



To Determine the Influence of Students' Past Performance Component of Self-Efficacy on Examination Malpractices among Students in Kiambu County Universities Kenya

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Authors' contributions

This work was carried out in collaboration among all authors. All authors read and approved the final manuscript.

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ABSTRACT

The purpose of this study was to investigate the possible influence of students' self-efficacy on examination malpractices among undergraduate students in Universities within Kiambu County. The objectives of this study includes; to analyze the influence of students' past performance component of self-efficacy. The data collected from the pilot test was used to compute Cronbach's alpha reliability coefficient which was found to be $r = 0.86$, hence the instruments were reliable. The researcher ensured the validity of the instruments by consulting peers and experts from the department of educational psychology, Mount Kenya University. Dependability of qualitative data was ensured through adoption of suitable research method, pre-testing and in-depth interviews. Credibility of the instrument was ensured by triangulating data obtained and creation of research questionnaires based on research objectives. The quantitative data obtained was analyzed using SPSS version 21, and was presented in descriptive statistics inform of frequencies and percentages. Inferential statistics in form of linear regression was used to test the relationship between independent and dependent variables in each objective. Linear Regression Results were

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presented in model summary tables, ANOVA tables and coefficient tables. Content analysis method was employed to critically analyze qualitative data and presented in textual form. On the first objective, the study revealed that students' past performance slightly influenced examination malpractices among undergraduate students. The study showed that students' emotional experiences significantly influenced examination malpractices. Based on the finding, students' self-efficacy has significant influence on examination malpractices. To address the issue of students' self-efficacy on examination malpractices, a multi-sectoral approach would be needed, that may involve all the stake holders, that is, the larger society, the government and the students. The incorporation of modern technology in entire process of examination administration and certification would be important in reducing the examination malpractices. An examination policy shift in universities would be necessary too.

Keywords: Examination; self-efficacy; performance; malpractice; examination security.

1. INTRODUCTION

Examinations play vital roles not only in our educational system but also in the society as a whole. One of the principal aim of examination is to assess how much learning has taken place and to what extent the educational objectives and goals have been achieved. University examinations provide criteria for selection for higher learning, job placements, promotion and certification. For university examinations to perform these functions, the examinations administered must be valid and reliable, [1]. They argue that institutions give sets of guidelines and rules which may not be followed, while also creating situations likely to be too 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. Examination malpractice is a major problem that affects education foundations in Kenya today. This is spell out right from examination integrity, ethical and intellectual dishonesty. Our pupils and students devise as a daily routine, new tricks to beat genuine supervisors and examiners. Louder and Schmidt [2] 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. According to Kusnoor & Falik, [3], in UAS, examination malpractices among university students are steadily increasing in every university and the students' past performance plays a significant role. They were able to demonstrate that the past examination malpractice experiences, at the lower academic levels, contributed significantly in influencing the future examination malpractices. The data was

collected from the student portal that showed that about 20% of college students admitted to have cheated in examination at their lower academic life and at the college level too. It was concluded that the cheating behaviour was carried and perfected at the college level.

Ogutu, et al., [4] assert that students' whose self-efficacy is high set high academic goals and are better at planning for their academic progression. Self-efficacy beliefs are well described by its four components namely; past performance, vicarious learning, social persuasion and emotion/physiological experiences; from which this construct is derived Jensen et al., [5]. Individuals' self-perception is influenced by Self-efficacy since Self-efficacy is a cognitive process. During the cognitive process, a person may judge the situation as either favorable or unfavorable and eventually act or fail to act [6].

1.1 Statement of the Problem

A valid examination is an important tool for monitoring and evaluation of an education system. It is an instrument for testing students' cognitive abilities and skills they have acquired during their schooling. It is also an important instrument for selection of graduates into job market and for further studies. Akaranga and Ogong [7] carried a study to establish the extent and magnitude of examination malpractices at the University of Nairobi and Kenyatta University. If the trend is not checked, the purpose of examinations will not be realized and students will graduate with good grades that don't reflect the knowledge and skills they were intended to acquire. Eventually the quality of professional services will be substandard and hence affecting the realization of the national goals. The effort to reduce examination malpractices has mainly

focused on examination security, administration and consequences. The effort to reduce examination malpractices seem not to be effective. Many studies on students' self-efficacy have mainly focused on its influence on academic performance but none has investigated its possible influence on examination malpractices. For this reason the study investigated the possible influence of university students' self-efficacy on examination malpractices in Kiambu county Universities in Kenya.

1.2 Purpose of the Study

The main purpose of the study was to determine the influence of students' past performance component of self-efficacy on examination malpractices among students in Kiambu County Universities in Kenya.

1.3 Objectives of the Study

To determine the influence of students' past performance component of self-efficacy on examination malpractices among students in universities in Kiambu County Universities in Kenya.

1.4 Self-efficacy Theory

In another study by Ikediashi, [8], on various variables that influences examination malpractices, it was concluded that lazy students are likely to engage in examination malpractices. It further concluded that learners with low self-concept have high levels of anxiety and more likely to engage in examination malpractices.

The basic idea behind the self-efficacy is that performance and motivation are in part determined by how effective people believe they can be, [9]. According to Bandura, [10] there are four main sources of self-efficacy beliefs namely; past performance accomplishments, vicarious learning experiences, verbal persuasion and emotional/physiological states of an individual, Akhtar (2008). Past performance is whereby an individual's judgment is based on his previous successes or failures. Past performance accomplishments determine his behaviour. Vicarious learning experiences are gained by observing others perform activities successfully. This is often referred to as modeling, and it can generate expectations in observers that they can improve their performance by learning from what they have observed. Social Persuasion is

whereby people are led, through suggestion, into believing that they can cope successfully with specific tasks. Coaching and giving evaluative feedback on performance are common types of social persuasion.

2. INFLUENCE OF STUDENTS' PAST PERFORMANCE ON EXAMINATION MALPRACTICES

According to Cornelius-Ukpepi, Ndifon & Enuokoha, [11] for a university student to make a decision to cheat in the examination can be traced back to his past cheating experiences. Those with low self-efficacy may not resist cheating when given a difficult examination and opportunity presents itself.

According to Kusnoor & Falik, [3], examination malpractices among university students are steadily increasing in every country of the world. The scholars argued that there is no single university in the world that is not concerned with the ever increasing examination malpractices. They were able to demonstrate that the past examination malpractice experiences, at the lower academic levels, contributed significantly in influencing their future examination malpractices. The data was collected from the student portal that showed that about 20% of college students admitted to have cheated in examination at their lower academic life and at the college level too. It was concluded that the cheating behaviour was carried and perfected at the college level. In a study by Adie, (2016) revealed that the examination malpractices have increased to a range of 75% to 98%. It also showed the prevalence of examination malpractices among medical students at approximately 58%. The examination malpractices began in high school where 9 out of 10 students admitted to have colluded with their friend to copy the answers from each other.

Awosiyan & Idoko, [12] did a study in Ghana to establish the attitude of students and teachers towards examination malpractices. The results showed that students who did very well after engaging in examination malpractices are respected by their teachers, parents, peers and their society. The behaviour acted as strong motivation for other students to engage in examination malpractices. According to the study done by Fida et al., (2016) on the relationship between experiences of past examination malpractices and the future occurrences of the same behaviour revealed a significance

relationship. Lawal, Ibrahim and Rapheal (2015) carried a research in Nigeria, on factors that contribute to examination malpractices. The participants were polytechnic undergraduate students. The data was collected through administration of validated questionnaires. The sample size of 285 was selected through stratified random sampling method from 6 faculties. Simple linear regression was used for inferential statistics. The study showed that the students' gender didn't significantly contribute to examination malpractices.

The study, however, showed a significant positive relationship between past cumulative grade points and involvement in future examination malpractices. The researchers recommended that students should devote more time on studies and inculcate self-belief in examination success. According to Robinson *et al.*, (2004), students whose past performance was poor, were likely to cheat in the examinations. There is always pressure on them to get better grades than they previously had. Poor scores at SAT (Scholastic Assessment Test, 1993, formerly known as Scholastic Aptitude Test, 1926) were found to have significant positive correlation with examination malpractices (Carroll, 2002).

According to Bandura, performance outcomes or past experiences are the most important source of self-efficacy. Positive and negative experiences can influence the ability of an individual to perform a given task. If one has performed well at a task previously, he or she is more likely to feel competent and perform well at a similarly associated task, Bandura [10]. Positive example: If an individual performed well in a previous job assignment, they are more likely to feel confident and have high self-efficacy in performing the task when their manager assigns them a similar task. The individual's self-efficacy will be high in that particular area, and since he or she has a high self-efficacy, he or she is more likely to try harder and complete the task with much better results. Negative example: If an individual experiences a failure, they will most likely experience a reduction in self-efficacy. However, if these failures are later overcome by conviction, it can serve to increase self-motivated persistence when the situation is viewed as an achievable challenge [10]. "Mastery experiences are the most influential source of efficacy information because they provide the most authentic evidence of whether one can muster whatever it takes to succeed. Success builds a robust belief in one's personal

efficacy. Failures undermine it, especially if failures occur before a sense of efficacy is firmly established" Albert Bandura (1997).

3. METHODOLOGY

Mixed methodology was used in the study. This study collected quantitative data from university students and lecturers using self-reporting questionnaires. An interview guide was used to collect qualitative data through oral interview from university administrators. Mixed method approach was used to collect data on the influence of students' self-efficacy on examination malpractices in universities in Kiambu County, Kenya. *Ex post facto* and survey research designs were used in this study. *Ex post facto* research design is an investigation done on the basis of facts that have already occurred and without interference from the researcher Salkind (2010). This research was done in some selected universities in Kiambu County. The target population was all 183,760 University administrators, lecturers and students from first year to sixth year of their studies. The targeted population was from private and public universities in County of Kiambu.

The simple random sampling technique was used to select one private university and one public university from the six universities that were targeted. The public universities were two namely; Kenyatta University and Jomo Kenyatta University of Agriculture and Technology and therefore the probability of picking any of them were 50%.

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

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

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

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

Data collection was done with a researcher's constructed instruments on a five-point Likert rating scale. The questionnaire consisted of 10 sections **A – F**. Section **A** was about demographics of the respondents. Section **B**

was about past performance component of students' self-efficacy. Section C was about vicarious learning component of students' self-efficacy on examination malpractices. Section D was about social persuasion component of students' self-efficacy on examination malpractices. Section E was about emotional experiences component of students' self-efficacy on examination malpractices. Section F was about examination malpractices, the dependent variable. Appendix I was about the interview guide schedule for the university administrators. The collected data was grouped, fed into computer in coded format, for analysis by use of Statistical Package for Social Science (SPSS) software program version 21. Data clean-up was done after data collection to identify the incomplete research instruments. Items drawn from the questionnaires and student matrix were grouped according to research questions. The data that was generated from the instruments was quantitative and qualitative in nature.

4. RESEARCH FINDINGS

Descriptive Statistics on the Influence of Students' "Past Performance Experiences on Examination Malpractices in selected Universities in Kiambu County"

Various Likert scale questions were used to assess the influence of students past performance experiences on examination malpractices in selected universities in Kiambu County Kenya and results presented in Table 1.

Study findings from students with regards to students' past performance and examination malpractices in Table 1 shows that 46% strongly disagreed that students on roll of honors for high grades at secondary school were more likely to engage in examination malpractices. 30.1% disagreed that a student who failed to cheat in an examination and eventually scored low grades in that examination were more likely to engage in examination malpractices using different methods and 26.7% disagreed that students whose cognitive abilities were high were the ones who were likely to engage in examination malpractices.

28.7% strongly disagreed that students who previously won academic awards at secondary school were likely to engage in examination malpractices in the university in order to get good grades that reflect their previous academic performances. 28.5% agreed that students' who were unable to master subject content were

Table 1. Students Ratings of the Influence of Students' Past Performance on Examination Malpractices

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

Source; Collected Data, (2019)

Table 2. Lecturers Ratings of the Influence of Students' Past Performance on Examination Malpractices

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

Source; Collected Data, (2019)

more likely to engage in examination malpractices while 28% agreed that previous success in examination cheating influenced continued engagement in examination malpractices among undergraduate students. 33.8% respondents strongly disagreed that those University students who had high academic competencies tended to have high examination cheating skills and therefore were more likely to engage in examination malpractices. The results therefore implied that students' past performance experiences by and large, influenced examination malpractices among undergraduates in Kiambu County, Kenya.

According to the data collected and analyzed from the university lecturers, and presented in Table 2, the study showed that the past performance has some relationship with examination malpractices. 57.1% strongly disagreed that students on roll of honors for high grades at secondary school were more likely to engage in examination malpractices while 26.5%

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

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

Table 3. ANOVA on the Influence of Students “Past Performance on Examination Malpractices”

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

Source; Collected Data, (2019)

Table 4. Regression Coefficients of the Influence of Students “Past Performance on Examination Malpractices”

Model		Unstandardized Coefficients		T	Sig.
		B	Std. Error		
1	(Constant) (β_0)	2.306	.129	17.858	.000
	Students with previous honor roll inclusion for high grades are more likely to engage in examination malpractices (x_1)	.044	.029	1.526	.127
	The students who failed in cheating in the previous examinations are likely to engage in subsequent examinations (x_2)	.026	.027	.966	.334
	Students' who previously won academic awards are less likely to engage in examination malpractices (x_3)	.045	.026	1.721	.086
	Inability to master subject content in past exams influence examination malpractices among undergraduate learners (x_4)	.065	.025	2.598	.010
	Previous success or failure in exam cheating influences recorded examination malpractices among undergraduate learners (x_5)	.060	.025	2.381	.018
	Past competencies by learners in set exams influences their participation in examination malpractices among undergraduate learners (x_6)	-.018	.023	-.782	.434

Source; Collected Data, (2019)

In Table 3, the ANOVA values presented established a significant relationship between past performance experiences and examination malpractices among undergraduate students in the studied County. This is because the p-value of $p = 0.000$ was lower than $p = 0.05$ indicating that the statistical model used was a good fit for testing the relationship between the independent examination malpractices and the dependent variable which is the past performance investigated. Lawal, *et al.* (2015) study also lends credence to this outcome as it shows that past performances do influence students' likelihood of engaging in examination malpractices.

Lastly, the regression coefficient results presented in Table 4 revealed that past performance experiences was related to examination malpractices among undergraduate students, this is because the p-value of 0.000 was lower than $p = 0.05$. Hence, there exists a statistically significant relationship between past

performance experiences and examination malpractices among undergraduate students in public and private universities in Kiambu County, Kenya. The regression equation was represented as below on the

$$y = \beta_0 + \beta_1x_1 + \beta_2x_2 + \beta_3x_3 + \beta_4x_4 + \beta_5x_5 + \beta_6x_6 + \varepsilon$$

$$y = 2.306 + 0.044x_1 + 0.026x_2 + 0.045x_3 + 0.065x_4 + 0.060x_5 - 0.018x_6 + \varepsilon$$

All the factors in the past performance towards the examination malpractices contributed positively this is based on the coefficient of each parameter except for the sixth parameter which was past competencies by learners in set exams influences their participation in examination malpractices among undergraduate learners with a negative contribution of -0.018 towards the contribution of the model of past performance and examination malpractice. Therefore,

students' past performances have significant relationship with examination malpractices among undergraduate students. This is in agreement with a study done by Lawal, et al., (2015) observed that there was a significant and positive relationship between cumulative grade point and involvement in examination malpractices.

Interviewees were asked whether students' past examinations performance experiences had any influence on examination malpractices. The responses showed that students' past performance actually had an influence on the said malpractices within public and private universities of Kiambu county Kenya. The interviewees stated that;

"Past performance of students does not contribute in any way in examination malpractices in this university" (2 university Administrators)

"Students who came from top performing schools are more likely to engage in examination malpractices compared to students who came from other categories of secondary schools. However, past performance may generally influence some students to cheat while for others it encourages them to put more effort in their studies in order to perform well in subsequent examinations" (2 university Administrators)

"Past performance can very much influence student's engagement in examination malpractices as both students who either performed well or poorly in high school are under pressure to do better at the university hence there are chances of them engaging in examination malpractices" (1 university Administrators)

"Past performances at university level does not influence engagement in examination malpractices very much" (2 university Administrators)

"There has been cases where high performing students have been caught cheating in examinations especially in the school of engineering" (1 university Administrators).

The study also sought to find out how some undergraduate student's mastery of course work content had influenced their engagement in examination malpractices and the results showed that mastery of course content greatly influenced

examination malpractices (EEM) among undergraduate students. The interviewees stated that;

"Some students lack mastery (subject content) while others relax and assume they are prepared or are taking a course they are not interested. This influences them to participate in examination malpractices" (1 University Administrators)

"Mastery of content on course work influences examination malpractices and is the main reasons for students engaging in this practice within this institution. This is because when they fail to adequately prepare for examinations, they make plans on how to cheat, however, the ones who master subject contents do not engage in this vice" (3 University Administrators)

"Poor mastery of course content reduces students' confidence in their ability to pass set examinations and therefore plan to engage in examination malpractices" (1 University Administrators)

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

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

"History of failing has strong association with students' engagement in examination malpractices; Students who previously succeeded in cheating in the past examinations are more likely to engage in or attempt to cheat in future examinations" (2 University Administrators)

"Students who failed in their past examinations often put more efforts in their studies for fear of failing again which results in better academic achievements. Failing acted as incentive to study hard. For the fear of failing again, they can easily engage themselves in examinations malpractices" (2 University Administrators)

"University students who have been passing in their end of semester examinations well without cheating are less likely to engage in examination malpractices" (1 University Administrators)

“Those who pass in examinations through personal efforts are less likely to engage in examination malpractices as opposed to those who fail. Even bright students in this university at times cheat in their examinations when an opportunity presents itself. Mostly university students whose cognitive abilities are very high engage in examination malpractices by helping their unprepared colleagues to cheat by offering them answers during examinations” (3 University Administrators)

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

5. DISCUSSION

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

Students whose cognitive abilities were high were not likely to engage in examination malpractices while students who previously won academic awards at secondary school were not likely to engage in examination malpractices in the university in order to get good grades that reflect the previous academic performances. Students who had high academic competencies tended to have high examination cheating skills and were not likely to engage in examination malpractices however, students who were unable to master subject content were more likely to engage in examination malpractices. Students who previously succeeded cheating in examinations were more likely to engage examination malpractices in future.

From these findings, it was clear that within public and private universities of Kiambu County, students' past performance experiences slightly

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

6. CONCLUSION

University Students' past performance slightly influence examination malpractices and students on roll of honors for high grades at secondary school were not likely to engage in examination malpractices at the university. Those who failed to cheat in an examination and finally got low grades may not necessarily engage in examination malpractices. Student who were perform very well at primary school and secondary school level are not likely to engage in examination malpractices and could not be conversant with ways of examination cheating while those who won academic awards previously are not likely to engage in examination malpractices in the university in order to maintain their academic prestige. From the presented results, it revealed that there is a significant relationship between past performance experiences and examination malpractices among undergraduate students. A unit change in past performance experiences would result in a 0.946-unit change in examination malpractices.

7. RECOMMENDATION

Anxiety that generates great emotional and fear of examination failure, which is perceived that if one does not score good grade, he/she will be denied a chance to progress to higher learning, job placements, promotion and certification. This can be overcome by university administrators addressing the real issue that brings about mass failure in certain units. University policy makers to come up with the content of the curriculum that takes care of the students' past performance. The content must be covered within the university semester and this may ensure proper mastery of content.

CONSENT

As per international standard or university standard, Participants' written consent has been collected and preserved by the authors.

ETHICAL APPROVAL

As per international standard or university standard written ethical approval has been collected and preserved by the authors.

COMPETING INTERESTS

Authors have declared that no competing interests exist.

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Appendix I: Interview Guide for University Administrators

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

SECTION A: Influence of Students' Past Performance on Examination

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

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

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

SECTION B: Influence of Students' Vicarious Learning on Examination

Malpractices in Selected Universities in Kiambu County

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

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

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

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

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

SECTION C: Influence of Students' Social Persuasion on Examination

Malpractices in Selected Universities in Kiambu County

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

10. In your own experience and knowledge, how does familial persuasion influence students to engage in examination malpractices within this campus? (Explain)
-
11. In your own opinion and knowledge, what role do peer approval of cheating in exams influence students engagement in examination malpractices among undergraduates in this university? (Explain).
-
12. Based on your experience and knowledge, how does faculty/lecturers approval of examination cheating influence engagement in examination malpractices by students? (Explain)
-

SECTION D: Influence of Students' Emotional Experiences on Examination

Malpractices in selected Universities in Kiambu County

13. In your own experience and knowledge, in what ways does university student's examination anxiety influence their engagement in examination malpractices? (Explain)
-
14. In your own experience and knowledge, in what ways does fear influence undergraduate students engagement in examination malpractices? (Explain)
-
15. In your own experience, does thinking of outcomes of cheating by learners influence the chances of them engaging in examination malpractices? (Explain).
-

SECTION E: Examination Malpractices among Undergraduate Students

16. Are there some cases of examination malpractices that have been reported in this university in the last three years? If yes, how frequent are they? (Explain)
-
17. Which is the most common examination malpractices among undergraduate students in this institution and what are the possible reasons? (Explain)
-
18. Policy issues, development of examination rules and regulations on total management of examination examinations and integrity of certification.
-
19. How often does the disciplinary committee meet on examination malpractices in this university? Approximately, how many students are presented to the disciplinary committee in one year?
-

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