinde, 2004). Research shows that if students are assisted to make their self-concepts clear and to have faith in themselves, they would record more significant outcomes than those whose teachers put emphasis only on the correct answers and attaining high grades in examination (Asambe, Zamani & Aiyedogun, 2008).

In addition, studies show that gender disparities in self-concept and school achievements in a given subject can be affected by the outcome in another subject. (Cockley, 2003). For

instance, a study working with a national group of male and female learners in secondary schools for three years found out that boys who got good grades in one subject such as (Mathematics) possessed lower self-concept in another subject like English. Later in their studies (Asambe, Zamani & Aiyedogun, 2008, Marsh 2009) established that learners' standard of academic self-concepts is affected by their previous academic performance, as shown by their mean scores and the way they respond to questions given in class. Self-concept and academic achievements are therefore related in a reciprocal way, with each influencing the other; and each is equally strengthening the other to the point where a good or bad outcome in one, makes a proportional difference in the other (Marsh 2009).

2.6 Summary of Literature Review

Literature has established that students' motivational orientation has an influence on students' perception of examination malpractice. Jordan (2011) has established that students who engage in examination malpractices are generally more concerned in passing examinations than in retaining any knowledge from their fields of study. Adebayo (2010) however, established that learners with high intrinsic motivation were unlikely to cheat in their studies. Adeyemi (2010) in his study found that academic malpractice index was significantly negatively related to performance motivation and all its parts. All these studies were conducted in different settings and focussed on other variables and not on students' motivational orientation students' self-efficacy, students' moral reasoning and students' academic self-concept hence the current study sought to fill that gap.

The review of literature has also focussed on the relationship between students' self-efficacy and their perception of examination malpractice. Schunk (2011) found that self-efficacy influences student choice of activities. Santrock (2009) noted that persons who have high

perceived self-efficacy accomplish and work harder at tasks unlike their counter parts with low self-efficacy. Anderman et al (2007) found that cheating learners are prone to involvement in self-defeating behaviour like making excuses or relating failure with other circumstances instead of their ability. Murdock et al (2011) on the other hand found that these learners believe that they are not capable of engaging in tasks needed for high achievements hence a relationship was made between their self-efficacy and examination malpractice. Marsden et al (2005) findings support the claim that self-efficacy relates to achievement orientation in students. Tang and Zuo (1997) revealed that self-efficacy and performance level interact in predicting cheating. All these studies were conducted in different settings and focussed on other variables and not on students' motivational orientation, students' self-efficacy, students' moral reasoning, students' academic self-concept therefore this study fills in that gap.

A review on relationship between students' moral reasoning and their perception of examination malpractice revealed that students' moral reasoning had an influence on perception of examination malpractice. Whitley (2009) observed that students with negative perceptions towards cheating are unlikely to cheat even if the benefits outweighed the risks. Goodwin (2007) revealed that students interpreted it in different ways. Olusola and Samson (2015) found out that the correlation coefficient between moral reasoning and perception of examination malpractice was $-.371$. Olasehinde et al (2011) established that significantly, more men than women respondents recognised academic integrity. Godfrey and Waugh (2001) revealed that learners in their sample thought of academic dishonesty as being a problem in their schools and in society while Olawuyi (2005) established that students in any situation are not protected from the vice. Onakoya (2005) revealed that there was a relationship between students' perception as well as their attitude towards academic dishonest

behaviour.

A survey of the relationship between students' academic self-concept and perception of examination malpractice has showed that self-concept has an influence on the perception of examination malpractice. Marsh(1990), Murdock & Anderman(2007). Kehinde (2004) established that learners having low self-esteem are more prone to involvement in risky behaviours including taking part in examination dishonest behaviours while Siegel (2010) established that achievement related beliefs such as academic self-concept will most certainly influence students to get involved in academic cheating behaviours. Gideon and Richard (2002) established that there were downward evaluations (where individuals use those less lucky or not as good as them, this improves their self-concept), while upward evaluations to lower it. Pelemo (2004) highlighted that, an ideal personality admires the achievements of others and hopes to achieve similar levels. All these studies were conducted in different settings and focussed on other variables of the and not on students' motivational orientation students' self-efficacy, students' moral reasoning and students' academic self-concept hence the this study fills in that gap. The studies were also carried out outside Kenya. This study hopes to establish whether the same is reflected in secondary schools in Nyeri County therefore the research was aimed at filling these research gaps.

CHAPTER THREE

DESIGN AND METHODOLOGY

3.1 Introduction

This chapter presents the methods that were employed to carry out the study. The chapter highlights the research design, target population, sample and sampling procedures, research instruments, and data collection and analysis.

3.2 Research Design and Study Variables

3.2.1 Research Design

This study employed a correlational research design to investigate the relationship between students' personality characteristics and their perception of examination malpractice. The design simply seeks to naturally figure out the connection or relationship of one variable with another (Orodho, 2003). That is, if any relationship exist between the variables of the research. The design was deemed suitable for the study in that it explored the existing phenomenon at the time of data collection and explain how the various independent variables of the study namely students' motivational orientation, students' self-efficacy, students' moral reasoning, and students' academic self-concept and how they influence perception of examination malpractice.

3.2.2 Study Variables

This study had students' motivational orientation, students' moral reasoning, students' self-efficacy and students' academic self-concept as predictor variables. The outcome variable was students' perception of examination malpractice.

3.3 Location of the Study

The study was carried out in Nyeri County. Specifically the researcher studied Mathira west sub-county. This area was chosen since it is one of the areas affected by examination malpractice in the 2013 KCSE with some of the best schools falling culprit (CDE, Nyeri County, 2016). The findings from the study established that this area reported 20% of the students having been involved in examination malpractice, showing that the vice is still going on in schools. The area is also close to the researcher and as such, data collection was easier and manageable. The decision to select the County however, did not minimize the importance of other regions in the country but it would indeed yield valuable results that would be of great help in curbing examination malpractice in all public secondary schools.

3.4 Target Population

The target population for this study was all 224 public secondary schools in Nyeri County. This consisted of 224 principals, 2493 teachers and 15,767 form three students. The researcher used this population because of involvement in examination malpractice. This was further proved by the research findings that established that 20% of the learners reported to participated in examination cheating. The choice of principals and teacher as respondents in the study was due to the role they play in dealing with victims of the vice. In addition, principals and teachers have been reported to worsen the vice for being in the forefront of encouraging examination irregularities, (Mathias and Dada 2014). Form three students were selected since they have a better understanding on examination malpractice compared to form one and two students whereas the form four students were thought to be too busy with their revisions thus might not have enough time for the study.

3.5 Sampling Techniques and Sample Size

3.5.1 Sampling Techniques

Purposive sampling was used to select 10 secondary schools and form three class students to participate in the study in Mathira West, Nyeri County. Then the researcher categorised the schools employing stratified sampling in three categories, that is, boy boarding (BB), girls boarding (GB) and Day schools (DS). School principals were purposely selected while teachers and students were sampled using simple random sampling.

3.5.2 Sample Size

In determining the sample size, the study used Yamane (1967) simplified formula for proportions ($n = \frac{N}{1+N(e)^2}$). In the formula N is the population size, n is the sample size and e is level of precision. Precision level was set at $p=0.5$. That is, researcher assumed 95% confidence level. Thus, the total number of students was 280, 10 principals and 115 teachers. Among the teachers there were deputy principals, head of departments and class teachers. The names of the teachers and the TSC numbers were obtained from the principal's office. The names of teachers were then written on pieces of papers and using the lottery method the researcher drew out a dozen names which were then considered for the study per school. The same method was used to select the form three students who participated in the study. Form three students have a better understanding on examination malpractice compared to form one and two students whereas the form four students could not be involved since they were busy revising for their final examinations.

Table 3.1 Sampling Frame

Element	Population		Sample	
	County level	Sub-County level	Sample size	Percentage
Schools	224	17	10	59%
Principals	224	17	10	59%
Teachers	2493	349	115	33%
Students	15767	1560	280	18%
Total			415	

Source: Nyeri County Education Office, 2016

3.6 Research Instruments

The main tools of data collection for this study were questionnaires and interview schedule. These instruments were used because they are easy to administer to large number of people and they are easy to analyse.

3.6.1 Questionnaires

The study used separate questionnaires for students (Appendix I for students) and teachers (Appendix II). Students' questionnaire comprised of seven sections. Section one covered background information; section two covered students motivational orientation through use of motivated learning strategies questionnaire (MSLQ), section three consisted Morgan-Jinks Students' Efficacy Scale (MJSES) to measure students' academic self-efficacy, section four had academic self-concept scale (ASCS) to assess the academic self-concept, section five consisted of Defining Issue Test 2 (DIT2), which was presented in a form of a moral conflict story to measure students moral reasoning. Section six consisted of a self constructed questionnaire to measure students' perception of examination malpractice. Teachers' questionnaire had two parts. Part one collected teachers' demographic information while

section two consisted of teachers' report on students' personality characteristics.

a) Motivated Strategies Learning Questionnaire (MSLQ)

Students' motivational orientation was assessed using items adapted from MSLQ by Pintrich and DeGroot, 1990. The instrument was developed to assess motivational orientation and use of different learning strategies among the college students. The scale has a reported Cronbach's alphas scores ranging from .52 to .93. The scale consists of two subscales. Only the subscale on motivation comprising of 16 items was used. The participants rated themselves on a five point-Likert type scale to indicate how they agree or disagree with the statements. This indicated the absence or presence of motivation. A composite score of MSLQ was computed by finding averages.

b) Jinks and Morgan Students' Efficacy Scale (MJSES)

MJSES is a 30-item self-report measure to assess students' self-efficacy. Specifically the scale was designed for use with children and adolescent. The scale has reported internal reliability of alpha .82 which is acceptable (Jinks & Morgan, 1999). The scale consists of three subscales: talent, context and effort. In the current study, students responded to 20 items of the scale. They rated themselves on five point-Likert scale ranging from 1 (really disagree) to 5 (really agree). A composite score of academic self-efficacy was computed by averaging all the points in the three subscales.

c) Academic Self-Concept Scale (ASCS)

Academic self-concept was measured using items ASCS by Reynolds et al, 1990 developed to measure general academic self-concept of the students. The scale was developed to

evaluate self-concept of college students. According to Reynolds et al, 1980 and Reynolds, 1988, the test retest reliability for ASCS was reported to be .88 while internal consistency was reported to be .91 which is acceptable. In total 12 items were adapted and modified to measure students' academic self-concept in this study. The items were rated in a five point Likert-type scale ranging from 1(strongly agree to 5(strongly disagree).

d) Defining Issue Test 2 (DIT 2)

Instruments for measuring moral reasoning are based on the presentation of moral conflict, which the participants were to solve and then justify their decision either through production of their answer or recognition and ranking of the given arguments. In this study one moral conflict based on Kohlberg work from DIT 2 by Rest, et al, 1999 was adapted and modified to measure students' moral reasoning. Students then rated themselves by ranking the given issues in terms of their importance from 1(great importance to 5 no importance. All the items were summed to compute moral reasoning composite score.

3.6.2 Interview Guide for Principals

This research used open-ended interview schedule.

3.7 Pilot Study

The researcher conducted a pilot study in a school in Mathira East Sub County where she administered the questionnaire to of 40 form three students before collecting the actual data. The sample was not used in the main research. The purpose of this was to determine the reliability and validity of the instruments, and to familiarise herself with the procedures of giving the questionnaires in order to make them better.

3.7.1 Validity

The researcher strived to maintain content validity of the research instruments by making sure that the questions in the Self-Administered Questionnaires (SAQs) were completely in line with the study's conceptual framework. The content validity was also ensured from the content in the interview guides which required the researcher to check the content of each item assisted by the university supervisors. Face validity was ensured through use of the same supervisors in the specific areas to aid in rewording and preparation of the final copy. Finally, the researcher improved validity of the study through use of standardized scales to measure the variables.

3.7.2 Reliability

The researcher established the reliability of the self-constructed instruments by obtaining Cronbach's Alpha coefficients. This helped to explain the association between the items in the scales and to explain the final consistency within the scale. Items which were established to detract from the internal consistency of the scales were omitted. After the omission of these items, all scales in the pilot study were measured and if the result in reliability estimates were at or greater than the generally accepted alpha 0.6 were accepted (Mugenda & Mugenda, 2003). In addition to that, the reliability of standardized scales used was cited from the previous studies as reported in the text. The researcher only used some of the items from the scales. Therefore, through use of pilot study the researcher compared the reliability coefficients obtained with those from previous studies to guarantee the use of the instruments.

3.8 Data Collection Techniques

On approval from the university, a research permit was obtained from the National Council for Science, Technology and Innovation (NACOSTI). The researcher obtained an introductory letter from the County Education Office. The researcher then visited the selected

schools and sought an appointment with the respondents with a view of administering the questionnaires and carrying out the interviews with the principals. On the appointed day the researcher administered the questionnaires to the teachers and students and carried out the interviews with the principals.

3.9 Data Analysis

Once the questionnaires were collected, the researcher first conducted data coded which involved identification of incomplete responses, corrected to improve their quality. The coded data was then entered and cleaned in the computer for analysis using the Statistical Package for Social Science (SPSS). This processed the frequencies and percentages, mean, standard deviation. Pearson product correlation coefficient was used to establish the relationship between the various aspects of students' characteristics and their perception towards examination malpractice. Data was presented by use of figures and frequency distribution tables.

3.10 Ethical and Logistical Issues in Research

Ethics in research is usually put in place to control the relationship between the researchers and participants and between the researchers and the fields they wish to study (Flick, 2006). In adhering to the ethical issues, the researcher sought permission from the NACOSTI before commencing the study. The researcher also made sure that participants were informed of the study. The respondents were not coerced to participate in the study. They were given the freedom to choose to participate or not to in the study. The researcher also ensured confidentiality and anonymity of the respondents' identities. This was achieved by not asking participants to write their names on the questionnaires. Finally, since the research topic seems quite sensitive the researcher tried her level best not to interfere with the informants' private life during the research.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This chapter highlights the findings on relationship between students' personality characteristics and their perception of examination malpractice in selected public secondary schools in Nyeri County, Kenya. It presents findings on demographic characteristics, relationship between students' motivational orientation and perception of examination malpractice, relationship between students' self-efficacy and perception of examination malpractice, students' level of moral reasoning and their perception of examination malpractice and relationship between students' academic self-concept and their perception of examination malpractice.

Principals, teachers and students from ten public secondary schools participated in this study. The researcher interviewed ten principals; therefore the response rate was 100%. Out of 120 questionnaires administered to the 120 teachers, 100 were returned and were well filled and hence were deemed suitable for use in the study. The response rate for teachers' questionnaires was 83%. Out of a total of 280 questionnaires administered to the students, 272 were well filled and returned hence deemed suitable for analysis. This was a response rate of 97% which adequate for analysis and reporting of results as proposed by Mugenda and Mugenda (2003). These response rate indicate that the researcher was successful in collecting data.

4.2 Demographic characteristics of students

The study collected data from a sample of 280 students. The demographic data collected was analysed in terms of type of school, gender of the students' and they were asked to indicate if

they ever cheated and to give reasons why they cheated in examinations. They were also asked to indicate why they thought other students cheat in examinations.

4.2.1 Type of school

The respondents were asked to indicate the type of school they belonged. The results are shown in Figure 4.1.

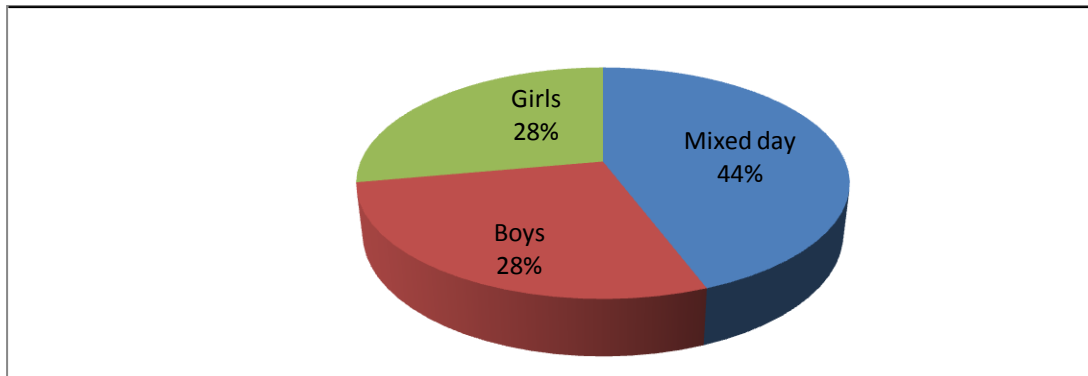


Figure 4.1: Type of School

Data presented in Figure 4.1 indicates that nearly half of those interviewed were from mixed day schools while a quarter were from boys boarding schools and the other quarter were from girls boarding schools. Mixed day schools are those schools where boys and girls learn in the same classes and they go home in the evening. Girls' boarding schools and boys boarding schools however is where the gender are separated and have dormitories where they sleep and only go home when schools close. The percentages were picked to help to equalise the numbers of boys and girls interviewed.

4.2.2 Gender of the Students

The study sought to find out the gender of the respondents and the results are shown in Figure 4.2.

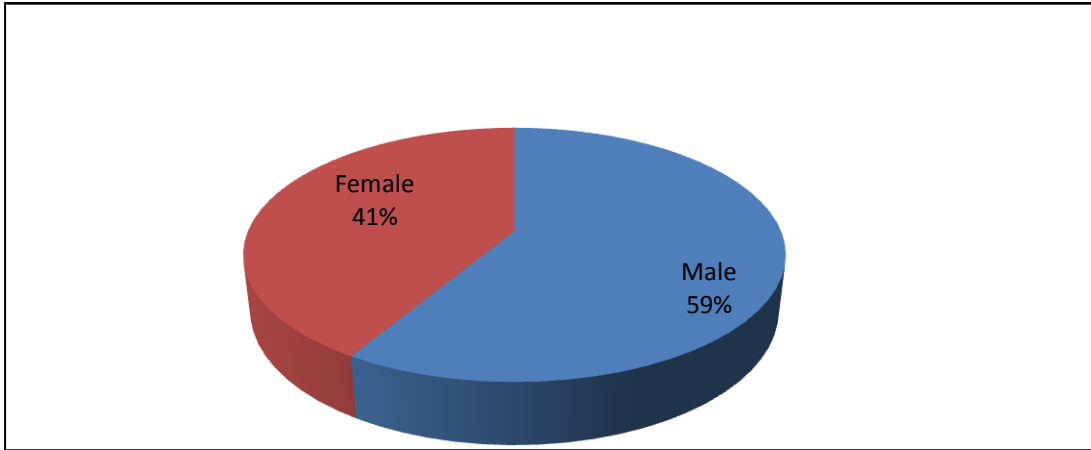


Figure 4.2: Gender of the Students

From Figure 4.2, the results show that slightly more than half of the students were male while slightly less than half were female. There were more males than females because in mixed day schools the population of boys was higher than that of girls.

4.2.3 Ever Cheated in Exam

The study sought to find out if the respondents ever cheated in exams, the results are shown in Figure 4.3.

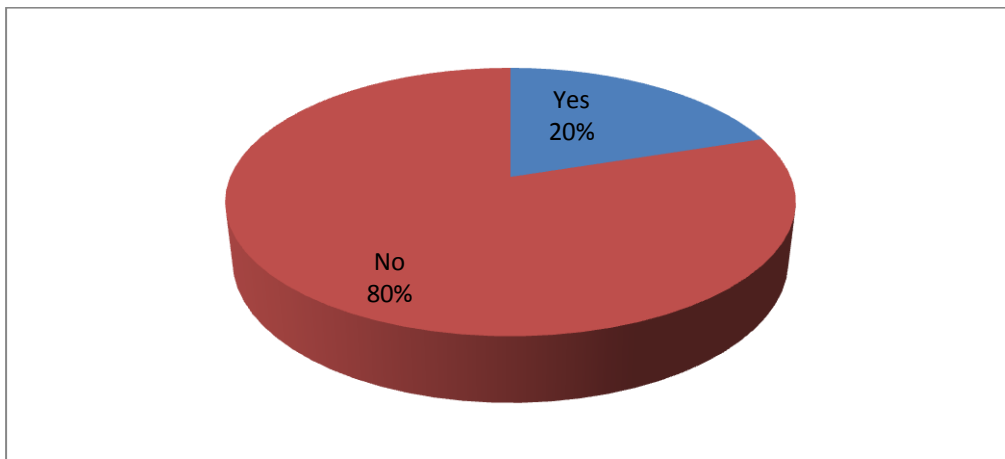


Figure 4.3: Ever Cheated in Examinations

From the data presented in Figure 4.3, the results show that majority, that is, more than three quarters of the respondents had not cheated in exams while only slightly less than a quarter

admitted to having ever cheated in an exam. The results support the findings by Dodeen (2012) who found that 38% of students are involved in examination malpractice. The two studies show that examination malpractice is present but not to a very large extent. The results contradict the findings of Clariana et al (2013) who established the level of examination malpractice to be at 54% which are much higher than those of this study. These levels of examination malpractice are also lower than those reported by Burrus et al.(2013) in Tunisia who established 60% of learners to have engaged in malpractice. The findings also disagree with those reported during KCSE 2015 which stood at 70% (Ouma, 2016). These observations confirm that there are students who are involved in examination malpractice in Nyeri County. However the numbers are not as high as in other parts of the world which could be attributed to the fact that strict measures are being put in place in all schools to discourage it. The researcher notes that in Kenya today the problem of examination malpractice is being addressed with a lot of seriousness and any student involved in the vice might suffer dire consequences. As a result the incidences of examination malpractice are going down.

4.2.4 Reasons why Students Cheated in Exams

The study sought to find out from those who admitted to ever cheating, why they cheated in examinations. The qualitative data collected was analysed thematically and various themes that emerged were coded using priori and emergent codes. The results are shown in Table 4.1.

Table 4.1 *Frequency of the reasons for cheating*

Why they cheated	Frequency	Percentage
To pass exams/good grades	27	48.2
Afraid to fail	9	16.0
Defeat others	3	5.3
Fear of being punished	3	5.3
Lack of preparation	5	8.9
To win prizes	1	1.7
Pressure from teachers	2	3.5
To make parents happy	3	5.3
Peer influence	2	3.5
Hard exam	1	1.7
Total	56	100

From Table 4.1 above, results show that a majority of the respondents who had cheated, indicated that they did so because they wanted to pass or get good grades, less than a quarter were afraid to fail in their examinations while one out of eight students indicated that they cheated due to lack of adequate preparation. Five out every one hundred students cheated due to fear of being punished, to defeat others and to make parents happy. This shows that majority of those who cheated in examinations did not do so due to these three reasons. Other reasons for cheating included peer influence, pressure from teachers, to win prizes and examination being hard which got about three per cent each.

The findings implies that these are not significant causes of examination cheating. These findings support those of Ruto, et al (2011) and Asinya (2012) who cited fear of failure and lack of preparation as some of the reasons for examination malpractice among students. The findings also concur with those of Suleimani (2015) who posited that the main reasons behind examination cheating were pressure for good grades and fear of failure. This may as a result

of the education system in Kenya being examination oriented where ones success is measured in terms of grades. If a student does not get the required grade, there are few other openings that they can choose. This brings a lot of fear and anxiety which drive them to engage in examination cheating. However these findings disagree with those of Ojo (2011) who observed that parental influence was a major cause of examination cheating. This discrepancy may be due to the fact that in our country if students are caught cheating in examinations, their results are cancelled. This is very costly for the parents in terms of time and resources.

The findings also show that peer influence is not a major cause of examination cheating since in many public secondary schools students are used by the teachers to report those who may be involved in the vice and therefore those who choose to do it do so as individuals since they do not wish to be reported. The researcher agrees with these findings because the education system in Kenya is evaluated using grades. This puts a lot of pressure on students to acquire the grades above all else. In Kenya, once a student does not acquire a high grade, career opportunities are significantly reduced. This makes students to develop fear of failure since they are uncertain of their future.

4.2.5 Reasons why other students cheat in exam

The study sought to find out what students thought were the reasons for other students getting involved in examinations cheating. The qualitative data was thematically analysed and the various themes that emerged were coded. The results are shown in Table 4.2

Table 4.2 Reasons Why Other Students' Cheat

Reasons for cheating	Frequency	Percentage
To pass exams/good grades	221	78.9
Afraid to fail	186	66.4
Defeat others	62	22.1
Fear of being punished	81	28.9
Lack of preparation	103	36.7
To win prizes	43	15.3
Pressure from teachers	25	8.9
To make parents happy	15	5.3
Peer influence	28	10
Hard exam	17	6.0
Don't believe in themselves	26	9.2
Fear of exams	21	7.5
Pressure during exams	16	5.7
Total	844	272

From Table 4.2, the findings show that a majority, that is, three quarters of the students thought that students cheated because they wanted to pass examinations or get good grades, two thirds thought that students cheat because they were afraid to fail while about one third thought they lacked of proper preparation. One out of every ten of those interviewed felt that students cheat due to peer pressure, because they did not believe in themselves and that they feared examinations. One in every twenty students felt that students cheated because of pressure during examinations, hard examinations and pressure from teachers. The results support those of Olaleye (2006) who found that the main motivation for cheating in

examinations is good grades. They also support the earlier findings that students get involved in examination malpractice for various reasons such as parental pressure to pass and pursuit of higher grades (Naliaka, et al 2015). This was also supported by the teachers and the principals with the majority feeling that the main cause of examination cheating was the need to acquire good grades. Also other factors such pressure from parents, teachers and peers plays a role in examination malpractice. Passing in examinations or getting higher grades and fear of failure however, seem to be stronger reasons for cheating in examinations. Generally other causes of examination malpractice are not significant though they too need to be addressed in order to eliminate the vice. Fear of failure is an indication that there are high stakes when it comes to examinations in Kenya. From the above findings, it can be deduced that examination cheating does take place in Nyeri County. However comparatively, the levels are not as high as those reported during the national examinations. This is a good indicator that the measures put in place by various school administrators are effective and the vice can be eradicated.

4.2.6 Demographic characteristics of teachers

The study collected data from a sample of 120 teachers. The demographic information focussed on gender, duration of teaching and highest educational level attained. To establish the gender of the teachers, they were asked to indicate the same. Data is presented in Figure 4.4.

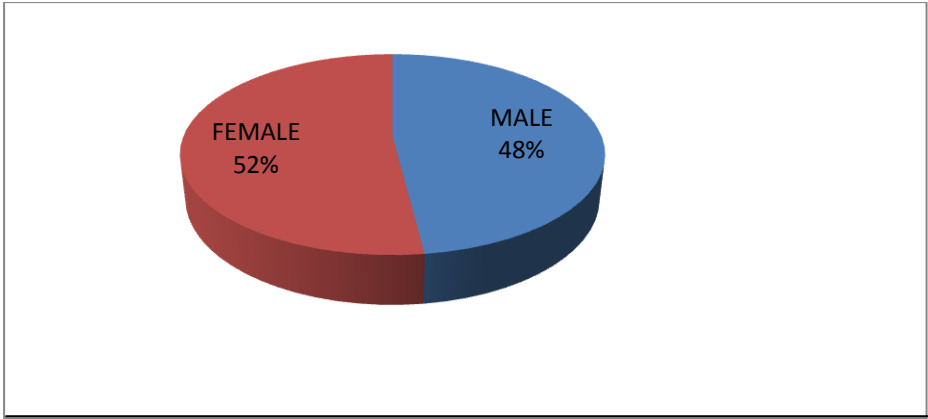


Figure 4.4: Gender of Teachers

From the data presented in figure 4.4, 52 percent were females while 48 percent were males.

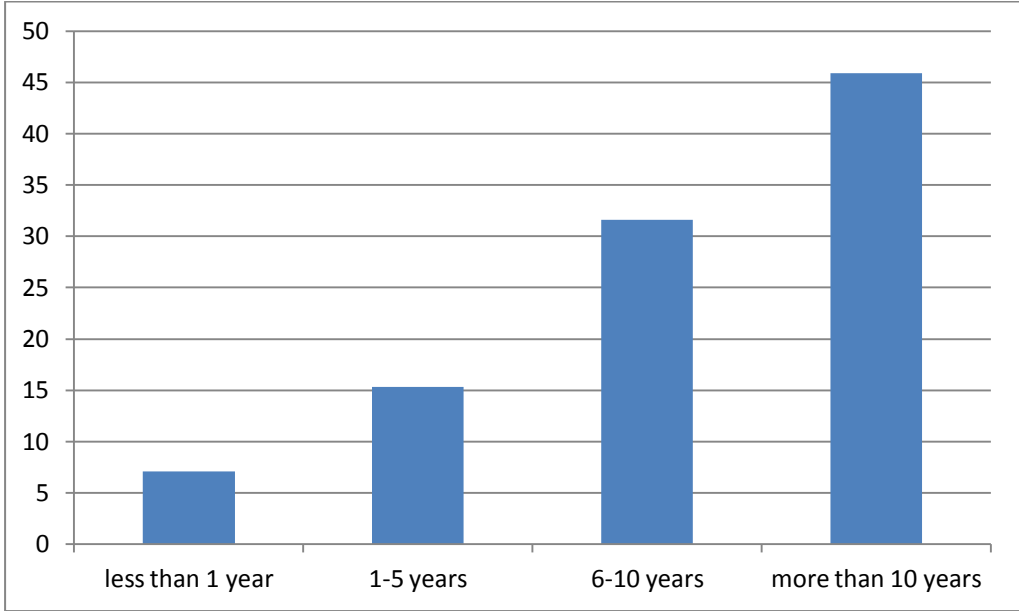


Figure 4.5: Teaching experience

Data presented in Figure From Figure 4.5 shows that majority of teachers had worked for more than 10 years while one third had worked for 6-10 years and only less than ten percent had worked for less than 1 year. This shows that majority had adequate experience with students and hence were able to give a good judgement as to how students’ personality characteristics influence their perception of examination malpractice.

The teachers were further asked to indicate their highest professional qualifications. Their responses are presented in Figure 4.6.

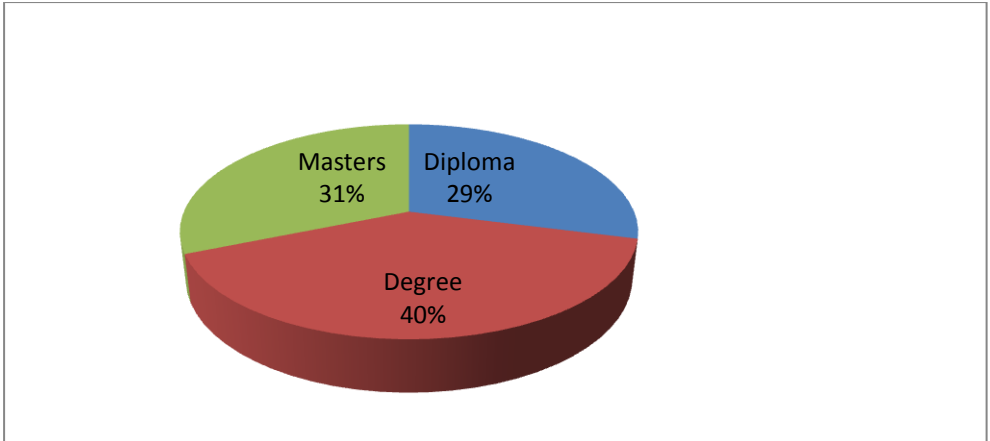


Figure 4.6: Highest Professional Qualification

Data revealed that majority of the teachers, that is four out of every ten, had attained the level of a Bachelor’s degree; one third had masters’ degree while only less than a third attained the level of a diploma. This confirmed that all the teachers had the required minimum qualifications needed to give a professional evaluation of the students.

4.3 How students’ motivational orientation influence their perception of examination malpractice in selected public secondary schools in Nyeri County

The first objective sought to determine the relationship between students’ motivational orientation and their perception of examination malpractice. Data for this objective were collected using motivated Strategies for Learning Questionnaire and presented in table 4.3.

Table 4.3 Motivation orientation of students

Motivation orientation	SD	D	N	A	SA
	%	%	%	%	%
I prefer challenging items in examination so that I can learn new things.	16.0	12.6	17.1	33.8	20.4
If I study in appropriate ways, then I will be able to tackle examination materials adequately	4.4	5.5	6.2	35.5	48.4
I think I will be able to use what I learn in class in answering questions in examination.	4.1	5.5	9.2	38.0	43.2
Getting a good grade in examination is the most satisfying thing for me right now.	5.8	6.9	6.2	29.6	51.5
It is important for me to pass in examination	4.3	4	2.9	34.1	58.3
My main concern in examination is getting a good grade.	2.6	4.1	5.6	31.0	56.0
If I can, I want to get better grades in examination than most of the other students.	4.4	5.9	8.1	30.1	51.5
When I take tests I think of the consequences of failing.	14.4	17.8	14.8	16.3	36.7
In examination, I prefer course material that arouses my curiosity, even if it is difficult to handle.	19.5	10.9	25.6	25.9	18.0
I am very interested in the content area tested in examination.	8.5	9.2	18.1	39.5	24.7
If I try hard enough, then I will understand the items presented in examination.	4.4	4.1	10.7	37.0	43.7
The most satisfying thing for me in the examination is trying to understand the items as thoroughly as possible.	9.2	6.3	15.1	37.5	32.0
I think the materials taught in class are useful for me to pass examination.	6.5	8.0	9.8	32.0	43.6
When doing an exam, I choose items that I can handle.	11.7	10.9	11.3	38.3	27.7
Understanding examinations is very important to me.	4.5	4.2	9.1	33.0	49.2
I want to do well in examination because it is important to show my ability to my family, friends, teachers, or others.	11.7	7.7	7.7	25.2	47.8

From Table 4.3 above, the results show that only one out of every ten students preferred challenging items in examinations, slightly less than half agreed that if they study in appropriate ways, they would be able to tackle examination materials adequately. Two out of every three students who took part in the study strongly agreed that their main concern in examination was getting a good grade while slightly above half indicated that it was important for them to pass examinations. Slightly less than half felt that they think they would be able to use what they learnt in class to answer questions in examinations while slightly more than half admitted that passing in examinations was the most satisfying thing for them. More than half of the students felt that it was important for them to pass in examinations. One out of every five students said that they preferred course materials that arouse their curiosity.

This shows that majority of the learners did not enjoy learning for its own sake or to master the content but for other reasons. This means that the main motivation for students to study was to pass examinations. The findings concur with Nyamwange et al (2013) who argue that passing examinations is the main motivation in a student's life. The findings are also supported by assertion by the teachers and principals that students do not enjoy studying but simply study to pass examinations. The findings support the earlier findings that good grades and passing examinations are the main reasons for cheating in examinations. This shows that most students are extrinsically motivated and may not care much about mastery of content or acquisition of knowledge and skills. Such students are easily involved in examination malpractice as noted by Fieldman (2002). The researcher agrees with these findings considering that the Kenyan education system uses examinations as the only yardstick to measure the success of students.

4.3.1 Descriptive Statistics of Motivation Orientation

The cumulative scores of motivation orientation were analysed and the results are shown in Table 4.4.

Table 4.4 Descriptive Statistics of Motivation Orientation

Statistics	Values
N	Valid 279
Mean	59.77
Median	60.00
Mode	60
Range	56
Std. Deviation	9.536
Variance	90.928
Skewness	-.806
Std. Error of Skewness	.146
Kurtosis	1.344
Std. Error of Kurtosis	.291
Minimum	23
Maximum	79

Data as presented in Table 4.4 shows that the mean cumulative scores on motivation orientation were 59.77 while the median and mode were 60. The highest score was 79 while the minimum score was 23. The standard deviation was 9.536. The composite score of motivation orientation is $59.77/16$ which is 3.74. The results imply that the desire to get good grades and pass examinations is very strong among the students compared to the enjoyment

of the process of learning. Whenever the students are learning, they also think of how the knowledge they acquire would enable them passing examinations.

This means that most of the students are extrinsically motivated to study, that is their motivation to study is based on outside factors such as passing examinations and getting good grades. The findings support the findings on Gambari (2016) who established that many students are extrinsically motivated to study in school based on their parental expectations, desire to get good grades and pleasing their teachers. The findings also agrees with the previous findings of this study where slightly more than half of the students admitted that their main concern was to get a good grade in examinations. These findings were also supported by the teachers and principals who observed that the main reason for learners to study was to pass examinations. The researcher agrees with these findings since her observation of the education system in Kenya is that it has failed to help students understand the use of knowledge and skills in other ways other than passing examinations.

Table 4.7 *Correlation between student's' motivation orientation and perception of examination malpractice*

		Motivation orientation	Perception of exam malpractice
Motivation orientation	Pearson Correlation	1	.027
	Sig. (2-tailed)		.659
	N	279	265
Perception of exam malpractice	Pearson Correlation	.027	1
	Sig. (2-tailed)	.659	
	N	265	265

From the Table 4.7, correlation analysis revealed Pearson correlation coefficient of .027 and at significance levels of 0.659 which is greater than 0.05($r=.027$, $p \text{ value} > .05$). The results therefore show that there was no significant relationship between motivation orientation and perception of examination malpractice. This means that there is no difference in perception of examination malpractice between those who are intrinsically motivated and those who are extrinsically motivated. The findings contradict those of Rettinger and Jordan (2005), Adebayo (2010) and Adeyemi (2012) who found that those extrinsically motivated were likely to cheat in examinations compared to those who were intrinsically motivated. The findings of this study on lack of a relationship between motivation orientations could be as a result of the fact that the education system is examination oriented hence almost all students are extrinsically motivated to study because good grades and passing examination determined the future of the students. The stakes in examination is so high to for both the intrinsically and extrinsically motivated students.

The researcher concurs with these observations that the level of motivation may fail to influence the students' perception of examination malpractice because the students do not have any other use for the knowledge they acquire other than in passing examinations. Therefore it may prove to be quite useless for any student who may have liked learning for its own sake and does not pass in examinations.

4.4 How students' academic self-efficacy influence their perception of examination malpractice in selected public secondary schools in Nyeri County

The second objective sought to establish how students' self-efficacy relates to their perception of examination malpractice. Data for the objective were collected using Morgan-Jinks Students' efficacy scale. The results of item analysis are shown in Table 4.8

Table 4.8 Academic Self-efficacy of students

Academic Self-efficacy	1	2	3	4	5
	%	%	%	%	%
I believe I will receive an excellent grade in my examination.	3.7	1.9	3.0	31.3	60.1
I'm certain I can understand the most difficult material presented in examination	9.9	13.6	21.2	37.4	17.9
I'm confident I can tackle the basic concepts in examination.	3.2	9.0	11.2	42.6	33.9
I'm confident I can do an excellent job in my examination	2.2	5.8	6.9	31.4	53.6
I expect to do well in examination	1.1	2.6	5.6	36.7	53.9
I'm certain I can master the skills needed to handle examination items.	10.3	6.3	14.8	45.4	23.2
Considering the difficulty of tackling exams, with the help of the teacher, and my skills, I think I will do well in examination	5.5	4.0	5.8	31.0	53.6

From Table 4.8, the results show that two out of every three students really agreed that they believed that they would receive an excellent grade in their examination. However only one out of every five students were certain that they could understand the most difficult material presented in examination. Slightly more than half of all the students sampled felt that with the help of teachers they would be able to handle difficult examinations compared to only one third of those who felt that their ability would enable them tackle basic concepts in examinations. These results agree with those of Anderman et al (2007) where they observed that students with low self-efficacy blame circumstances outside of themselves for their

academic outcomes. The results also revealed that only less than a quarter of the students were certain they could master the skills needed to handle examination items. The findings mean that most of the students had a mixed attitude regarding their ability to do well in the examinations to the extent that most believed they would get good grades but were uncertain they could handle challenging examination items.

These findings contradict those of Pajares (2001) who observed that students with high self-efficacy have more confidence that they have what it takes to pass in examinations. However the findings concur with those of Finn and Frone (2004) who established that there were a small number of students who possessed high self-efficacy and low achievement. They concluded that such learners were more likely to be involved in examination malpractice to close the gap. From the researcher's point of view the students do not believe in their abilities and yet expect to pass well in their examinations. This explains why cheating in examinations maybe high in some parts the county. The only reason why few admitted to have actually participated in the vice is the fear of being caught as the consequences are severe. However there are many students who wish to achieve good grades but do not do what is required and therefore are not confident that they can pass.

4.4.1 Descriptive Statistics of Academic Self-efficacy

The cumulative scores of the self-efficacy were analysed and the results are shown in Table 4.9.

Table 4.9 *Descriptive Statistics of Self-efficacy*

Statistics	Valid	Values
N		278
Mean		27.71
Median		28.50
Mode		28
Range		28
Std. Deviation		5.087
Variance		25.881
Skewness		-1.028
Std. Error of Skewness		.146
Kurtosis		1.172
Std. Error of Kurtosis		.291
Minimum		7
Maximum		35

From Table 4.9, the results show that the mean score was 27.71; the standard deviation was 5.087 while the minimum and maximum scores were 7 and 35 respectively. The findings indicate that most of students were ambivalent on their self-efficacy meaning that they were not sure whether they believed in themselves or not. The findings imply that the students were not sure about their academic abilities and could be an indication of anxiety among the students about their future. These findings agree with those Duyilemi (2003) who posited that being anxious, low confidence levels as well fear of failure are some of the experiences of students. The fact that most of the sampled students are unsure of their academic self-efficacy could have an implication on their performance and even temptation to be involved in

examination malpractices. The findings of the study are also consistent with the views of the teachers and principals that most of the students do not believe in themselves. The researcher observes that given the expectations from the parents, teachers as well as their peers, students find it difficult to believe in their abilities. This does not mean that they do not hope to get the good grades as expected, they are simply not sure.

4.4.2 Relationship between self student’ efficacy and their perception of examination malpractice

The correlation between students’ self-efficacy and their perception of examination malpractice results are shown in Table 4.10.

Table 4.10 *Correlation between Self-efficacy and Perception Examination malpractice*

		Correlations	
		Self-efficacy	Perception of exam malpractice
Self-efficacy	Pearson Correlation	1	-.303
	Sig. (2-tailed)		.024
	N	278	263
Perception of exam malpractice	Pearson Correlation	-.303	1
	Sig. (2-tailed)	.024	
	N	263	265

From Table 4.10, correlation analysis revealed Pearson Correlation coefficient of -0.303 at significant levels 0.024 ($r = -.303$, $p \text{ value} < .05$). The results therefore show that there was a significant negative relationship between self-efficacy and examination malpractice. This means that high self-efficacy was associated with negative perception of examination malpractice while low self-efficacy was associated with a positive perception of examination malpractice. The findings support the findings by Ajeros (1996) that learners who have low

self-efficacy are less confident and are easily involved in examination malpractice. This also concurs with the findings of and Agbor (2011) who established that many students possessing high self-efficacy are less likely to be involved in examination malpractice. Students with high self-efficacy believe in their ability to perform well in the examination and are more confident hence hold a negative perception towards involvement in examination malpractice while those with a low self-efficacy are not confident of their ability to perform well in examinations hence are likely to devise ways of passing examinations through examination cheating.

These findings contradict those of Finn and Frone (2004), who observed that there is a small group of learners who possess high academic self-efficacy but have positive perceptions of examination malpractice. They observed that such students posted low academic achievements predisposing them to cheat in examinations to meet their expectations. The researcher notes that students with high academic self-efficacy are likely to use study methods that will assist them have better retention and this will help them relate negatively with cheating in examinations.

4.5 How students' level of moral reasoning relate to their perception of examination malpractice in selected public secondary schools in Nyeri County

The third objective sought to define the relationship between the students' level of moral reasoning and their perception of examination malpractice. Data for this objective were collected using the Defining Issue Test 2 (DIT 2). The respondents were presented with a moral conflict story and then asked if they favoured the action of cheating. The results are shown in Figure 4.7.

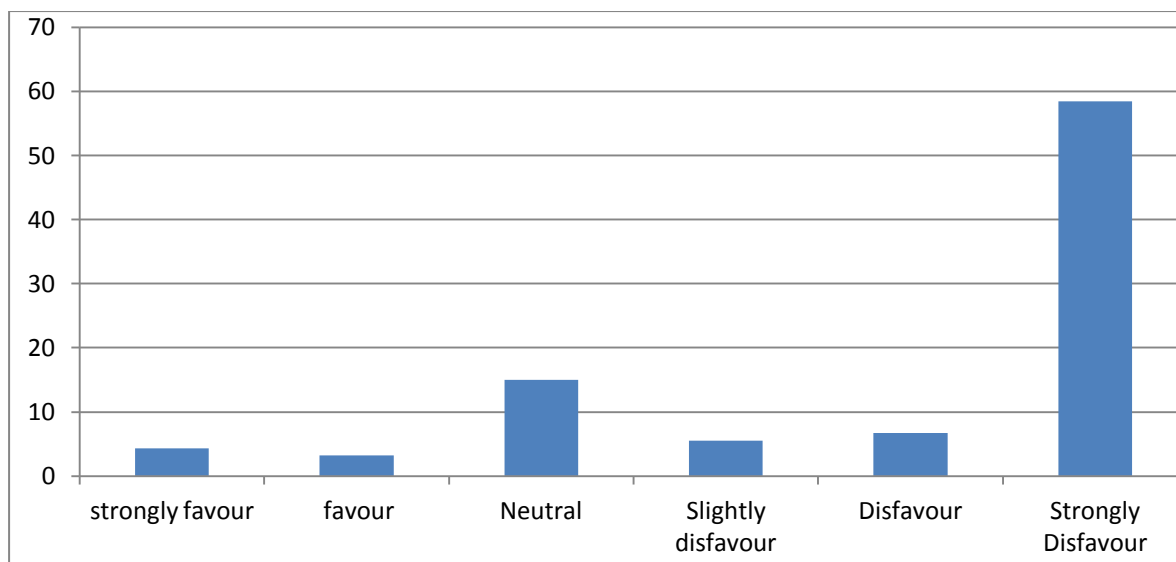


Figure 4.7: Students' responses on whether they favoured cheating

From Figure 4.4, majority, that is, over half of those interviewed strongly disfavoured cheating while less than one out of every ten students disfavoured and slightly disfavoured cheating in examinations. However slightly less than two out of every ten students were neutral while slightly more than one percent favoured cheating and strongly favoured cheating in examinations. This is not surprising since earlier findings of this study indicate that some students are involved in cheating while the teachers and principals also admitted that cheating in examinations is a problem among students. These findings support those made by Sermarci (2006) that students who believe examination cheating is wrong still engage in the vice. The researcher believe that those learners who were neutral, those who favoured and those who strongly favoured cheating in examinations combined are likely to influence the others in cheating. Learners are likely to do what they see others are doing irrespective of whether it is right or wrong.

The study analysed the data on moral reasoning of the students and the results of item analysis are shown in Table 4.11.

Table 4.11 *Moral reasoning of students*

Moral reasoning	1	2	3	4	5
	%	%	%	%	%
Am courageous enough to risk being caught for cheating in examination.	17.0	3.7	10.4	7.0	61.0
I care so much of my family expectation that I will cheat in examination	11.6	6.3	6.3	7.8	67.9
Examination rules should be upheld, so I should not cheat in examination	51.8	16.5	9.9	7.4	14.3
I know it is good to prepare well to avoid cheating in examination	66.4	14.0	7.9	3.0	8.7
The person with the exam leakage has the legal right to sell it to students	14.0	8.7	5.7	4.2	67.0
I cheat in examination for my own gains	14.0	4.3	9.7	10.9	61.2
I cheat in examination to meet my family expectation	13.7	3.9	7.5	5.9	69.0
Getting good grades is worth cheating in examination	17.6	7.0	7.0	11.3	57.0
Cheating in examination will guarantee total good for everybody in school and in the community	11.1	4.6	9.5	9.5	65.3
It is essential for me to cheat in examination to pass despite that it is against the law	13.4	3.8	7.6	6.9	68.3

Data in Table 4.11 show that slightly more than half felt that it was not important that they were courageous enough to risk being caught for cheating in examination. The findings reveal that most that is three quarters of the students felt that it was not important to cheat in

examination to meet their family expectation and half felt that examination rules should be upheld while two thirds felt that it is important to prepare early to avoid cheating in examinations. Nearly seven out of every ten students felt that it is not important that a person having examination leakage has the legal right to sell it to the students while one out of every ten felt that it was of great importance. Slightly more than half said that it is not important that they cheat in examinations for their own good while less than one percent found that to be of great importance. More than half observed that it was not important to cheat in examinations in order to get good grades while less than one percent said that it is of great importance. While asked to indicate whether cheating in examinations will guarantee total good for all in the school community, seven out of every ten felt that it was not important while one out of every ten felt it is of great importance. The findings indicate that more than half of the students who took part in the study felt that it was not important to cheat in examinations while there was about less than a quarter of the students felt it was important to cheat in examinations for various reasons. These findings are consistent with the previous ones that a small number of students favour examination cheating.

4.5.1 Descriptive Statistics of Moral Reasoning

The cumulative scores of the moral reasoning were analysed and the results are shown in Table 4.12

Table 4.12 Descriptive Statistics of Moral Reasoning

Statistics	Values
N	Valid 277
Mean	34.45
Median	37.00
Mode	42
Range	65
Std. Deviation	9.295
Variance	86.394
Skewness	-.908
Std. Error of Skewness	.146
Kurtosis	.828
Std. Error of Kurtosis	.292
Minimum	1
Maximum	66

From Table 4.12, the results reveal that the mean score of moral reasoning was 34.45; the standard deviation was 9.295 while the minimum and maximum scores were 1 and 66 respectively. The composite score was 3.45(34.45/10). The findings reveal that a majority of the students had a moderate moral reasoning and felt that it was somehow important not to be involved in examination cheating. This means that most of the students are ambivalent level of moral reasoning. The findings are consistent with Belanger (2012) who found that most students welcomed moral guidance but were not willing to be too restricted with the rules. From these finding the researcher observes that majority knew that it is wrong to cheat in examinations. When it comes to making the decisions of whether to cheat or not they may not

have a well developed sense of moral obligation to behave according to what they know to be right. This is not surprising because students' are part of the society where many people do not do what they believe in. This agrees with the findings of Guttman (2012) who established that there was low correlation among various measures of moral reasoning and moral behaviour.

4.5.2 Relationship between level of moral reasoning and perception of examination malpractice.

The study sought to determine the relationship between students' level of moral reasoning and perception of examination malpractice. The findings are shown in Table 4.13.

Table 4.13 Correlation between Moral Reasoning and Perception of Exam malpractice

		Correlations	
		Moral reasoning	Perception of exam malpractice
Moral Reasoning	Pearson Correlation	1	-.354
	Sig. (2-tailed)		.000
	N	277	265
Perception of exam malpractice	Pearson Correlation	-.352	1
	Sig. (2-tailed)	.397	
	N	265	265

From Table 4.13, correlation analysis found Pearson Correlation coefficient of -.352 and significant levels of .000($r = -.352$, $p \text{ value} < .01$). The results therefore show that there was a significant negative relationship between moral reasoning and perception of examination malpractice. Higher scores on moral reasoning were associated with negative perception of examination malpractice. The findings are consistent with those of Olusola and Samson

(2015) who carried out a study on the moral reasoning and academic cheating in Nigerian schools and found a negative correlation coefficient of -0.371 . Moral reasoning seems to influence students' perception of examination malpractice. On the other hand these findings differ with those of Whitley (2009), who observed that learners with negative perceptions of examination malpractice are unlikely to cheat even if the benefits outweigh the risks. The researcher observes that many students are aware that cheating in examinations is wrong, but due to the pressure from several quarters, they may face to attain good grades they may find themselves involved in the vice.

4.6 Students' academic self-concept and its relationship with their perception of examination malpractice in selected public secondary schools in Nyeri County

The fourth objective of the study sought to identify the relationship between students' academic self-concept and their perception of examination malpractice. Data for the objective were collected using the Academic Self-Concept Scale (ASCL). The results of item analysis are shown in Table 4.14.

Table 4.14 *Academic Self-concept of Students*

Academic self-concept	SD %	D %	N %	A %	SA %
Being a student is a very rewarding experience	7.2	6.1	15.9	35.2	35.6
I like school	6.5	7.6	14.5	34.8	36.6
I am good at my school work	3.3	7.6	21.1	36.0	31.6
I complete my school work in time	5.8	11.7	17.5	39.4	25.5
I take help from my teacher	12.5	12.2	15.1	32.5	27.7
I do not like school.	46.5	18.5	11.1	13.3	10.7
I am smart, thus i pass my exams.	9.3	7.0	17.0	33.0	33.7
When I pass my examination, I will go to college.	4.7	8.4	10.9	22.5	53.5
I dislike examination	39.7	15.7	16.9	10.1	17.6
I will graduate from high school.	10.7	4.8	7.4	18.8	58.1

From Table 4.14, the results show that four out every ten students strongly agreed that being a student is a very rewarding experience while three out of ten agreed that they are good at their schoolwork. The findings also reveal that half of the students strongly agreed that when they pass examination they will go to college and will graduate from high school. The findings indicate that most students have a positive academic self-concept regarding their intention to graduate from high school. Four out of ten disagreed that they disliked examinations. This shows that students appreciate the importance of examinations as part of their schooling. Slightly less than one third felt that they were smart and could pass examinations. This confirms the findings of this study that majority of students are high on academic self-concept. The findings are not consistent with Asambe, et al, (2008) who found that most students had a low academic self-concept in some subjects. The differences in the results could be as result of the fact that the two studies focused on different aspects of academic self-concept. Cockley (2003) established that it was possible for students to have

high academic self-concept in one subject and a low one in another subject. Therefore, the learners who participated in this study may have responded generally but if they could give the specific areas where they felt confident the results may be different. The researcher feels that the students in the study have high academic self-concept.

4.6.3 Descriptive statistics of Academic self-concept

Table 4.15 *Descriptive Statistics of Self-concept*

Statistics	Values
N	Valid 277
Mean	34.79
Median	35.00
Mode	35
Range	34
Std. Deviation	5.289
Variance	27.968
Skewness	.017
Std. Error of Skewness	.146
Kurtosis	.946
Std. Error of Kurtosis	.292
Minimum	16
Maximum	50

From Table 4.15, the results show that the mean 34.79 and a standard deviation of 5.289. The minimum and maximum score was 16 and 50 respectively. The composite score was 3.47(34.79/10). The findings mean that most of the students have a fairly positive academic

self-concept. These findings agree with those of Gedeon, et al (2002) who established that feeling good about one-self can have positive impact on the students. That can be viewed as the reason why 80% of the learners who took part in the study reported that they have never cheated in any examination as high academic self-concept. The findings are supported by the views of the teachers and principals that some students have a positive academic self-concept while others don't. Marsh (1990) also pointed out that beliefs concerning a student's academic abilities or academic self-concept, makes him/her to think that they are capable of being successful. When a student think that they can be successful they are less likely to engage in examination cheating. The researcher agrees with these findings that majority of students have high academic self-concepts and are capable of having high achievements in their academic work.

4.6.3 Relationship between academic self-concept and perception of examination malpractice

The study sought to determine the relationship between academic self-concept and perception of examination malpractice. The results are shown in Table 4.16.

Table 4.16 *Correlation between academic self-concept and perception of Examination Malpractice*

		Correlations	
		Academic Self-concept	Perception of exam malpractice
Academic Self-concept	Pearson Correlation	1	.061
	Sig. (2-tailed)		.321
	N	277	265
Perception of examination malpractice	Pearson Correlation	.061	1
	Sig. (2-tailed)	.321	
	N	265	265

From Table 4.16, correlation analysis found Pearson correlation coefficient of 0.61 at significant levels of .321($r=.061$, $p \text{ value} > .05$). This therefore shows that there was no significant relationship between academic self-concept and the perception of examination malpractice. Therefore academic self-concept did not have an influence on perception of examination malpractice. The findings contradict the findings by Siegel (2010) and Palemo (2004) who established that achievement related beliefs such as academic self-concept will most certainly influence students not to get involved in academic cheating behaviours. The findings however are consistent with Anderman and Murdock (2007) who found that both students with negative academic self-concept and positive academic self-concept were involved in exam malpractices. Whether the academic self-concept is real or exaggerated is not clear since according to Asuru (2009) a positive academic concept alone did not have a positive influence since it could sometimes be exaggerated or misguided. The researcher feels that from the other findings of this study, it could be possible that the students who participated in the study are under a lot of pressure to perform well such that their high academic self-efficacy does not influence their perception of examination malpractice. Fear of failure could result to anxiety during examinations and in their quest to get good grades they welcome any help they get be it through cheating.

4.6.4 Students' perception towards examination malpractice

The study sought to determine the students' perception towards examination malpractice.

Data were collected using the Students' Perception of Examination Malpractice

Questionnaire (SPEMQ) and the results of item analysis are shown in Table 4.5

Table 4.17 Perception of examination malpractice

Perception of examination malpractice	SD	D	N	A	SA
	%	%	%	%	%
I engage in examination malpractice due lack of enough preparation	31.2	11.1	14.6	19.0	23.7
I cheat in examination due to ineffective supervision	43.7	17.7	12.6	14.6	11.4
Many distractions in the school encourages me to cheat in examination	42.5	19.3	10.0	13.5	14.7
I want to pass despite my weak academic performance	14.5	6.5	12.5	23.0	43.5
It is a practice to cheat in examination	50.4	16.7	5.6	12.4	9.2
I cheat in examination because we sit very close to each other	56.0	15.5	7.5	11.1	9.9
A lot of distraction in examination venue encourage students to cheat	37.5	14.2	11.9	18.2	18.2
I cheat in examination because teachers do not cover the syllabus	52.4	18.5	10.2	7.1	11.8
Students should be expelled from school for cheating	26.5	13.8	11.9	18.2	29.6
Students should be judged at the law court for cheating in examination	30.1	16.0	12.9	12.5	28.5
Students should have their examination cancelled for cheating	22.9	9.7	14.0	16.7	36.8
Students should be imprisoned and charged heavy fines for engaging in examination malpractice	34.5	12.8	16.3	16.3	20.2
Bright students should be allowed to sit for examination for the weak students	63.0	9.2	9.5	9.2	9.2
Students should be allowed to bring relevant materials in examination room	42.2	11.4	9.9	15.2	21.3

From Table 4.17, the findings reveal that slightly less than a quarter strongly agreed and less than twenty percent agreed that they cheated in examinations due to lack of enough preparation while three out of ten and one out of ten strongly disagreed and disagreed respectively. A majority nearly half strongly disagreed that they cheat because of ineffective supervision while the same number strongly disagreed that distractions in school encourage them to cheat. A number of students about a quarter strongly agreed that students should be allowed to bring relevant materials in examination room while half strongly disagreed that it was a practice to cheat in examinations. The findings also revealed that nearly half strongly agreed that they wanted to pass despite their weak academic performance while more than half strongly disagreed that sitting too close together causes them to cheat. Three out of every ten students also strongly disagreed that students should be imprisoned and charged heavy fines for engaging in examination malpractice.

More than half strongly disagreed that they cheat in examinations because teachers do not cover the syllabus and over a half strongly disagreed that bright students should be allowed to sit examinations for the weak ones. These findings reveal that students do not have valid reasons for engaging in examination malpractice. It also shows that majority of students do not favour severe punishment for those who are involved in examination cheating although they did not favour it. The researcher notes that students are sympathetic with those who cheat in examinations while still claiming to favour it because their perceptions of the vice are not clear. Maybe if there were no consequences they would also participate in it.

4.3.4 Descriptive Statistics of Perception of Examination Malpractice

The cumulative scores of perception of examination malpractice and the results are shown in table 4.18

Table 4.18 Descriptive Statistics For Perception of Examination Malpractice

Statistics	Values
N	Valid 265
Mean	35.58
Median	35.00
Mode	32
Range	64
Std. Deviation	9.299
Variance	86.472
Skewness	.227
Std. Error of Skewness	.150
Kurtosis	.801
Std. Error of Kurtosis	.298
Minimum	6
Maximum	70

From Table 4.18, the findings reveal that mean cumulative score was 35.58, while the standard deviation was 9.299. The minimum score was 6 while the maximum score was 70. The composite score was 2.54 indicating that most students had a positive perception towards examination malpractice. The findings are not surprising since a number of students had already admitted to cheating in exams. The desire to pass in examinations and get good grades could be the main reason why they see examination malpractice as a means to an end of getting good grades. The findings suggest that, even if the students had not engaged themselves in examination malpractice, given an opportunity, they were likely to get involved in the same. The findings support Kithuka (2004) who opines that incidences of examination malpractice are on the rise as students seek to have better grades. This study has established that the students sampled were highly extrinsically motivated, therefore as noted by Fieldman(2002), students who are highly motivated may easily give in to examination malpractice to obtain good grades.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter contains a summary of the findings, conclusions and recommendations drawn from the study on relationship between students' personality characteristics and their perception of examination malpractice in selected public secondary schools in Nyeri County, Kenya. The chapter begins with summary of the findings followed by conclusions drawn from the discussions and finally the recommendations arising from the study.

5.2 Summary of the findings

The study sampled 280 students Nyeri County of which half were male and slightly less than half were female. The study also got complimentary information from 99 teachers and 10 principals. The study found that one out of every 10 students admitted to having ever cheated in examinations. The study established that passing examinations or getting good grades and fear of failure were the main reasons for cheating in examinations. The study also found that most of the students were extrinsically motivated to study with the main motivation being passing examinations with good grades. The results on self-efficacy revealed that most of the students were not sure about their ability to perform well in the examinations while most had a fairly positive self-concept. The findings on moral reasoning revealed that at least one out of every ten students favoured cheating in examinations while over half of the students had an ambivalent moral reasoning and felt that it was somehow not important to cheat in examinations. On students' perception of examination malpractice, the findings revealed that most students had a positive perception towards examination malpractice.

The study also found no relationship between motivation orientation and perception of

examination malpractice indicating that motivation orientation did not influence their perception towards examination malpractice. This could be as a result of the fact that the education system in Kenya is examination oriented which forms the main motivation among students.

The study however found a significant negative relationship between self-efficacy and perception of examination malpractice indicating that students who had a high self-efficacy had a negative perception of examination malpractice while those who had low self-efficacy had a positive perception of examination malpractice. The findings of the study revealed that there was a significant negative relationship between moral reasoning and perception of examination malpractice. This means that students with higher moral reasoning had a negative perception towards examination malpractice while those with a lower moral reasoning had a positive perception of examination malpractice. The study did not however, find a relationship between academic self-concept and perception of examination malpractice.

5.3 Conclusion

Findings of the study reveal that examination malpractice occurs among students where number of them have a positive perception towards cheating in examinations so as to pass with good grades. This shows that examination malpractice is an issue among students that needs to be addressed. There is need for review of the education system so that it is not so much examination oriented. Self-efficacy was found to have a negative correlation with perception of examination malpractice hence the study concluded that there is need to promote self-efficacy among the students so that they can believe in their ability to pass. Moral reasoning also influences students' perception of examination malpractice negatively. The study concluded that there is therefore need for efforts to develop the morality and moral

reasoning of the students to avoid examination malpractice. Although the study did not find a relationship between motivational orientation and academic self-concept and students' perception of examination malpractice, there is need to enhance students' self-concept among students as these are known to have a positive impact on their lives.

5.4 Recommendations of the study

Based on the findings of the study, a number of recommendations were made. These are:

- (i) Educational psychologists need to come up with interventions for improving self-efficacy and moral reasoning of the students so as to change their perception of examination malpractice among students.
- (ii) There is need for education policymakers to rethink of a model of education that is not heavily examinations. Alternative ways of evaluating students should be sought which will deter students from engaging in examination malpractice.

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APPENDICES

Appendix A: Informed Consent of Respondents

Ref: Informed Consent to Participate in the Study

I understand that my participation in this study is voluntary and I can discontinue my participation at my convenience without fear of negative outcome. I also note that by appending my signature on this form I acknowledge that the information I provide will held as confidential and used for academic purposes only nor will it be used to victimize me or compromise my stature in the society of be used to measure my competence in any way.

.....

Date

Appendix B: Questionnaire for Students

Preamble:

My name is Eva Ndiritu. I am a master's student in the Department of Educational Psychology, School of Education in Kenyatta University. I am conducting a research on students' competence, beliefs about themselves, motivational orientation, moral reasoning and peer influence. The purpose of this study is to determine how the mentioned students' variables are related to examination malpractice. Kindly answer the following question as truthfully as possible. The information will be kept confidential and used for the study only.

Section I: Background information

1(a) Indicate your gender.

Male

Female

(b) Indicate the type of your school.

Boys boarding

Girls boarding

Mixed day

2 (a) Have you ever cheated in an exam?

Yes

No

2 (b) If your answer in (2a) above is Yes, why did you cheat?

.....
.....

3 Give reasons why you think students cheat in examinations

.....
.....

Section II: Motivated Strategies for Learning Questionnaire (MSLQ)

The following questions ask about your motivation for participation in examination.

Remember there are no right or wrong answers; just answer as accurately as possible. Choose one answer by putting a tick (✓) to indicate how you agree or disagree with each statement regarding your participation in examination.

The following scale should guide you: **SD= Strongly disagree; D= Disagree; N=Neutral; A= Agree; SA= Strongly Agree**

Motivation	SD	D	N	A	SA
I prefer challenging items in examination so that I can learn new things.					
If I study in appropriate ways, then I will be able to tackle examination materials adequately					
I think I will be able to use what I learn in class in answering questions in examination.					
Getting a good grade in examination is the most satisfying thing for me right now.					
It is important for me to pass in examination					
My main concern in examination is getting a good grade.					
If I can, I want to get better grades in examination than most of the other students.					
When I take tests I think of the consequences of failing.					
In examination, I prefer course material that arouses my curiosity, even if it is difficult to handle.					
I am very interested in the content area tested in examination.					
If I try hard enough, then I will understand the items presented in examination.					
The most satisfying thing for me in the examination is trying to understand the items as thoroughly as possible.					
I think the materials taught in class are useful for me to pass examination.					
When doing an exam, I choose items that I can handle.					
Understanding examinations is very important to me.					
I want to do well in examination because it is important to show my ability to my family, friends, teachers, or others.					

Section III: Morgan-Jinks Students' Efficacy Scale (MJSES)

The following statements represent how you feel about your capability to deal with academic activities. Choose one answer to indicate how you agree or disagree with the statement regarding your participation in examination. Key: 5= Really Agree; 4=Agree; 3=Undecided; 2= Disagree; 1=Really Disagree

Academic Self-efficacy	1	2	3	4	5
I believe I will receive an excellent grade in my examination.					
I'm certain I can understand the most difficult material presented in examination					
I'm confident I can tackle the basic concepts in examination.					
I'm confident I can do an excellent job in my examination					
I expect to do well in examination					
I'm certain I can master the skills needed to handle examination items.					
Considering the difficulty of tackling exams, with the help of the teacher, and my skills, I think I will do well in examination					

Section IV: Academic Self-Concept Scale

The following statements represent students' beliefs about themselves in academic situation. Remember there are no right or wrong answers. Kindly answer the following questions as truthfully as possible by putting a tick on only one answer.

The following scale should guide you: SD= Strongly disagree; D= Disagree; N=Neutral; A= Agree; SA= Strongly Agree

Academic self –concept	SD	D	N	A	SA
Being a student is a very rewarding experience					
I like school					
I am good at my school work					
I complete my school work in time					
I take help from my teacher					
I do not like school.					
I am smart, thus i pass my exams.					
When I pass my examination, I will go to college.					
I dislike examination					
I will graduate from high school.					

Section V: Defining Issue Test 2(DIT2)

MORAL CONFLICT STORY

You have been facing difficulties in learning and during examination is the worst ever. Some students have made it in examination through cheating. You are about to sit for your examination and your family expects highly of you. Then you learn of a person selling examination leakage. You are desperate and think of getting some cash to pay for examination leakage yet a little preparation can help pass your examination.

a) Do you favour the action of cheating in examination? Tick one answer

Strongly favour ()

Favour ()

Slightly favour ()

Neutral ()

Slightly disfavour ()

Disfavour ()

Strongly disfavour ()

b) In the light of the above story rate the following issues as either important or not important.

Key: 1= **Great important**, 2= **Much important**, 3= **Somehow important**,4= **Little important**, 5= **No important**

Moral reasoning	1	2	3	4	5
Am courageous enough to risk being caught for cheating in examination.					
I care so much of my family expectation that I will cheat in examination					
Examination rules should be upheld, so I should not cheat in examination					
I know it is good to prepare well to avoid cheating in examination					
The person with the exam leakage has the legal right to sell it to students					
I cheat in examination for my own gains					
I cheat in examination to meet my family expectation					
Getting good grades is worth cheating in examination					
Cheating in examination will guarantee total good for everybody in school and in the community					
It is essential for me to cheat in examination to pass despite that it is against the law					

Section VI: Students' Perception of Examination Malpractice Questionnaire (SPEMQ)

The following statement represents your perception on the reasons for engaging in a learning task (taking examination). Tick only one answer to indicate how you agree or disagree with the statement regarding your participation in examination.

The following scale should guide you: **SD= Strongly disagree; D= Disagree; N=Neutral; A= Agree; SA= Strongly Agree**

Perception of examination malpractice	SD	D	N	A	SA
I engage in examination malpractice due lack of enough preparation					
I cheat in examination due to ineffective supervision					
Many distractions in the school encourages me to cheat in examination					
I want to pass despite my weak academic performance					
It is a practice to cheat in examination					
I cheat in examination because we sit very close to each other					
A lot of distraction in examination venue encourage students to cheat					
I cheat in examination because teachers do not cover the syllabus					
Students should be expelled from for cheating					
Students should be judged at the law court for cheating in examination					
Students should have their examination cancelled for cheating					
Students should be imprisoned and charged heavy fines for engaging in examination malpractice					
Bright students should be allowed to sit for examination for the weak students					
Students should be allowed to bring relevant materials in examination room					

Appendix C: Questionnaire for Teachers

Instructions

This questionnaire is divided into Section I and Section II: A, B, C, D, E and F. Please respond as accurately and as honestly as possible to all the questions. Read each question carefully and follow the instructions. Answer all questions by either circling the number in the box, using a tick (✓) in the box or by writing your views on the space provided that best describes your answer. All individual answers will be kept confidential. Please complete each section as instructed do not write your NAME on the questionnaire. All the information in this questionnaire will be kept confidential.

Section I: Demographic information

1: Indicate your gender.

Male

Female

2: How long have been teaching professional

Less than 1 year

1-5 years

6-10 years

More than 10 years

3: Indicate your highest educational level.

Diploma

Degree

Masters

PhD

Section II: Relationship between Student Characteristics and Their Perception of Examination Malpractice

A) Students' level of motivation and their perception on examination malpractice

4: To what extent do you agree with the following statement on how students' motivation orientation relate to their perception on examination malpractice?

Key: 5 strongly agrees, 4 agree, 3 undecided, 2 disagree, 1 strongly disagree (please put an X as appropriate)

Statement	1	2	3	4	5
Students who are only interested in good grades are more likely to cheat in exams					
Students who study not to fail in exams are likely to cheat in exams					
Students who study to gain knowledge do not cheat in their exams					
Students who find learning meaningful do not cheat in their exams					
Students who study because teachers insist they do are likely to cheat in exams					

5: In your own opinion how does the need for good grades influence students' perception of examination malpractice?

.....

b) Students' Self-Efficacy and their perception on Examination Malpractice

6: To what extent do you agree with the following statement on how students' self-efficacy relate to their perception on examination?

Key: 5 strongly agrees, 4 agree, 3 undecided, 2 disagree, 1 strongly disagree (please put an X as appropriate)

Statement	1	2	3	4	5
Students who believe that they can pass examinations if they work hard are not likely to engage in examination cheating					
Student who think they can answer difficult questions without assistance are not likely to cheat in examinations					
Students who make excuses and attribute their failure to other circumstances other than their ability are likely to cheat in examinations					
Students who believe they can answer difficult questions if they think harder do not cheat in examinations					
Students who believe that they can pass in examinations are likely to work hard and less likely to engage in examination cheating					
Students who believe they cannot achieve their academic goals will likely cheat in examinations					

7: In your own opinion what is the relationship between students' believe in their ability to perform well in examinations and their perception of examination malpractice?

.....

.....

d) Students' academic self-concept and examination malpractice

10: To what extent do you agree with the following statement on how students' academic self-concept relate to their perception on examination malpractice?

Key: 5 strongly agrees, 4 agree, 3 undecided, 2 disagree, 1 strongly disagree (please put an X as appropriate)

Statement	1	2	3	4	5
Students who believe that they are weak in academics are likely to cheat in examinations					
Students who believe that they are not good in anything are more likely to engage in examination cheating					
Students who believe that they are academically capable do not cheat in examinations					
Student who belief that they are not capable of carrying out tasks required for high performance cheat in exam					
Students who believe that they can achieve anything they set themselves on do not engage in examination					

11: In your own opinion what is the relationship between students' academic self-concept and their perception of examination malpractice?

.....

.....

c) Students Moral Reasoning and their perception of Examination Malpractice

12: To what extent do you agree with the following statement on how students' level moral reasoning relate to their perception on examination malpractice?

Key: 5 strongly agrees, 4 agree, 3 undecided, 2 disagree, 1 strongly disagree (please put an X

as appropriate)

Statement	1	2	3	4	5
Students believe that it is good to cheat in examinations if they are not caught					
Students who believe that cheating in examinations is not wrong will engage in exam cheating					
Students who believe it is wrong to fail in examinations when they can cheat will cheat in examinations					
Students who believe cheating in examinations is wrong, will not do it even when it is possible to do so					
Students believe that it is good to cheat in examinations if the teacher did not cover the syllabus					
Students believe that seeing examination questions before the examination date is not an examination malpractice					

13: In your own opinion what is the relationship between students' moral reasoning and their perception of examination malpractice?

.....

f) Level of Examination Malpractice in Kenyan schools

14: How high do you rank academic malpractice in Kenyan schools?

Very low

Low

Moderately High

High

Very high

15: To what extent do you agree with the following statement on level of examination malpractice in Kenya?

Key: 5 strongly agrees, 4 agree, 3 undecided, 2 disagree, 1 strongly disagree (please put an X as appropriate)

Statement	1	2	3	4	5
Academic malpractice have been on the rise in Kenya					
Number of learners committing academic malpractice have been on the rise in Kenya					
Students academic malpractice have been on the rise in Kenya					
Students are exposed to a lot of pressure to pass examinations in Kenya					

16: In your own opinion what is the relationship between students' characteristics and level of examination malpractice in Kenya?

.....

.....

Appendix D: interview guide for principals

Section I: Demographic information

1: Indicate your gender.

Male []

Female []

2: How long have been in teaching professional

Less than 5 year []

6-10 years []

11-20 years []

More than 20 years []

3: Indicate your highest educational level.

Degree []

Masters []

PhD []

Section II: Student Characteristics and Their Perception of Examination Malpractice

a) Students' motivational orientation and their perception on examination malpractice.

4: What motivates students to cheat in examination?

.....
.....

5: In your school do you believe that students enjoy studying or they simply study to pass examinations?

.....
.....

b) Students' Self-Efficacy and their perception on Examination Malpractice

6: In your school do you believe that students believe that if they work hard they can pass examinations?

.....
.....

7: In your opinion how does students' believe in their capability to achieve their academic goals influence their perception on examination malpractice?

.....
.....

d) Students' academic self-concept and examination malpractice

8: Do students in your school believe they can do well in examinations?

.....
.....

9: In your opinion how does students believe that hard work can make them pass examinations influence their perception on examination malpractice?

.....
.....

E) Students Moral Reasoning and their perception on Examination Malpractice

10: How do you rate moral discipline of students in your school?

Below average []

Average []

Above average []

11: What is the relationship between students' moral reasoning and their perception on examination malpractice?

.....
.....

f) Level of Examination Malpractice in Kenyan schools

12: How high do you rank academic malpractice in Kenyan schools?

Very low []

Low []

Moderately High []

High []

Very high []

Appendix E: Study Area




Appendix F: Research Permit

THIS IS TO CERTIFY THAT: **Permit No : NACOSTI/P/17/65002/18888**
MS. EVA WANINI NDIRITU **Date Of Issue : 30th August, 2017**
of **KENYATTA UNIVERSITY, 363-10101** **Fee Received :Ksh 1000**
KARATINA,has been permitted to
conduct research in Nyeri County
on the topic: RELATIONSHIP BETWEEN
STUDENTS PERSONALITY
CHARACTERISTICS AND THEIR
PERCEPTION OF EXAMINATION
MALPRACTICE IN SELECTED PUBLIC
SECONDARY SCHOOLS IN NYERI
COUNTY, KENYA

for the period ending:
30th August, 2018

Eva Wanini Ndiritu
.....
Applicant's
Signature



Samm Bui
.....
Director General
National Commission for Science,
Technology & Innovation

Appendix G: Research Authorization



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 3310571, 2219420
Fax: +254-20-318245, 318249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No. **NACOSTI/P/17/65002/18888**

Date **30th August, 2017**

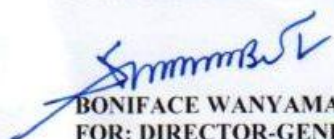
Eva Wanini Ndiritu
Kenyatta University
P.O Box 43844-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Relationship between students personality characteristics and their perception of examination malpractice in selected public secondary schools in Nyeri County, Kenya*" I am pleased to inform you that you have been authorized to undertake research in **Nyeri County** for the period ending **30th August, 2018.**

You are advised to report to **the County Commissioner and the County Director of Education, Nyeri County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit a **copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.


BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Nyeri County.

The County Director of Education
Nyeri County.

National Commission for Science, Technology and Innovation (NACOSTI) 2008 (Kenya)