

Journal of Education

ISSN Online: 2616-8383

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ISSN: 2616-8383

Existing Cultural Norms which Contribute to Examination Malpractices among Undergraduate Students in Kenyan Universities

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How to cite this article: Keter, S., J., Kiprop, C., & Lelan, J., K. (2020). Existing Cultural Norms which Contribute to Examination Malpractices among Undergraduate Students in Kenyan Universities. *Journal of Education*, 3(5), 22-42

Abstract

Cultural norms are the attitudes and patterns of behaviour in a given group or society. Students at the universities develop cultures that direct them in their academic behaviour. Lack of normal social standards is the genesis to questionable character and nonconformity to simple rules that society prescribe as social norms that is required in the society. The main purpose of the study was to explore existing cultural norms which contribute to examination malpractices among undergraduate students in Kenyan universities. The study was guided by the theory of Planned Behaviour. The sample size comprised of 450 participants; lecturers, dean of students (DoSs), heads of departments (HoDs), examination officers(EOs) and undergraduate students.. Proportionate stratified sampling technique was used to select lecturers and students, simple random sampling for HoDs and further purposive sampling for DoSs and EOs. The study adopted a mixed methods design. The data was collected using questionnaires, interview schedules, focused group discussions and document analysis. A pilot study was carried out to check on reliability of the research instruments. The reliability was tested using Pearson Correlation Coefficient and items which had a reliability of more than 0.70 were reliable for the study. Data was analysed using both qualitative and quantitative statistics and results interpreted using frequencies, standard deviations, means and percentages. Pearson's Correlation Coefficient was employed to determine relationships between the variables. The findings of the study showed that cultural norms have a positive and significant effect on examination malpractices among undergraduate students ($r = 0.554$; $p < 0.05$). These cultural norms include; poor study habits, high parental expectations and engaging in non-academic activities. The study found that students have developed a culture of missing classes, some have joined bad companies which act as the main causes of

examination malpractices while others take mobile phones to examination halls. In addition the study found that lecturers repeat questions from past papers and perceived laxity during examination invigilation. The study recommended that universities should train students on how to improve their study habits so that the students do not develop fear to face examination. Further, universities should enhance guidance and counselling to the students to emphasize on the need of honesty and integrity throughout their stay in the university. The study further recommended lecturers to avoid using discouraging words that instill fear in students but rather encourage them to work harder. In addition lecturers should set application themed questions to discourage the students from taking their notes into examination rooms in form of ‘mwakenyas’ or saved notes in their mobile phones.

Keywords: *Examination Malpractices, Existing Cultural Norms, Curbing examination malpractices, Undergraduate Students, Kenyan universities*

1.0 INTRODUCTION

1.1 Background of the Study

The uncontrolled occurrence of examination malpractices today is an issue of growing concern and worry in the education systems. Most examinations have been marked by several lamentations of different forms of malpractices, and in a large portion of these examinations, cheating is a very common and rampant practice (Petters & Okon, 2014). Perhaps cheating is very common among undergraduate students because it is directly applied during a sit in examination and the overall results from this type of examination contribute more to the final grade. Akinrefon, Ikpah and Bamigbala (2016) explained that examination malpractice might be comprehended as an offense or inappropriate practice, previously, during or after any examination by examinees or others with the end goal of getting great results by fake methods. The examination malpractices is a dishonest act since it supports unfairness in that students who sail through such unusual strategies might be evaluated equivalent to the individuals who battle all alone to excel. In Australia Bretag, Harper, Burton, Ellis, Newton, Rozenberg and Haeringen (2018) discovered that disappointment with the teaching and learning environment adds to examination cheating. To limit contract cheating, Bretag et al., (2018) recommended that universities need to support the development of teaching and learning environments which sustain solid student/teacher relationships, decrease chances to cheat through educational programs and assessment designs.

In Nigeria, the examination malpractices (leakages) were one of the serious problems institutions of learning and examining bodies were facing. Examination malpractices (leakages) have become household names among pupils or candidates with a passion for them (Iwuala, Ejike, Anyanwu & Ebiringa, 2016). Hence, a great number of researchers devote themselves to studies aimed at providing solutions to the problem. Iwuala et al., (2016) drew a significant part of the literature from the studies of Nigerian scholars who have written widely on the issue. Regardless of the nation, wherever examinations have been written, candidates have exhibited similar behaviour of engaging in cheating in one way or the other (Iwuala et al., 2016). Despite the fact that examination malpractice is on the increase everywhere throughout the world, the rate of occurrence in Nigeria is disturbing (Ifijeh, Michael, Onuoha, Ilogho & Osinulu, 2015). It is so widespread that it is turning into a norm instead of an exception. Nigerian Education system is directly in a condition of emergency and painful stress as a result of examination malpractices. Schools have flopped in

their duty of creating citizens that are commendable in character and learning, rather they have simply gotten meaningless certification (Ifijeh et al., 2015).

Teachers play a major role in detecting cheating during an academic exercise and there is some proof in Evans and Craig's study that teachers don't pay attention to the issue of cheating as students (Murdock, Stephens & Grotewiel, 2016). One hypothesis to clarify this divergence is the likelihood that students exaggerate the cheating problem. This is unlikely, in any case, since all findings show that the majority of secondary school students have cheated and various studies project that more than three-quarters of secondary school students have cheated. Murdock et al., (2016) further explain that cheating is unavoidable among the country's top secondary school students. The outcomes demonstrated that about 80% admitted to some type of dishonesty, for example, replicating another person's work or cheating on an examination." Of the private school students, almost 60% showed that in their schools cheating is either "fairly common" or "everyone does it." Therefore, it is hard to presume that student respondents are misrepresenting the cheating problem.

In Kenya, Strarovoytova, Namango and Katana (2016) revealed that cheating in examinations is on the increase, among students in secondary schools, colleges, and universities. Over 60% of the students in colleges and universities in Kenya conceded having cheated in examinations. A study by Akaranga and Ongong (2013) in view of two Kenyan-public universities, revealed the following self-report examination- malpractice patterns; diverse forms of synoptic notes-96%; using cell phones and calculators 74.7%; leaking the examination papers by lecturers 28%; writing projects or proposals for others for a charge 16%, among others. Opiyo, Aloka, Raburu and Aomo, (2018) focused on parenting style as a contributing factor to cheating among learners in Kenya. They established that lenient child-rearing influences examination cheating tendencies ($r=0.641$, $p<0.05$). From the various researches done all over the world over, it is evident that academic malpractice is becoming a big threat to the education systems. In order to address these concerns it is necessary to find possible intervening strategies to curb existing cultural norms which contribute to examination malpractices among undergraduate students in higher institutions of learning.

1.2 Statement of the Problem

Examination malpractices have become rampant especially among undergraduate students in Kenyan universities. My personal interaction with students from various universities indicates that rampant cheating in examination is a norm and remains a major problem. As one listens to students from institutions of higher learning converse there is no doubt that examination malpractices exist in an alarming rate. This is evidenced by presence of various forms of malpractices during examinations and continuous assessments as the lecturers invigilate and mark the examinations. Further interaction with stakeholders in various forums, in many circumstances employers complain of varsity students' incompetence and they prefer to employ diploma holders because they feel they are adequately prepared than their counterpart undergraduate students. This act of cheating is a bad habit that appears to have gone past university examinations regulations and policies set up by different institutions of learning. A significant number of the occurrences of cheating in examinations are sometimes attributed to various factors that require to be established. The persistent occurrence of examination malpractice has been a major concern to educational stakeholders. Common observations have shown that there is mass cheating in all the universities both public and private. Nothing concrete has been done to reduce the problem except the cancellation of results or the withholding of results in certain courses.

However, despite various efforts and measures put in place by various universities, examination malpractices are still increasing. University authorities seem to be in dilemma as cases of examination malpractice increase day by day. This undermines the quality of graduands and their preparation into the job market, which results to the loss of credibility and purpose of examinations. Therefore there is dire need to explore intervening strategies to curb the examination malpractices in institutions of higher learning if quality of graduands is to be upheld.

1.3 Research Objective

- i. The objective of the study was to explore existing cultural norms which contribute to examination malpractices among undergraduate students in Kenyan universities.

1.4 Research Hypothesis

- i. **H₀₁**: There is no statistically significant relationship between the existing cultural norms and examination malpractices among undergraduate students in Kenyan universities.

2.0 LITERATURE REVIEW

2.1 Theoretical Review

2.1.1 Theory of Planned Behaviour

This study was guided by Ajzen's models of the Theory of Planned Behaviour (1991). This theory was developed from Fishbein and Ajzen's (1975) theory of reasoned action. As indicated by Agata, Abby, Joana, Daniela, Hapon, Anna and Denis (2015), the theory contemplates that individuals intend to behave in a particular manner out of the attitude towards that behaviour, for example from suppositions with respect to the way in which others will react to the manner an individual behaves. The Theory of Planned Behaviour (TPB), which defines the components that add to a person's choice to carry on in a particular way, has been recently utilized in researches that sought to establish the determinants of academic dishonesty and academic misconduct discussed by Alleyne and Phillips (2011) as cited by Agata et al.,(2015).

As noted by Meng, Othman, D'Silva and Omar (2014), currently there is proof that this theory is highly helpful in explaining an individual's variation in the intention to behave in a dishonest manner and which include the intentions by students to engage in academic cheating. Agata et al., (2015) clarify that despite the fact that there is concurrence with respect to what academic cheating is, there are huge inconsistencies across societies as far as how the occurrence is seen. (Kobierski, 2006) explains that though in certain parts of the world cheating is seen as a genuine type of offense and seriously punished, in others it is respected with tolerance, and in some cases even considered as a sign of creativity and imaginativeness. This is a clear indication that perspectives toward cheating vary altogether across social settings and that these disparities account for the variation in the degree to cheat by students in different countries. Ajzen's theory of planned behaviour (1991) highlights three factors as the causes of an individual's intention to behave in a dishonest manner which include; individual's attitudes towards the behaviour, subjective norms and the perceived control over that behaviour (Meng et al., 2014). These factors according to Ajzen are viewed as a determinant to an individual's future conduct.

In spite of the general accomplishment of the TPB, the conceptualization of PBC has been disputed. An indicator of this dispute is the inconsistency in the labels used for the PBC components. Significantly, a difference in definitions and operationalization may contemplate that empirical research is precedent to theory in this area. As of late, many PBC studies have

tended to the likelihood that PBC is a multidimensional construct as seen in Trafimow, Sheeran, Conner and Finlay's (2002) diagram. On another related line of enquiry, scientists have evaluated the discriminant legitimacy of PBC. In particular, some scientists have inquired whether PBC is not just an interrelated way of measuring attitude (Kraft, Rise, Sutton and Roysamb, 2005). While some have had doubts about it and differentiated from intentions.

The theory of TPB has been excessively critiqued. The writers persuasively contend, in their new book that just as somewhere else, the TPB doesn't expect that behaviour is rational (Fishbein & Ajzen 2010). They concede that people may hold illogical, unjustifiable, untrue or any other types of beliefs. Further, they contend that individuals may form resolutions to carry on in manners that are groundless. The Prototype/Willingness model, an elective model talked about at some length in Stone, Jawahar and Kisamore (2010) latest book, was planned explicitly to apply to unplanned behaviour, for example , adolescent smoking (Adedimeji, 2016).

Therefore in this model, behaviour is socially responsive as opposed to planned. Adedimeji (2016), contend that intentions do not spearhead one's mind in taking some specific decisions. Or maybe, they assert for prototypes and willingness. Truth be told, the Prototype/Willingness model has been applied to early childbearing, for instance, the degree to which a teenager's image of being an adolescent parent is like the teenager's own mental self-image as positively related to willingness to engage in unprotected sex, beyond the desire to use contraceptives (Adedimeji, 2016).

In spite of the fact that people may not plan to participate in unsafe practices, they may find themselves in circumstances where the chance to do so emerges. Applied to unintended childbearing, at that point, as opposed to asking, "Do you aspire to have a birth?" this model asks, "Would you be willing to take part in sex without contraception?" The essential difference they endeavor to make is reactive instead of intentional nature of the choice (Adedimeji, 2016). In any case, at last, this model distills down to something like the TPB recognitions that others take part in the conduct and would approve of the conduct (subjective norms), just as a positive attitude toward the behaviour, increase in intentions to participate in the behaviour (sex without contraception). Indeed, Fishbein and Ajzen (2010) put forth an enticing defense that "willingness", especially as estimated by Gibbons and colleagues, is essentially another approach to quantify intentions.

The aspect of the theory of planned behaviour is appropriate for this study since the intentions of examination malpractices towards academic excellence by students is well reasoned against consequences of failing in examination by the same students which are condemned by the parents and the school administration. The intentions to behave in a particular way results from attitudes towards that behaviour and from subjective norms, for example the manner in which students practice examination malpractice is respond to the behavior expected by the parents to academically excel without limitations in their performance. In conclusion, the theory explains the factors that influence a person's choice to act in a specific manner and which have been previously used in research concerning the determinants of academic dishonesty and academic misbehaviour.

2.2 Cultural Norms that Contribute to Academic Malpractices

Cultural norms refer to attitudes and patterns of behaviour in a given group or society. Students at the universities develop cultures that will direct them in their academic behaviour. Hirt and Mohammad (2013) on cultural norms cited that anomie in this context without a doubt describes the breakdown in cultural framework due to separation between cultural

norms and objectives and the socially structured capacities of participants of the grouping to act in accord with them. This contributes to aberrant habits and non-conformity, symbolizing dissociation between culturally prescribed objectives and the desirable potential ways for realizing these objectives. They additionally state that a society that over-emphasizes on goal attainment dismissing corresponding emphasis on institutionalized ways of accomplishing these desires pressurizes some individuals of society to use the final result to justify whatever methods that look expedient to them, even if it channels to examination malpractices.

Iyengar (2014) describes cultural values as norms within the society that are acceptable and candidates adopt in general living. Lack of normal social standards is the genesis to questionable character and nonconformity to simple rules that society prescribe as social norms that is required of members of the society. Although a society that attaches more emphasis on goal attainment and ignoring the institutionalization of means to achieve these goals promote malpractices irrespective of whether the means used are acceptable or not. Mokula and Lovemore (2014) examined forms, factors and consequences of cheating in university examinations. The findings revealed that due to the high attachments related with examinations, leakages can as well be organized at different government levels. For instance, the OSYM which is a Measuring, Selection and Placement Centre conducts the country wide examinations whose outcomes are used for admission to Turkish universities, employment in public sector along with state ministries and the police academies.

An investigation into undergraduate's perception contributing to examination malpractices in Osun State University in Nigeria was done by Yusuf, Olofunke, and Bamgbose (2015). Their study sample comprised 200 undergraduates and the collected data were analysed using frequency counts, mean scores, t- test and ANOVA. The findings of their study established lack of good study habits, minimal attention to lecturers and bad company as major contributing factors to examination malpractices. Recommendations from the study included establishments of functioning counselling sections in tertiary institutions to give guidance to students on educational matters and other related challenges. Also school management ought to impose harsh punishments to students engaging in examination malpractices.

Asante-Kyei and Nduro, (2014) point out the society we are living in appears to put emphasis on success goals neglecting the means of achieving them. This results in de-link between the institutionalization and methods of attaining objectives. Reactions of the individuals that regularly occur in the society show degradation of norms. Social indecencies upsetting the general public these days seem to have penetrated the entire fragments of our education system. The resultant impact is the moral erosion, loss of family values, cultism, improper dressing and examinations dishonest. It appears the attention laid by the general public on success regardless of the ability engaged, have attracted a few people venture to pressure towards unusual norm. Today's university students stay in a society where there are few role models or leaders in prominent positions such as in the media, sports, business and government who demonstrate honest behaviour (Way, 2016).

Hsu and Wu (2015) evaluated education as cultivation in Chinese culture, the findings confirmed that education system that rewards success in examinations, traditions of memorizing concepts and utilizing them have been prioritized by some students. Advancing in examination working skills enables candidates to attract higher grades and such abilities limits individuals with low cramming power to demonstrate excellent achievement through the examinations. According to Hosny and Fatima (2014), various factors have been identified as having an influence on cheating behaviour. These factors include; Social factors, curricular factors, peer pressure and teachers' practices. The study thus focused on these variables. Nevertheless there are other factors influencing the cheating behaviour including; situational factors, cheating culture, motivational factors, gender, grade point average (GPA),

work ethics, self-esteem, honor code, age, race, school management styles, technological advancement, severances of punishment for the cheaters among many others.

Murdock, Stephens and Grotewiel (2016) assessed learner dishonesty in the aspect of assessment. The findings showed that although most of the undergraduates recognize that dishonesty is contrary to the rules, they regularly check out on their friends for guidance as to what behaviours and attitudes are normative at their institutions. Thus peer pressure constitutes the belief that other students are cheating while others belief cheating to be acceptable. Further Murdock et al., (2016) established that the approximate number of cheating on a college campus is higher for students who had admitted cheating than their friends who had not cheated. Redding (2017) posits that the biggest confrontation in an attempt to influence adolescents is their sub-culture called a code of secrecy which binds them while some call it student code. Most students admitted that they hardly criticize the peers who engage in cheating and do not disclose fellow colleagues seen cheating but instead they protect them.

Currently in Kenya, our universities together with our colleges, secondary and primary schools have adopted cheating culture as part of the success in the academic performance. Students tend to be careless because the education system is not seriously taking desired steps to shape the wanting behaviours that are emerging among the students. Students are given more freedom that if not regulated, they end up ruining their bright academic future with cheating in examinations and thus make them incompetent in the society. Today’s society presents a cultural composition consisting of separation between cultural norms and goals and peoples’ ability to work together. These results in behaviour deviation and non-conformity which represents disconnect between culturally set objectives besides desirable processes aimed at achieving these objectives. The society we are in should therefore create and practice cultures that would enable the youth to emulate the role models that are found within the same societies and the nation as a whole.

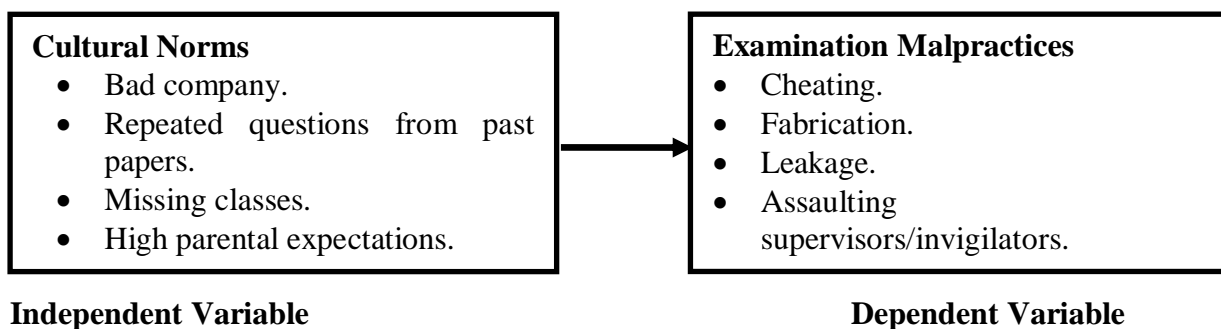


Figure 1: Conceptual Framework

3.0 RESEARCH METHODOLOGY

This study adopted mixed methods research design. A mixed method research design is an approach to inquiry that combines both qualitative and quantitative forms (Creswell, & Clark, 2017). The target population comprised all the Universities in Kenya; 31 Public and 33 Private Universities, a total of 64 universities formed the target for this study, refer to Appendix V. All the universities have a sitting capacity of over 800,000 students per academic year. Participants comprised of undergraduate students, Dean of Students (DoSs), Lecturers, Examination Officers (EOs) and Heads of Department (HoDs) from each of the Universities.

The researcher used 10% of the universities as the sample size and thus 6 universities were the sample size.

The sample size was chosen in acknowledgment of the five sets of study units (students, lecturers, HoDs, DoSs and EOs). For the purpose of this study Raosoft, Inc. online sample size calculator was used to determine the sample size of students; at confidence level of 95% and a margin of error of 5% was accepted since it is a common choice, and a response distribution at 50% as explained by Omair (2014). Since the students' target population was 83,748 the sample size from Raosoft, Inc. online sample size calculator was 383 respondents. The lecturers target population was 2,125, 20% of the target population was used. Mugenda and Mugenda (2003) justifies that 10%-30% as a representative target populace and for this study 20% was used because it will give the study a reasonable presentation of the lecturers in the six universities. One (1) DoS and one (1) EO from each of the six universities were purposely selected. Further two (2) HoDs were selected from each university. Therefore the total sample size for this study was four hundred and fifty (450) respondents as indicated in Table 1.

Table 1: Sample size

U	S	n	FGD(n)	LEC	n	DoS (n)	E O (n)	HoD (n)	Total
A	47458	176	12	875	18	1	1	2	209
B	4760	18	12	273	5	1	1	2	40
C	3600	14	12	140	3	1	1	2	33
D	8152	30	12	175	4	1	1	2	50
E	9468	35	12	352	7	1	1	2	58
F	10,310	38	12	310	6	1	1	2	60
TOTAL	83748	311	72	2125	43	6	6	12	450

4.0 RESEARCH FINDINGS AND DISCUSSIONS

4.1 Cultural Norms that Contribute to Academic Malpractices

The study explored the existing cultural norms that contribute to examination malpractices among undergraduate students in Kenyan universities. Respondents were asked to give their opinions and their opinions are presented from Table 2 to 12

Table 2: Bad Company is the Main Cause of Examination Malpractices

Respondents	Undergraduates Public	Undergraduates Private	Lecturers
	F(%)	F(%)	F(%)
SD	16(6.4)	0(0.0)	0(0.0)
D	28(11.3)	6(17.1)	0(0.0)
UD	22 (8.8)	2(5.7)	3(7.9)
A	104(41.8)	21(60.0)	14(36.8)
SA	79(31.7)	6(17.1)	21(55.3)
Mean	3.81(76.1)	3.77(75.4)	4.47(89.5)
Std. Dev	1.193	0.942	0.647

Table 2 shows that majority of undergraduate students in public universities agreed with 73.5% that bad companies are the main cause of examination malpractices, 8.8% were undecided with the statement and 17.7% disagreed with the statement. Undergraduate respondents from public university accepted at 76.1% (Mean=3.81 and Std Dev = 1.193) that bad companies are the main cause of examination malpractices in learning institutions.

Similarly undergraduate students in private universities agreed with 77.1% that bad companies are the main cause of examination malpractices, 5.7% were undecided with the statement and 17.1% disagreed with the statement. Study findings shows that undergraduate respondents from private universities accepted at 75.4% (Mean=3.77 and Std Dev = 0.942) that bad companies are the main cause of examination malpractices.

The lecturers' findings further revealed that bad companies are the main cause of examination malpractices among undergraduate students. This is evidenced by 92.1% who agreed 7.9% who were undecided and none of the lecturers disagreed with the same statement. Study findings showed that lecturers respondents accepted at 89.5% (Mean=4.47 and Std Dev = 0.647) that bad companies are the main cause of examination malpractices. This implies that some student's intentions to engage in academic malpractices is out of his/her perception of his peers' relationship with academic malpractices and thus when a student sees his/her friend cheat in an examination then the probability of this student to cheat is high. Also some engagement in other nonacademic activities might be out of peer pressure leading to missing classes and lack of preparedness before examinations leading to engagement in academic malpractices.

Table 3: Taking mobile phones to examination halls encourage students engage in examination malpractices

Respondents	Undergraduates public	Undergraduates private	Lecturers
	F(%)	F(%)	F(%)
SD	10(4.0)	4(11.4)	0(0.0)
D	28(11.0)	1(2.9)	0(0.0)
UD	13(5.0)	3(8.6)	1(2.6)
A	137(55.0)	13(37.1)	15(39.5)
SA	61(25.0)	14(40.0)	22(57.9)
Mean	3.85(77.1)	3.91(78.3)	4.55(91.1)
Std. Dev	1.038	1.292	0.555

Table 3 shows that majority of the undergraduate students from public universities; 80.0% agreed that taking mobile phones to examination halls is a culture of examination malpractice, 15.0% of them disagreed and 5.0% of them were undecided with the statement. Study findings shows that respondents accepted at 77.1% (Mean=3.85 and Std Dev = 1.038) that taking mobile phones to examination halls is an examination malpractice. The findings from undergraduate students in private universities revealed that 77.1% agreed that students take mobile phones to examination halls, 14.3% disagreed and 8.6% were undecided with the statement. Study findings shows that respondents accepted at 78.3% (Mean=3.91 and Std Dev = 1.292) that students take mobile phones to examination halls. Lecturers also gave their views and majority of them 97.4% were in agreement that students take mobile phones to examination halls and 2.6% were undecided with the statement that students take mobile phones to examination halls. This findings showed that respondents accepted at 91.1% (Mean=4.55 and Std Dev = 0.555) that students take mobile phones to examination halls. This implies that in both public and private universities students take their phones to examination halls. Findings from interviews and focus group discussions also reveal that use of mobile phones is common among undergraduate students. One HoD reported that, 'Students prepare notes in soft copy and save in their mobile phones. During examination these students will come with these mobile phones and refer to the notes to answer. In some cases the same mobile phones are used to google answers from the internet'. In their focus group discussions students admitted that some of their colleagues come to examination

room with mobile phones to aid them in cheating. These findings are in agreement with Teshome (2016) who found that some ingenious students will hide mobile phones in secret parts of their bodies which they can use to send text messages on the questions to people outside the examination hall, who will then text the answers back. This affirms that indeed the use of mobile phones during examinations is becoming a common phenomenon among undergraduate students.

Table 4: Repeated Questions from Past Papers Motivates Students to Engage in Examination Malpractices

Respondents	Undergraduates public	Undergraduates private	Lecturers
	F(%)	F(%)	F(%)
SD	18(7.2)	3(8.6)	0(0.0)
D	29(11.7)	1(2.9)	10(26.3)
UD	26(10.4)	3(8.6)	5(13.2)
A	130(52.2)	12(34.3)	14(36.8)
SA	46(18.5)	16(45.7)	9(23.7)
Mean	3.63(72.6)	4.06(81.1)	3.58(71.6)
Std. Dev	1.128	1.211	1.13

The findings in table 4 shows that repeated questions from past papers contribute to examination malpractices. Responses from undergraduate students in public universities reveal that 70.7% agreed with the statement that repeated questions from past papers were common, 18.9% disagreed and 10.4% were undecided with the statement. Study findings showed respondents accepted at 76.6% (Mean=3.63 and Std Dev = 1.128) that examinations include repeated questions from past papers. On the other hand undergraduate students in private universities were of the opinion that repeated questions from past papers are a contributing factor to examination malpractice. This is evidenced by 80.0% of the respondents who agreed with the statement, 11.5% disagreed and 8.6% were undecided with the statement. Study findings showed that respondents accepted at 81.1% (Mean=4.06 and Std Dev = 1.211) that repeated questions from past papers were common. Sixty percent (60%) of the lecturers also agreed that there is repetition of questions from past papers, 26.3% disagreed and 13.2% were undecided with the statement. Study findings showed that respondents accepted at 71.6% (Mean=3.58 and Std Dev = 1.130) that repetition of questions from past papers. This implies that replication of questions from past papers is a common practice in all universities both private and public. When students learn the patterns of the settings of examinations then they prepare written notes related to the content they think it will come in examination.

Table 5: Missing Classes Contribute to Examination Malpractices

Respondents	Undergraduates public	Undergraduates private	Lecturers
	F(%)	F(%)	F(%)
SD	14(5.6)	3(8.6)	0(0.0)
D	17(6.8)	10(28.6)	0(0.0)
UD	14(5.6)	3(8.6)	1(2.6)
A	132(53.0)	13(37.1)	10(26.3)
SA	72(29.0)	6(17.1)	27(71.1)
Mean	3.93(78.6)	3.26(65.1)	4.68(93.7)
Std. Dev	1.06	1.291	0.525

Results from Table 5 reveals that 82.0% of undergraduate students in public universities agreed that some students have developed the habit of missing classes, 12.4% disagreed and 5.6% were undecided with the statement that students have developed the habit of missing classes. Study findings showed respondents accepted at 78.6% (Mean=3.93 and Std Dev = 1.060) that students missing classes contribute to examination malpractices. This is because the same students since they attempt to take class material to examination classroom. Findings also reveal that undergraduates in private universities agree students have developed the habit of missing classes. This is evidenced by 54.2% who agreed that some students have developed the habit of missing classes, 37.2% disagreed and 8.6% were undecided with the statement that students have developed the habit of missing classes. Study findings showed that respondents accepted at 65.1% (Mean=3.26 and Std Dev = 1.291) that missing classes by students contribute to examination malpractice. The findings from public universities and private universities indicate that there is a disparity between the cultures of missing classes. The higher percentage agreed by the public universities students compared to private universities shows that this culture could be more rampant in public universities that in private universities. This could be attributed to the presence of large classes in public universities making it difficult for the lecturers to trace individual students. Lecturers' views on students missing classes indicate that it is a common culture among undergraduate students. Majority of the lecturers (97.4%) agreed that most students miss classes and 2.6% were undecided with the statement. The study findings showed that respondents accepted at 93.7% (Mean=4.68 and Std Dev = 0.525) that missing classes.

Table 6: Not Taking Continuous Assessment Tests Seriously Contribute to Academic Malpractices

Respondents	Undergraduates public	Undergraduates private	Lecturers
	F(%)	F(%)	F(%)
SD	18(7.2)	0(0.0)	0(0.0)
D	22(8.8)	2(5.7)	0(0.0)
UD	21(8.4)	3(8.6)	0(0.0)
A	128(51.4)	16(45.7)	24(63.2)
SA	60(24.1)	14(40.0)	14(36.8)
Mean	3.76(75.3)	4.20(84.0)	4.37(87.4)
Std. Dev	1.13	0.833	0.489

The study further sought responses on continuous assessment tests. From table 6 majority (79.4%) of the undergraduate students in public universities agreed, 16.0% disagreed and 8.4% were undecided with the statement that students do not take continuous assessment test seriously. Study findings showed respondents accepted at 75.3% (Mean=3.76 and Std Dev = 1.130) that students are not taking continuous assessment tests seriously.

Responses from undergraduate students in private universities also confirm that students do not take continuous assessment tests seriously. This is evidenced by a majority 85.7% who agreed, 8.6% who were undecided and 5.7% who disagreed with the statement. Study findings showed that respondents accepted at 84.0% (Mean=4.20 and Std Dev = 0.833) that students do not take continuous assessment tests seriously.

Lecturers also agreed that students do not take continuous assessment tests seriously. This is revealed by 100% of the lecturers who agreed with the statement. Study findings showed that respondents accepted at 87.4% (Mean=4.37 and Std Dev = 0.489) that students do not take continuous assessment tests seriously. This implies when students realize that they have not

performed well in CATs majority of them will try to device means of compensating what they think they missed out during CATs. As a result these students will prepare notes and sneak in to examination rooms to enable them cheat in an attempt to compensate the failures in the previous CATs.

Table 7: Engaging in Non- Academic Activities Contribute to Examination Malpractices

Respondents	Undergraduates public	Undergraduates private	Lecturers
	F(%)	F(%)	F(%)
SD	33(13.3)	0(0.0)	2(5.3)
D	33(13.3)	3(8.6)	10(26.3)
UD	19(7.6)	2(5.7)	7(18.4)
A	100(40.1)	16(45.7)	11(28.9)
SA	64(25.7)	14(40.0)	8(21.1)
Mean	3.52(70.3)	4.17(83.4)	3.34(66.8)
Std. Dev	1.353	0.891	1.236

Table 7 revealed that undergraduate students engage in non- academic activities. Responses from undergraduates from public universities show that 65.8% agreed with the statement, 26.6% disagreed and 7.6% were undecided. Respondents agreed at 70.3% (Mean=3.52 and Std Dev = 1.353) that students who engage in non- academic activities are more likely to engage in examination malpractices because they lack time to attend classes and prepare for examinations. Similarly responses from undergraduate students in private universities also indicate that students engage in non- academic activities. Majority (85.7%) agreed, 8.6% disagreed and 5.7% were undecided with the statement. Study findings showed that respondents accepted at 83.4% (Mean=4.17 and Std Dev = 0.891) that students engage in non- academic activities.

Responses from lecturers further reveal that 50% agreed that most of the students engage in non- academic activities, 31.6% disagreed and 18.4% were undecided with the statement that students engage in non- academic activities. Study findings showed that respondents accepted at 66.8% (Mean=3.34 and Std Dev = 1.236) that most of the students engage in non- academic activities. There is a lower percentage of lecturers who agreed that students engage in non-academic activities than the students who agreed at a higher percentage. This could imply that the non-academic activities engaged by the students could not be known by the lecturers.

Table 8: High Parental Expectations Contribute to Examination Malpractices

Respondents	Undergraduates public	Undergraduates private	Lecturers
	F(%)	F(%)	F(%)
SD	13(5.2)	1(2.9)	0(0.0)
D	22(8.8)	2(5.7)	5(13.2)
UD	41(16.5)	1(2.9)	6(15.8)
A	96(38.6)	14(40.0)	21(55.3)
SA	77(30.9)	17(48.6)	6(15.8)
Mean	3.81(76.1)	4.26(85.1)	3.74(74.7)
Std. Dev	1.128	0.98	0.891

Public university undergraduate students' views on the statement that high parental expectations contributes to academic malpractices showed that majority 69.5% agreed, 16.5% were undecided and 14.0% disagreed with the statement. Study findings showed respondents accepted at 76.1% (Mean=3.81 and Std Dev = 1.128) that there is high parental expectations of students in their examination performance and students with academic weaknesses look for improper ways of improving their performance. The counterparts in private universities gave their opinion on the statement that high parental expectations are a culture that contributes to academic malpractices. The findings in table 13 show that majority (88.6%) agreed that high parental expectations contribute to examination malpractice, 8.6% and 2.9% were undecided disagreed with the statement. Study findings showed that respondents accepted at 85.1% (Mean=4.26 and Std Dev = 0.980) that high parental expectations contribute to examination malpractice.

Lecturers' view on the statement that high parental expectations show that majority 71.1% agreed with the statement, 15.8% were undecided and 13.2% disagreed. Study findings showed that respondents accepted at 74.7% (Mean=3.74 and Std Dev = 0.891) that high parental expectations contribute to examination malpractices. The finding implies that parents impose high expectations on their children which are beyond their ability. Some parents have forced their children to do courses of their wish but not the choices of the children. This could be frustrating for some students because they cannot manage the courses chosen for and thus engage in examination malpractices in an attempt to pass in order to please their parents.

Table 9: Perceived Laxity during Invigilation Contribute to Examination Malpractices

Respondents	Undergraduates public	Undergraduates private	Lecturers
	F(%)	F(%)	F(%)
SD	7(2.8)	2(5.7)	2(5.3)
D	40(16.1)	6(17.1)	6(15.8)
UD	44(17.7)	3(8.6)	7(18.4)
A	125(50.2)	12(34.3)	14(36.8)
SA	33(13.2)	12(34.3)	9(23.7)
Mean	3.55(71.0)	3.74(74.9)	3.58(71.6)
Std. Dev	1.005	1.268	1.177

Examination invigilation is seen to be another cultural factor contributing to examination malpractices. Respondents were asked to give their view whether laxity in examination invigilation is indeed a factor contributing to examination malpractices. Responses from undergraduate students in public universities agreed that there is perceived laxity during examination invigilation. This is evidenced in table 10 where 63.4% agreed with the statement, 18.9% disagreed and 17.7% of the respondents were undecided. Study findings showed respondents accepted at 71.0% (Mean=3.55 and Std Dev = 1.005) that invigilators demonstrate perceived laxity during examination invigilation.

Responses from undergraduates in private universities also reveal that there is perceived laxity during examination invigilation. This is witnessed by 68.6% of the respondents who agreed that there is perceived laxity during examination invigilation, 22.8% disagreed with the statement and 8.6% of the respondents were undecided. Study findings showed that respondents accepted at 74.9% (Mean=3.74 and Std Dev = 1.268) that perceived laxity during examination invigilation contribute to examination malpractice. This could be attributed to lack of adequate teaching staffs who also act as invigilators for undergraduate examination and thus the numbers do not correspond with the high students' population.

Lecturers seem to agree also that there is perceived laxity during examination invigilation due to high student lecturer ratio which leads to improper invigilation. This finding is supported by 60.5% of lecturers who agreed with the statement, 21.1% disagreed and 18.4% of the respondents were undecided. Study findings showed that respondents accepted at 71.6% (Mean=3.58 and Std Dev = 1.177) that perceived laxity during examination invigilation contribute to examination malpractices. This finding is supported by responses from the interviews. One DoS reported that, ‘Some invigilators engage in other activities such as reading newspapers and browsing their phones and thus allowing conducive environment for the students to cheat’. This implies that when invigilators / supervisors don’t take their work seriously during invigilation it becomes easier for the students to use any available form of cheating during examination.

Table 10: Poor Study Habits Contribute to Examination Malpractices

Respondents	Undergraduates public	Undergraduates private	Lecturers
	F(%)	F(%)	F(%)
SD	7(2.8)	2(5.7)	0(0.0)
D	21(8.4)	1(2.9)	0(0.0)
UD	20(8.0)	6(17.1)	0(0.0)
A	122(49.0)	14(40.0)	14(36.8)
SA	79(31.7)	12(34.3)	24(63.2)
Mean	3.98(79.6)	3.94(78.9)	4.63(92.6)
Std. Dev	1	1.083	0.489

Table 10 indicates that respondents were of the opinion that poor study habits contribute to academic malpractices. Responses from undergraduates in public universities showed that majority (80.7%) agreed that students had poor study habits, 11.2% disagreed with the statement and 8.0% were undecided. The study findings showed that respondents accepted at 79.6% (Mean=3.98 and Std Dev = 1.000) that students had poor study habits and were tempted to engage in examination malpractices. Findings further show that responses from undergraduates in private universities agreed that students had poor study habits. This was indicated by 74.3% of the respondents who agreed that students had poor study habits, 17.1% were undecided and 8.6% disagreed with the statement. The study findings showed that respondents accepted at 78.9% (Mean=3.94 and Std Dev = 1.083) that poor study habits contribute to examination malpractice.

Lecturers also were of the opinion that students have poor study habits as it was agreed by 100% with the statement. Study findings showed that respondents accepted at 92.6% (Mean=4.63 and Std Dev = 0.489) that poor study habits contribute to examination malpractices. The mode of study and evaluation at the university level is different from high school and primary levels. At the primary (KCPE) and secondary (KCSE) levels students are evaluated based on the content learned from entry to exit points. At the university the mode of evaluation is done independently at the end of every semester. This implies that when students realize that once a course has been completed at the end of the semester and the same will not be repeated or evaluated again they assume that studying at the university may be easier. As a result students may assume that the content is narrow only to realize during examinations that they needed concentration like in the previous levels and thus device means of cheating in order to pass in their examinations.

Table 11: Lack of Self-confidence to Face Examinations Contribute to Examination Malpractices

Respondents	Undergraduates public	Undergraduates private	Lecturers
	F(%)	F(%)	F(%)
SD	6(2.4)	3(8.6)	0(0.0)
D	20(8.0)	8(22.9)	3(7.9)
UD	29(11.7)	10(28.6)	3(7.9)
A	111(44.6)	7(20.0)	21(55.3)
SA	83(33.3)	7(20.0)	11(28.9)
Mean	3.98(79.6)	3.20(64.0)	4.05(81.1)
Std. Dev	0.995	1.256	0.837

Lack of self-confidence to face examination is another cultural factor that contributes to examination malpractice. The findings in Table 11 shows the views of the undergraduate students from public universities on the statement that students lack self-confidence to face examinations and statistics indicate that majority of the respondents 77.9% agreed with the statement, 11.7% were undecided and 10.4% disagreed with the statement. Study findings showed respondents accepted at 79.6% (Mean=3.98 and Std Dev = 0.995) that students lack self-confidence to face examinations therefore they prompt to engage in examination malpractices during examination. Responses from undergraduates in private universities reveal that students lack self-confidence to face examinations. The findings indicate that 40.0% agreed with the statement, 31.5% disagreed and 28.6% were undecided. The study findings showed that respondents accepted at 64.0% (Mean=3.20 and Std Dev = 1.256) that lack of self-confidence to face examinations contribute to examination malpractice.

Lecturers also are of the opinion that students lack self-confidence to face examination. The finding in the table indicates that majority of the lecturers 84.2% agreed with the statement, 7.9% were undecided and 7.9% disagreed with the statement. Study findings showed that respondents accepted at 81.1% (Mean=4.05 and Std Dev = 0.837) that lack of self-confidence to face examinations is a culture that contribute to examination malpractices. This could mean that when students fail to attend lectures and fail to prepare adequately for examinations they feel unprepared to face examinations and thus lack the confidence to face it. As a result, they device means they think can aid them to pass in their examinations.

Table 12: Poor Time Management Contribute to Examination Malpractices

Respondents	Undergraduates public	Undergraduates private	Lecturers
	F(%)	F(%)	F(%)
SD	14(5.6)	3(8.6)	0(0.0)
D	31(12.5)	10(28.6)	3(7.9)
UD	18(7.2)	1(2.9)	0(0.0)
A	102(41.0)	16(45.7)	16(42.1)
SA	84(33.7)	5(14.3)	19(50.0)
Mean	3.84(76.9)	3.29(65.7)	4.34(86.8)
Std. Dev	1.183	1.274	0.847

Finally, the study sought to find out whether poor time management as a cultural norm contributes to examination malpractice. The findings in Table 12 reveal that undergraduates from public universities agreed that poor time management is a culture among students that contributes to examination malpractices. This is shown by 74.7% of the students who agreed

with the statement, 18.1% disagreed with the statement and 7.2% were undecided. Study findings showed respondents accepted at 76.9% (Mean=3.84 and Std Dev = 1.183) that students have developed a culture of poor time management at the university. Responses from undergraduates in private universities show that students poorly manage their time. This is evidenced by 60.0% of the students who agreed with the statement, 37.2% who disagreed and 2.9% who were undecided with the statement. The study findings showed that respondents accepted at 65.7% (Mean=3.29 and Std Dev = 1.274) that poor time management contribute to examination malpractice.

Lecturers were also asked the same question to give their opinions on whether poor time management is a culture that contributes to examination malpractice. Responses from lecturers reveal that 92.1% agreed with the statement that poor time management is a cultural factor that contributes to examination malpractice and 7.9% disagreed with the statement. Study findings showed that respondents accepted at 86.8% (Mean=4.34 and Std Dev = 0.847) that poor time management was a culture that contribute to examination malpractices. This means that students engage in examination malpractices as a result of poor time management. It implies that at the university students' time is consumed more by other engagements leaving less time for their academic work.

The study results reveal that majority of the undergraduate students from private universities accepted that there are high parental expectations on their students, some students do not take continuous assessment tests seriously and other students engage in non-academic activities. This implies that pressure from parents make students to engage in examination malpractices for the sake of passing their examinations to please their parents. The problem to other students is that they do not take continuous assessment tests seriously and as a remedy to score good marks they attempt cheating in an examination. The study results reveal that majority of respondents (lecturers) accepted that students had developed a culture of missing classes, some have entered into bad companies while others take mobile phones to examination halls. This implies that undergraduate students who cheat in examination usually have a culture of missing classes, engage in bad company while some take mobile phones to examination halls with the aim of using them to cheat.

4.2 Inferential Analysis

4.2.1 Correlation Analysis

Correlation analysis was conducted to examine the association between variables. The results of the correlation analysis is presented in Table 13

Table 13: Correlation Analysis

		Cultural norm strategies	Examination malpractices
Cultural norm strategies	Pearson Correlation	1	
	Sig. (2-tailed)		
	N	322	
Examination malpractices	Pearson Correlation	.554**	1
	Sig. (2-tailed)	0	
	N	322	322

****.** Correlation is significant at the 0.01 level (2-tailed).

The findings as shown in Table 13 indicate that the existing cultural norms has a positive and significant effect on examination malpractices among undergraduate students with ($r=0.554$; $p<0.05$). This implied that the existing cultural norms of a university contribute greatly to the extent to which examination malpractices can be attempted. Students are sharp to adopt the existing norms of an institution, this means that if students have developed the culture of

cheating in an examination over a period of time then the culture will continue until due measures are put in place curb it. The findings are in line with Hosny and Fatima (2014) who explained that various factors have been identified as having an influence on cheating behaviour. These factors include: Social factors, curricular factors, peer pressure, teachers' practices. Nevertheless there are other factors influencing the cheating behaviour including: Situational factors, cheating culture, motivational factors, Gender, Grade Point Average (GPA), Work ethics, Self-esteem, Honor code, Age, Race, School management styles, Technological advancement, severances of punishment for the cheaters among many others.

4.2.2 Multiple Regression Analysis

The study used multiple linear regression analysis to determine the combined linear relationship between the dependent variable (Examination malpractices among undergraduate students) and the independent variables (Cultural Norm Strategies).

Model Summary Results

The findings as shown in Table 14 showed that ($R^2 = 0.925$). This implies that there is a positive effect of intervention strategies to curb examination malpractices among undergraduate students and therefore 92.5% of variation in examination malpractices among undergraduate students is accounted by the following cultural norm strategies.

Table 14: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.962 ^a	.925	.924	.12118

a. Predictor: (Constant), Cultural Norm Strategies.

Analysis Variance (ANOVA)

The results of Analysis Variance (ANOVA) is presented in Table 15

Table 15: Analysis Variance (ANOVA)

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	48.922	4	12.231	316.421	.000 ^b
	Residual	12.253	317	.039		
	Total	61.175	321			

Analysis of variance was used to determine if the multiple regression models were fit for the data. The results as shown in table 15 indicated that the effect of dependent variable was statistically significant ($F=316.421$; $p<0.05$). This implied that the multiple regression model was fit for the data, therefore the overall regression model for Cultural Norm Strategies was statistically significant and affects examination malpractices among undergraduate students.

Regression Coefficients

The T-test of statistical significance of each regression coefficient was conducted in order to determine the beta (β) value which shows how strongly each independent variable affects the dependent variable. Table 16 shows results of the study variable; the regression coefficients. The study findings revealed that Cultural Norm Strategies had a positive and statistical significant effect on examination malpractices among undergraduate students ($\beta=0.230$; $p<0.05$).

Table 16: Regression Analysis

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.383	.107		3.592	.000
Cultural Norm Strategies	.238	.020	.313	11.766	.000

From Table 4.17, the multiple regression equation can be written as:

$$Y = .383 + 0.238X_1 \dots\dots\dots(\text{Eq.1})$$

The findings can be interpreted as; at constant, Cultural Norm Strategies, on examination malpractices among undergraduate students was at 0.997 units. The coefficient of 0.238 indicates that an improvement in Cultural Norm Strategies by one unit increases curbing of examination malpractices among undergraduate students by 0.238 units.

4.3 Hypotheses Testing

. All the hypotheses were tested where p value of less than 0.05 shows there was significant relationship between the variables and null hypotheses were rejected while p value of more than 0.05 shows there was no significant relationship between study variables and the study fails to reject the null hypothesis. Table 17 presents the hypothesis table

Table 17: Hypothesis Table

Hypotheses	β and P values	Decision rule(accept/reject)
H_{01} : There is no statistical significant relationship between the existing cultural norms and examination malpractices among undergraduate students.	$\beta_1=0.238$; $P=0.000<0.05$	Rejected the null hypothesis

The hypotheses (H_{01}) of the study stated there is no statistical significant relationship between the existing cultural norms and examination malpractices among undergraduate students. The study results adopted the alternate hypothesis which indicated t there is statistical significant relationship between the existing cultural norms and examination malpractices among undergraduate students ($\beta_1=0.238$; $P=0.001<0.05$). The β factor of 0.238 implies that the existing cultural norms contribute to examination malpractices among undergraduate students by 23.8%. The p -value of 0.000 is less than the predictable value of 0.05 which indicates that the existing cultural norms have a positive and statistical significant effect on examination malpractices among undergraduate students in Kenyan universities.

5.0 CONCLUSIONS OF THE STUDY

The existing cultural norms that contribute to examination malpractices among undergraduate students include poor study habits, lack of self-confidence to face examinations, high parental expectations on their students, some students do not take continuous assessment tests seriously and other students engage in non-academic activities. Also students had developed a culture of missing classes, some had bad companies are the main cause of examination malpractices while others take mobile phones to examination halls.

6.0 RECOMMENDATIONS OF THE STUDY

From the study findings most students who cheat in examinations have poor study habits, they receive high parental expectations and engage in non-academic activities. This study therefore recommended that universities should train students on how to improve their study habits so that the students do not develop fear to face examination. Further, universities should enhance guidance and counseling to the students to emphasize on the need of honesty and integrity throughout their stay in the university as this will have an effect in their future careers.

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