UNIVERSITY OF CAPE COAST

# PERCEIVED RELATIONSHIP BETWEEN SELF-MOTIVATED LEARNING, ACADEMIC SELF-EFFICACY AND STUDENTS' PERCEPTION OF EXAMINATION MALPRACTICE IN SOUTH DAYI DISTRICT, VOLTA REGION, GHANA.

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BY

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Thesis submitted to the Department of Education and Psychology of the Faculty of Educational Foundations, College of Education Studies, University of Cape Coast, in partial fulfillment of the requirements for the award of Master of Philosophy degree in Educational Psychology.

AUGUST 2022

# DECLARATION

## Candidate's Declaration

I hereby declare that this thesis is the result of my original research and that no part of it has been presented for another degree in this university or elsewhere.

Candidate's signature: …….. Date: ……

Name: ……...

## Supervisors' Declaration

We hereby declare that the preparation and presentation of this thesis were supervised in accordance with the guidelines of supervision of thesis laid down by the University of Cape Coast.

Principal Supervisors signature: …… Date: ……

Name: …….

Co-Supervisor's Signature: …… Date: ……

Name: ……...

## ABSTRACT

This study examined the perceived relationship between self-motivated learning, academic self-efficacy and students' perception of examination malpractice in South Dayi District in the Volta region of Ghana. The study adopted the correlational research design. All secondary school students in the Volta Region constitute the study's target population. The survey sampled 357 respondents. Students filled out three different questionnaires. Means and standard deviations were used to answer research questions 1, 2 and 3. Hypotheses 1 and 2 were tested using Pearson Product Moment Correlation Coefficient. The independent sample t-test was used to assess hypotheses 3, 4, and 5. The results revealed that secondary school students in South Dayi District have a positive perception of examination malpractice. The study also found a statistically significant negative relationship between academic self-efficacy and students' perception of examination malpractice. The study recommended that teachers should intensify the use of motivational strategies in lesson delivery to encourage students to believe in themselves and focus more on mastery rather than scoring good grades.

**KEYWORDS**

Academic Self-efficacy

Examination Malpractice

Perception of Examination malpractice

Self-motivated Learning

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## DEDICATION

To my lovely wife, Millicent Ama Atsu, for moral and material support.

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# CHAPTER ONE

# INTRODUCTION

## Background to the Study

Examination malpractice refers to any intentional act of wrongdoing that is in violation of the norms of examinations and is intended to provide an unjust advantage to a candidate (Oko, 2016). According to Mashanyare and Chinamasa (2014), examination malpractice on the other hand is a form of cheating that is termed as an act and habit that undermine the integrity of examinations creating serious challenges that undermine the excellence of the education system and the achievement of its set goals (Mashanyare & Chinamasa, 2014). Examination malpractice however continues to be identified as a key issue confronting global educational system today. According to Onuka and Durowoju (2013), examination malpractice has been reported in numerous countries of the world including the United States of America (USA), Great Britain, Japan as well as in Africa. Examination malpractice disrupts the aim of any form of examination which is supposed to assess students' ability in specific education disciplines (Ashiagbor, 2019). According to Abera and Tesfaye (as cited by Muchemwa & Dhliwayo, 2017), examination malpractice is ethically unjust and unacceptable in any context.

According to Dzakadzie (2015) any illegal conduct committed by the examinee or his agent(s) before, in the course of, or after the examination with the goal of giving the examinee a biased advantage or an unjustified grade is known as examination malpractice. Examination malpractice, commonly

referred to as cheating, is when students engage in unethical behaviour during examinations in an effort to improve their grades by taking shortcuts (Oko, 2016). Oduwaiye (as cited by Osuji, 2020) posits that, examination is a systematized technique which presents learners with a series of questions or tasks geared towards ascertaining the worth of knowledge and skills acquired by learners. According to Tawiah, Alberta, Bossman and Ata (2015), examinations are reliable means employed to determine the extent to which learning objectives have been achieved by learners in order that they can be supported in their future studies or they can be absorbed into the country's labour force. Achio, Ameko, Kutsanedzie, Alhassan and Ganaa (2012) posit that examinations should be valid in the enactment of function; dependable in terms of consistency of measurement and it should be capable of assessing the accomplishment or able to judge the educational achievement of the students.

Examination malpractice has come to be a problem of global concern and in several countries, the phenomenon is of grave concern to governments and educational bodies (Ogunji, 2011). However not much has been achieved in terms of curbing the practice. The aforementioned studies indicates that, examination malpractice is on the ascendency and continue to occur at alarming rates throughout the world and if drastic measures are not taken, it might compromise the significance of educational certification.

Clariana, Badia and Cladellas (2013) reported that, in a study done with 306 students from Barcelona (Spain), more than half 50% of the students had a habit of often cheating, and boys cheat noticeably more frequently than girls.

In a study involving medical students in Croatia, Taradi, Taradi, Knežević and Đogaš (2010) uncovered that out of 761 first-year medical students at the four schools, more than 90% of those who responded to the survey admitted to engaging in dishonest academic behaviour at least once, and 78% of those who responded claimed to regularly engaging in graded academic misconduct, including cheating. In a related study conducted in the United Arab Emirates (UAE), Dodeen (2012) revealed more than 37 percent of college students admitted to having engaged in dishonest behaviour while taking examinations. Furthermore, the study's findings signified that as student achievement rises, the frequency of dishonesty decreases, and the reasons ascribed for engaging in such dishonest behaviours were difficult courses, tough examinations, time constraints, improving one's chances, and dread of failure. According to the results of the investigation, students are highly probable to cheat on multiple-choice tests than open-ended ones. Furthermore, students are more probable to cheat on quizzes than on midterms and finals.

The African continent has not been spared by the canker of examination malpractice. The practice is rife on the continent and many studies have reported the alarming incidences of the practice throughout the educational spectrum. Okanezi and Eguzozie (2018) reported that examination malpractice is a pestilence that is creating a serious challenge in the Nigerian educational system. They explained examination malpractice to be any dishonest or unlawful measures employed by a student to emerge successful in an examination. Also, Ajere (2013) reported that “in 1977, mass leakage of examination questions occurred during the May/June West African School Certificate Examination”. He asserts further that “the degree of the

leakage was so dreadful that destitute had access to live question papers". Ajere (2013) further explained that "examination malpractice can be regarded as intellectual crime, intellectual fraud, intellectual disrepute or intellectual dishonor that involves parents, students, school administrators, teachers, security agents, clerks, typists, computer programmers and virtually almost all facets of the entire society because of get-rich syndrome". Ajere (2013) delineated the following as common types of malpractice indulged in by examinees: "Falsification of examination result either by examinees or even examiners, storage of questions and answers inside mobile phones, creation of examination centers outside the coverage of internet detections, accessing examination questions through the internet on the eve of the examination for discussion over-night, conniving with examination body unfaithful staff to access live questions through the internet, giving or receiving assistance of varied kinds from parents and other allied groups, causing confusion and distraction to enable prepared answers come into the examination hall, teachers or lecturers soliciting and wooing colleagues for the award of unmerited grades to their favourite student or students or even parents acting at the same capacity, examinee having foreknowledge of the questions before the actual examination time (leakage), verbal exchange of ideas and giraffing due to proximity of test-mates and over-crowdedness, bribing invigilators and supervisors so as to turn 'blind eyes' to malpractice or giving examination contractors and impersonators the questions to take away so as to prepare answers outside the examination hall, awarding inflated marks to students by teachers, examinees issuing threat to examiners". Okoro and Udoh (2014) referred to examination malpractice as a disease that has been eating away the

foundations of Nigeria's educational system and seriously impairing its ability to function.

Available literature on studies conducted on examination malpractice in Kenya revealed that the practice was rife in most educational institutions. Ruto and Rambaei (2011) reported that 63.5% representing majority of students engaged in the practice were male. The study also found that student-related variables, such as poor attendance at lectures, inadequate preparation for the examinations, workplace pressure, peer pressure and students' lack of confidence, had a substantial role in examination cheating. According to Ngungu (2011), examination dishonesty was so pervasive that the "Kenya National Examination Council (KNEC)" enlisted the assistance of the criminal investigation team in order to investigate and put a stop to as many of these instances as possible. His argument is that educators are to blame for the problem because they do not adequately prepare their students for examination, and as a result, students look for shortcuts to make up for the fact that they have not been adequately prepared.

In Ghana, the situation is not different from what has been reported in other countries. The issue of students cheating in examination is critical as it reported to occur at all levels of the educational ladder, i.e. at the Basic Education Certificate Examination (BECE), at the West African Senior School Certificate Examination (WASSCE) and at the tertiary educational level, as is reported by (Folson & Awuah, 2014; Ashiagbor, 2019). The magnitude and seriousness of the canker of examination malpractice is obvious. According to Deh, Ani, Anayo and Abdullahi (2019), "the West African Examination Council (WAEC) withheld the results of 180,205 candidates representing

11.33 percent of the total candidates who sat for the 2019 WAEC examination as a result of various reported cases of examination malpractice". WAEC (2021) also reported that "There are a sum of 1,339 subject outcomes and 174 overall outcomes that have been voided due to test malpractices such as introducing foreign materials such as mobile devices into the examination room, tearing off portions of question sheets, and complicity. The entire results of 3,667 candidates were withheld pending the conclusion of investigations into various cases of examination malpractice detected during and after the conduct of the examination. The scripts of candidates from 194 schools in certain subjects were also withheld and were being scrutinized".

According to Mensah, Azila-Gbettor and Appietu (2016) in their study of Ghanaian polytechnic students' examination cheating attitudes and intentions, they reported that the most typical form of cheating during examinations was copying other students' answers. Furthermore, the study established that the probability of male students indulging in academic dishonesty was higher than that of female students. They recommended punitive measures be implemented in order to dissuade students from engaging in academic dishonesty. Similar research was conducted by Dzakadzie (2015) on stakeholders' perceptions of examination malpractice in secondary schools in Ghana's Volta Region. He reported that, an impressively greater number of education stakeholders' attitude towards examination malpractice is unfavorable, as they perceive the practice as a crime that needs to be fought. Africa Education Watch (2020) reported that "The conduct of the 2020

WASSCE was, however, characterized by several irregularities that can best be described as unique and widespread, bringing WAEC's credibility to question, and casting more doubt on the validity and reliability of the 2020 WASCCE outcome". All these are indications that the practice of examination malpractice has become a problem that concerns many parties involved in Ghanaian educational sector. The occurrences of examination malpractice are widespread and each examination period come with it novel and clever methods of cheating. The extent of examination malpractice in Secondary schools (SHS) is prevalent in public examinations such as WASSCE. Examination malpractice in SHS also cuts across schools in all the regions of Ghana (Ashiagbor, 2019). The figure below presents the distribution of candidates involved in malpractice cases according to International Final Awards and Examiners' Appointments Committee (IFAEAC) Report (as cited in Asiagbor, 2019) for the various regions (2012-2017) in Ghana is presented in the figure 1.

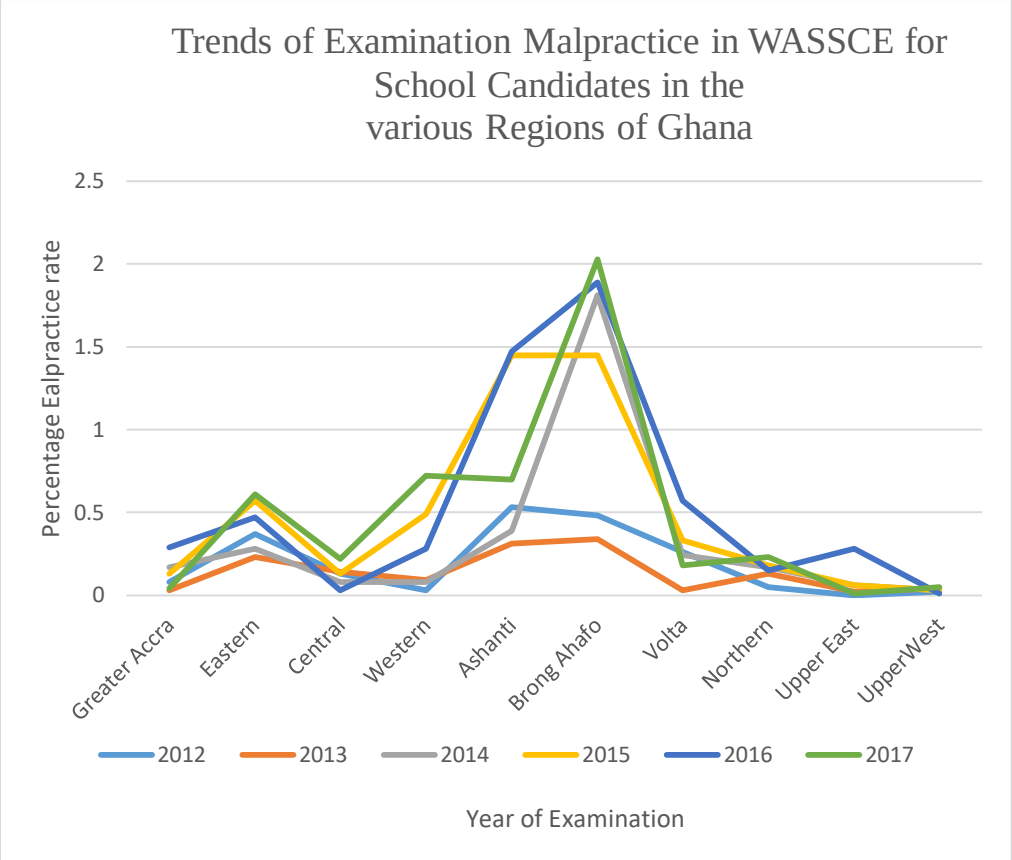


*Figure 1:* Trends of Examination Malpractice in WASSCE for School Candidates in the various Regions of Ghana (2012 – 2017).

Source: Ashiagbor (2019)

Figure 1 shows the trend of examination malpractice in WASSCE for school ccandidates in the various regions in Ghana from 2012 to 2017. The frequency of examinationn malpractice as presented in percentage of school candidates involved increased from .03% in 2013 to 0.57% in 2016 consistently in the Volta region.

All the aforementioned studies point to the fact that many Ghanaian stakeholders in the field of education are becoming increasingly concerned about the incidence of examination malpractice. With the growing phenomenon of examination malpractice in Ghana and across the globe, many factors have been identified in literature to account for examination malpractice. Findings from many studies suggest that, students' "self-

motivation to learn and academic self-efficacy" are two important variables that play a crucial role in determining learners' decision-making with regard to learning activities. Examination is an academic exercise and for that matter a very important learning activity. By studying the interplay among these variables and how they relate to students' perception of examination malpractice, it will present a better understanding of the phenomenon of examination malpractice.

**Statement of the Problem**

Examination malpractice is an extremely complicated and pervasive issue that affects the global education sector. Maheka, Matafwali, Njovu, (2015); Muthaa, Muriungi and Njue (2014) reported that examination malpractice is still on the rise in public secondary schools. According to Ashiagbor (2019) the occurrences of examination malpractice are widespread and each examination period comes with it, novel and sophisticated ways of cheating. According to Dughah (as cited in Ahiagbor, 2019), the incidence of examination malpractice in West Africa Senior School Certificate Examination (WASSCE) has become a yearly occurrence which is of grave concern to school authorities, parents, WAEC, the government and the general Ghanaian populace. The West African Examinations Council (WAEC) have made numerous attempts to address the problem but the practice is still on the rise (Ashiagbor, 2019). Some actions undertaken by WAEC to combat the menace of examination malpractice include: "counting of all papers by its representatives at the examination centres before the start of any paper. Immediately after the end of any paper, the papers are counted altogether again to ensure that the total number of scripts collected and sent to WAEC

are as exactly the same in number as was received. This is to ensure that no part of the examination papers has been removed from the examination centre before and/or after the start of the examination. Police officers accompany the transportation of examination papers to examination centres to ensure its safe delivery" (Folson & Awuah, 2014). Other precautionary measures include maintaining rigorous oversight in the examination halls, withholding and cancellation of examination results, sanctioning school Heads culpable, among other things. With the growing incidence of examination malpractice, many researches have been done to the phenomenon of examination malpractice. Previous studies have examined stakeholders' perceptions of examination malpractice (Dorsah, Senyametor, Arhin, & Kumedzro, 2022). Dabone, Graham, Fabea and Dabone (2015); Amoo (2018) explored "mainstream examination malpractices, effects of examination malpractice on students' engagement and academic performance". Balbuena and Lamela (2015) also examined "prevalence, motives, and views of academic dishonesty in higher education". It appears however that less research has been conducted to examine the relationship between self-motivated learning, academic self-efficacy and secondary school students' perception of examination malpractice in the South Dayi District. Despite attempts made by researchers to propose workable solutions to the problem, examination malpractice continues to be reported yearly. This study therefore sought to take a critical look at the phenomenon of examination malpractice in the South Dayi District by studying the relationship between self-motivated learning, academic self-efficacy and secondary school students' perception of examination malpractice in order to prose practical recommendations to help curb the menace.

**Purpose of the Study**

The goal of this study was to ascertain the relationship between secondary school students' self-motivated learning, academic self-efficacy and their perception of examination malpractice in the South Dayi District.

The study's specific goals were to:

1. determine the level of secondary school students' self-motivated learning in South Dayi District.
2. determine the level of secondary school students' academic self-efficacy in South Dayi.
3. determine secondary school students' perception of examination malpractice in South Dayi District.
4. explore the relationship between secondary school students' self-motivated learning and their perception of examination malpractice.
5. determine the relationship between secondary school students' academic self-efficacy and their perception of examination malpractice.
6. determine gender difference in secondary school students' self-motivated learning.
7. to determine the gender difference in students' academic self-efficacy.
8. identify the gender differences in secondary school students' perception of examination malpractice

**Research Question**

1. What is the level of secondary school students' self-motivated learning in South Dayi District?

2. What is the level of secondary school students' academic self-efficacy in South Dayi District?
3. What is the state of secondary school students' perception of examination malpractice in South Dayi District?

**Research Hypotheses**

**$Ho^1$**: There is no statistically significant relationship between secondary school students' self-motivated learning and their perception of examination malpractice is South Dayi District.

**$H_1{}^1$**: There is a statistically significant relationship between secondary school students' self-motivated learning and their perception of examination malpractice is South Dayi District.

**$Ho^2$**: There is no statistically significant relationship between secondary school students' academic self-efficacy and their perception of examination malpractice in the South Dayi District.

**$H_1{}^2$**: There is a statistically significant relationship between secondary school students' academic self-efficacy and their perception of examination malpractice in the South Dayi District.

**$Ho^3$**: There is no statistically significant gender difference in secondary school students' perception of examination malpractice in the South Dayi District.

**$H_1{}^3$**: There is a statistically significant gender difference in secondary school students' perception of examination malpractice in the South Dayi District.

**Ho**$^{4}$: There is no statistically significant gender difference in secondary school students' level of self-motivated learning in the South Dayi District.

**H**$_{1}$$^{4}$: There is a statistically significant gender difference in secondary school students' level of self-motivated learning in the South Dayi District.

**Ho**$^{5}$: There is no statistically significant gender difference in secondary school students' level of academic self-efficacy in the South Dayi District.

**H**$_{1}$$^{5}$: There is a statistically significant gender difference in secondary school students' level of academic self-efficacy in the South Dayi District.

**Significance of the Study**

In the South Dayi District, the study sheds light on the relationship between secondary school students' self-motivated learning, academic self-efficacy and their perception of examination malpractice.

First, examining the relationships between the study's variables will aid to better understand the connection between self-motivated learning and academic self-efficacy relate with students' perception of examinations malpractice. This will help focus attention of stakeholders on the relevance of considering these variables in an attempt to understand and clearly explain the phenomenon of examination malpractice. The study's conclusions could help shape the perception of students about examination malpractice in order to reduce the menace of examination malpractice among secondary school students.

Second, the results of this research will help teachers to adopt useful pedagogical strategies to support students on order to boost their self-motivation to learn and their academic self-efficacy so that they concentrate on mastery of content rather than focusing on getting good grades in examinations.

The results of this study will also aid parents comprehend how important it is to sincerely support their kids' education by encouraging them to believe in themselves and their abilities so as to lower the prevalence of examination malpractice.

The study's findings will help increase the body of information on the relationship between students' perceptions of examination malpractice and their levels of self-motivated learning and academic self-efficacy therefore serving useful purposes to other academics and future researchers.

**Delimitations**

The study is delimited to the following variables: self-motivated learning, academic self-efficacy and perception of examination malpractice. Additionally, the study's scope was restricted to senior high and senior high technical school students in the South Dayi District, namely, Kpeve Senior High Technical School, Peki Senior High Technical School, Peki Senior High School and Tongor Senior High Technical School. It however did not include technical and vocational institutes. Geographically, the study was delimited to South Dayi District.

**Limitations**

One significant setback was that data is subject to the restrictions of the data-collection instrument because data were only obtained using one type of

instrument, a self-report questionnaire. However, because the surveys had a good amount of testing, the researcher felt comfortable utilizing them. Additionally, their internal reliabilities were clearly in the acceptable range, adding more justification for their usage in this research.

The fact that the current study only contained one data collection event, the responses of the respondents were influenced by the environmental circumstances under which the data was collected. This challenge was however mitigated by the ample time allowed the respondents to respond to the questionnaire.

**Definition of Terms**

Operational definitions for the following expressions are furnished in accordance with how they are used in the study's context and scope:

**Examination malpractice:** refers to substantial examination-related wrongdoing demonstrated by students in public senior high or senior high technical schools in South Dayi District**.**

**Secondary school:** refers to all public senior high schools and senior high technical schools in the South Dayi District.

**Student:** refers to a learner who is enrolled in a public secondary school in the South Dayi district.

**Self-motivated learning**: also refers to intrinsic motivation or behaviors whose reward is the gratification brought on by the activity itself and are not stimulated by external factors.

**Academic self-efficacy**: relates to the belief of students in their capacity to perform in ways essential to attain specified academic objectives or

goals "as determined by student's score measured by Academic Self-Efficacy Scale (Gafoor & Ashraf's, 2006).

**Perception of examination malpractice:** This refers to students' intention or willingness to engage in examination malpractice based on students score on the Perception of Examination Malpractice Questionnaire (PEMQ)

**Organization of the Study**

There are five chapters in the study. The first chapter of the study covers the study's background, problem statement, purpose, research questions, and hypotheses, as well as the study's significance. The chapter also provides delimitations, limitations, terminology definitions, and research organization. Chapter two consists of theoretical framework, conceptual review, empirical review, conceptual framework. Chapter three discussed the research design, the study area, population, sampling procedure, data collection instruments, data collection procedures and data processing and analysis. Results and discussions were covered in the fourth chapter. Chapter five covered the summary, conclusions, recommendations and suggestions for additional research.

# CHAPTER TWO

# LITERATURE REVIEW

## Introduction

This chapter examined relevant literature on the topic. The literature was organized according to the following sub-headings:

1. Theoretical framework
2. Conceptual review
3. Empirical review
4. Conceptual framework

## Theoretical Framework

Ocholla and Roux (2011) posit that, a theoretical framework, is a structure that upholds and supports a research project's theory. As a guide, it assists in placing and contextualizing formal theories within the study. Self Determination Theory propounded by Deci and Ryan (1985), Social Cognitive Theory propounded by Bandura (1997) and the Theory of Planned Behaviour by Ajzen (1991), formed the theoretical framework of this study. These theories underpin the study and serve as a useful framework for interpreting findings from the study.

### Self Determination Theory, Edward Deci (1985)

According to Deci and Ryan (1985), the Self-Determination Theory (SDT) is a far-reaching theory that explains human personality and motivation. Self-determination theory (SDT) focuses on how people interact with and are influenced by their social environments. According to Rothes,

Lemos and Gonçalves (2022), self-determination theory (SDT) focuses on the why of motivated behavior—the fundamental motives for human actions. Self-determination theory focused on two main types of motivation namely: autonomous and controlled. Rothes et. al. posited that autonomously motivated individuals experience willful or a self-endorsement of their actions, whereas individuals whose motivation is mainly controlled have a sense that their behavior is a consequence of an external demand. Autonomous motivation (AM) includes intrinsic or self-motivation, the "most genuine" form of autonomous motivation is when people participate in activities out of interest, enjoyment, and pleasure. On the contrary, extrinsic motivation refers to the engagement in an activity for the aftermaths or rewards that are associated with it (e.g., higher grades and money) and/or to avert negative consequences, e.g., punishments and criticism (Rothes, Lemos & Gonçalves, 2022). Self Determination Theory (SDT) focuses on the degree to which learning and education activities are autonomous, i.e., self-determined by the person or, on the contrary, controlled by external factors, be it other people, uncontrollable situations, or the anticipation of rewards Deci & Ryan (as cited in Rothes, et. al., 2022). According to Deci and Ryan's (1985), intrinsically driven or self-motivated students frequently work toward a goal because they enjoy it. Extrinsically motivated students on the other hand, are typically driven by rewards such as money, high grades, or recognition for certain accomplishments and activities. This implies that students who are self-motivated to learn have a positive belief in their potential to succeed and are therefore more likely to perform well in the educational context. Such students

will view examinations as a challenge to be conquered and will therefore be least likely to indulge in examination misconduct.

Deci and Ryan (2017) defined intrinsic or self-motivation as activities that are done for their innate satisfactions. They explained that intrinsic motivation exists in the relation between individuals and activities. Each person is self-motivated for some activities and not others, and only in certain social contexts and not others. Therefore, an understanding of self-motivation must consider how the characteristics of an activity and context are experienced and engaged in by the individual in question. An individual will be self-motivated for an activity to the degree that he or she finds it inherently interesting and enjoyable, which is in turn a function of proximal basic need satisfactions (Deci & Ryan, 1985). This however, implies that students will be self-motivated to learn if they consider leaning as an interesting activity which is intended to help them acquire mastery in what they are being taught. It is therefore anticipated that, if students find learning, self-motivating and a fulfilling activity, then examinations which is an activity associated with learning, should be written fairly without engaging in any form of malpractice. Individuals thus differ in the extent to which they find any particular task interesting, and these differences are influenced by situational, contextual factors and cultural supports. This also implies that, a conducive environment which is not restrictive, but supports learners ultimately helps students to build self-motivation. This is corroborated by Bonneville-Rousy, Vallerand and Buffand (2013), who asserted that satisfaction of fundamental psychological needs is facilitated in circumstances that value mastery and hampered in circumstances that value control. Students are more interested and determined

in behaviours and settings that encourage their autonomy. In contrast, students struggle in settings where teachers are strict and hard on them, leaving little to no chance for them to exercise any independent initiative.

According to Rothes et. al. (2022), social determination theory's framework has aided, to properly appreciate students' motivation and how it relates to their learning, engagement, achievement, and satisfaction. "A substantial number of studies associated autonomous or self-motivation to positive educational outcomes such as engagement, the use of deep learning strategies, higher grades, and satisfaction with learning. On the contrary, controlled or extrinsic motivation is related to test anxiety, superficial cognitive processing and procrastination" (Deci & Ryan, as cited in Rothes, et. al., 2022).

**Social Cognitive Theory (SCT), Albert Bandura (1997)**

According to Bandura (1997), in the social setting, learning takes place due to the continuous interaction of the individuals, behaviour, and the environment. He posits further that the change in behaviour or the acquisition of a new behaviour is not only due to either the environment or the people or the behaviour, but rather a reciprocal interaction among all three factors. Bandura (1997) posits that social cognitive theory encapsulates concepts and processes from the behavioural, cognitive and emotional models of behaviour change. Social cognitive theory posits a reciprocal deterministic relationship between the individual, his or her environment, and behaviour and how all three elements dynamically and reciprocally interact with and upon one another to form the basis for behaviour, as well as potential interventions to change behaviours (Bandura, 1997). The following example demonstrates how

the theory is applicable to the study. In this study, the students' environment (e.g. classroom conditions, praise from teachers), the student himself (e.g. cognition and emotions) and the behaviour of the student (e.g. doing class assignments and regular attendance at school) all play reciprocal roles in their interaction to influence the way students behave. For example: if a student feels capable about doing well in school, he will persist in his effort to learn in school. The learners' environment in this context is referring to the school environment, as well as the social circumstances that influence the individuals' behaviour. In the learners' school environment for instance, the learner learns largely through his or her interaction with friends and teachers. Learning in this regard could also be conscious or unconscious. If the school environment is a proactive one, where other students are bold to respond to questions in class, set higher goals for themselves and spend much of their time focusing on learning for the sake of mastery, then it is possible that this proactive setting or environment will have a positive influence on the students' behaviour to also adopt a studious attitude towards studies. Another construct in the social cognitive theory that is worth mentioning is the concept of reinforcement. Being important players in the environmental context, teachers to a large extent serves as formators and role models for these students. Therefore, teachers' attitudes can directly or indirectly influence students' behaviour either positively or negatively. By consciously and consistently encouraging students to believe in themselves and set high goals for themselves, these students can eventually attain high self-efficacy which will motivate them to learn and not focus on examination malpractice.

According to Wong and Monaghan (2020) social cognitive theory is a commonly applied behaviour change theory in health practice. They argued further that a recent systematic review found the majority of mobile health interventions addressing diet, physical activity, or weight loss utilized social cognitive theory as the guiding framework. Although Wong and Monaghan (2020) applied the social cognitive theory in health practice, the efficacy of the theory to explain human behaviour change process in the field of education is not out of place since both situations considered human behaviour change. Social cognitive theory includes consideration of an individual's prior behaviour, cognitions, social environment, and physical environment when predicting future behaviour (Wong & Monaghan, 2020). They argued that behaviour change is initiated and maintained when persons feel that they are capable of executing the desired behaviour (i.e., self-efficacy) and have a reasonable expectation that the behaviour will result in a desired outcome (i.e., outcome expectations). For example, if students believe in themselves that they are capable of studying hard as well as doing all that is academically required of them (possessing high academic self-efficacy) and that their effort will result in the desired expectations (passing their examinations), then the model suggest that there will be behaviour change (change in their perception of examination malpractice). In conclusion, this theory provides the foundation for contextualizing the correlation between students' academic self-efficacy and their perception of examination malpractice. As stated by Bandura (1997), the human experience is the outcome of interactions between behaviour, cognition, and environment. When examination malpractice is taken into account, students' mental processes, moral growth, emotional

intelligence, and dedication to societal ideals are all considered to be part of their intellect. Social conventions, possible limitations, test rules and regulations, classroom interactions between the teachers and the students, and a supportive school climate are just a few examples of environmental influences. The interactions among these factors can aid to predict students' cheating tendencies.

**Theory of Planned Behaviour, Ajzen (1991)**

According to the Theory of Planned Behavior, propounded by Ajzen (1991), three factors—attitude, subjective norm, and perceived behavioural control—are likely to determine an individual's behavioural intention during the decision-making process. Alternatively, each of the three factors can alter behavioural intention directly, meaning the three factors may interact or have different effects on behaviour intent separately.

**Perceived behavioural control**

According to Ajzen (1991), real behavioural control is crucial, as is obvious. The opportunities and resources that are accessible to a person must, in part, determine the possibility of behavioural success. The idea of behavioural control and how it affects intentions and behaviours, however, is of greater psychological relevance than real control. “In the theory of planned behaviour, perceived behavioural control is an essential component”. Perceived behavioural control relates to an individual's assessment of the difficulty or ease of undertaking a desired behaviour (Ajzen, 1991). Perceived behavioural control can vary between situations and behaviours, and it typically does.

Ajzen (1991) posits that perceived behaviour control and behaviour intention can be utilized to precisely guess success in behaviour attainment". Two fundamental arguments can be advanced to support the above assertion. First, supposing no change in purpose, perceived behavioural control is possible to cause an upsurge in the energy required to complete a specific course of behaviour. Assuming that two people possess the same level of motivation to learn how to drive, the individual who is self-confident to succeed is highly likely to keep going than someone who has misgivings. The second reason for expecting a through relationship between perceived behaviour control and behaviour success is that measures of actual control are often replaced by measures of perceived behaviour control. An individual's perceived behavioural control may not be very authentic if they have insufficient knowledge about a behaviour, if their demands or the existing resources have been altered, or when novel and unexpected factors have been introduced into the environment. According to Ajzen (1991), a gauge of perceived behavioural control might not substantially advance the precision of behaviour prediction in the said situations. But to the point where perceived behavioural control is realistic, it can be applied to project the probability that a behavioural endeavor would be successful.

According to Ajzen and Fishbein (1985), "the performance of behaviour is a function of both intent and the way behaviour is seen to be controlled". Several preconditions have to be satisfied for an accurate prediction. The first need is that the behaviour being predicted is consistent with the measures of intent and perceived behavioural control. In other words, it is necessary to evaluate intents and perceptions of control in connection to

the specific behaviour that is being studied, and the context that is provided must be identical to the one in which the specified behaviour is intended to take place. For example; if the anticipated behaviour is "cheating during an examination," we must evaluate both intentions "to cheat during an examination" (not intentions "to cheat" generally) and perceived control over "cheating during an examination". The theory of planned behaviour is helpful in clarifying students' perception of examination malpractice which is a dependent variable in the current study. From the theory of planned behaviour, it can therefore be said that factors that make it easier or harder for students to commit examination malpractice are the student's perceived behavioural control. To a large extent, it can be said that factors like ineffective invigilation and supervision techniques adopted during the conduct of examinations, providing students with foreign materials in the examination halls, setting up the hall so that students have the chance to sit too close to one another, among other things, constitute a determination of students perceived behavioural control.

The concept of perceived behavioural control affirms that, the concept has the propensity to affect the precision of prediction of a specific intention when prerequisites or existing resources change, or when novel and unknown variables enter the environment, or when a person has a limited quantity of information about the behaviour. From the aforementioned, it can be said that students' continuous engagement in examination implies that they understand the challenges and simplicity of committing examination malpractice. Students perceived behavioural control is established if they completely understand the difficulties or ease, they must face in order to succeed in

examination malpractice, which satisfies the requirement that when there is absence of knowledge about the behaviour, the apparent behavioural control may be unrealistic.

A second need is that perceived behavioural control must match the behaviour of interest in order to accurately anticipate intention, which in this context refers to intention to cheat or perception of examination malpractice. The Perception of Examination Malpractice Questionnaire (PEMQ), an instrument for measuring students' intention to cheat, was constructed with carefully crafted items that elicit responses which represent students perceived behavioural control in relation to the actual behaviour of interest (perception of examination malpractice). This was to ensure that accurate measurement of students' intentions to cheat or students' perception of examination malpractice was done.

According to Ajzen (1991), a third prerequisite for accurate behavioural projection is that intents and perceived behavioural control should be constant between the period of their assessment and the behavior's observation. The intents or perceptions of behavioural control may change as a result of prevailing events, making it incredible to predict potential behaviour accurately using the original measures of these variables. The exactness of perceived behavioural control is a further precondition for predictive validity. As indicated earlier, behaviour prediction from perceived behavioural control would become more precise the more precisely perceptions of behavioural control mirror actual control. It is expected that the relative credence placed on intentions and perceived behavioural control in predicting behaviour will vary depending on the situations and the type of behaviour in question. Ajzen

(1991) argues further that, intentions by themselves should suffice to predict behaviour when the behaviour or circumstance gives an individual absolute power over behaviour performance. Perceived behavioural control ought to be progressively beneficial when volitional control over the behaviour declines (Ajzen, 1991). Predicting someone's behaviour can be heavily impacted by their goals and perceived behavioural control, even though the existing circumstance matter, the individual's goals or perceived behavioural control might be key. In other cases, one predictor is considered sufficient to predict a behaviour.

**Attitude towards behaviour**

Ajzen (1991) indicated that another important factor that determines whether or not a person has the purpose to perform a certain action as well as whether or not they really did engage in the said behaviour is the individual's attitude toward the behaviour in question. The level of positivity with which a person views a behaviour is known as their attitude toward that behaviour (Ajzen, 1991). Several research studies have demonstrated that the theory of planned behaviour offers a solid premise to envisage a behaviour based on intentions and perceived behavioural control. Theory of planned behaviour is basically focused on behaviours that are goal-driven and guided by conscious self-control mechanisms, although emphasizing the regulated components of human information processing and decision-making. According to Ajzen (1991), the two factors in TPB that influence behavioural intention are an individual's nature and how society affects them. The evaluation of people based on the particular behaviours they engage in is known as their individual character i.e., the attitude of individuals. According to Ajzen and Fishbein

(1985), the relationship between attitudes and behaviours is more evident the more specific the attitudes and behaviours are. In relation to the current study, the behaviour being considered or being predicted is students' perception of examination malpractice. Students' study habits, their class attendance and participation in lessons, their verbal pronouncements are some of the ways through which student's perception of examination malpractice can be revealed. If for instance, a student does not show any intertest in studying, does not attend classes and does not participate in any academic exercise but rather proclaims how prepared he is to receive assistance during examination hence capable coming out successfully with good grades, then that clearly tells the kind of attitude the student has towards examination malpractice.

**Subjective norm**

According to Ajzen (1991), the term "subjective norm" describes the social pressures that people experience when engaging in certain behaviours, particularly the pressure from individuals or groups that are significant to them and who agree or disagree with them when it comes to engaging in certain behaviours. Subjective norm can also be defined as felt social pressure from important persons to engage in or refrain from engaging in a behaviour. A person's purpose to engage in an act will be stronger the more positive their attitude toward the behaviour and their subjective norm, as well as the more behavioural control they have (Ajzen, 1991).

In relating the current study to the theory of planned behaviour, we can associate students' subjective norm to the influence of parents and teachers, whose expectations for students is to pass examinations by getting good grades. If parents and teachers, who are care givers and considered to play

substantial roles in the life of students demand of students to pass examination at the expense of mastering the content, then, students in an attempt to please these group of people turn to examination malpractice as the only way out.

In conclusion, the theory of planned behaviour holds that, conceptually, three distinct factors are considered to determine intent. An individuals' attitude toward the behaviour is the first factor. This explains how favorably or unfavorably they consider the behaviour in question. The second predictor is subjective norm which refers to the social variable that explains presumed social pressure to partake in or refrain from the action. The third precondition for intent is the degree of perceived behavioural control. It is assumed that this antecedent reflects proficiency along with anticipated obstructions and hurdles. Generally speaking, an individual's purpose to engage in a behaviour should be stronger the more positive the attitude and subjective norm in regard to behaviour, and the larger the perceived behavioural control. "It is anticipated that the comparative importance of attitude, subjective norm, and perceived behavioural control in the prediction of intent will vary across behaviours and contexts". It may however be observed that attitude alone has a substantial influence on predicting intentions in certain situations, attitudes and perceived behavioural control in others, and all three namely; attitudes, subjective norm and perceived behavioural control, individually in other situations.

Applying the theory to the study's dependent variable which is students' perception of examination malpractice, may be likened to how favorably or unfavorably students consider examination malpractice. The second component of the theory, referred to as subjective norm, deals with the

"perceived social pressure to engage in the behaviour or refrain from doing so". This influence is comparable to the demand parents and teachers make of their students to do well in examination. In this situation, parents, teachers, and other significant individuals can be thought of as being crucial decision-makers for the students. Furthermore, if parents and teachers start to insist on getting good results, students feel obliged to go the extra mile to please them, which is why they will be willing to engage in examinations malpractice. The level of perceived behaviour control, as we discussed previously, pertains to the perceived ease or difficulty in carrying out the behaviour. This can be associated with the possibilities, obstructions and hurdles that students must contend with in their quest to engage in examination malpractice. The examination body's allegedly lax invigilation and monitoring mechanism has been cited by research studies as a major contributing cause to students' participation in examination misconduct. Another behaviour that falls under perceived behavioural control the willingness of invigilators and examiners to render all forms of illicit assistance to help a student to cheat during examination. Perceived behavioural control is determined by how simple or difficult it is to carry out certain actions.

Because the above theory describes the components that account for human intentions and how intentions eventually predict behaviour, the theory of planned behaviour is considered applicable to the study. The various elements that make up the theory's three pillars are "attitude toward behaviour, subjective norm, and perceived behavioural control". These are pertinent factors for making predictions about how students would perceive malpractice in examinations

## Conceptual Review

### Self-motivated learning

Self-motivated learning as used in this study also refers to intrinsic motivation. Motivation is generally categorized into two forms namely; Intrinsic or self-motivation and extrinsic motivation (Deci & Ryan, 2017). According to Legault (2016), extrinsic motivation stems from an outwardly or socially founded motive to complete an action. Extrinsic stimuli such as money or other rewards can lead to extrinsic motivation as a result of the fact that they engender want for the outcome of the activity; they do not engender wish to participate in the activity for its own sake. Intrinsic or self-motivation in contrast refers to participation in an activity that is naturally fulfilling or pleasurable (Legault, 2016). Legault posited further that self-motivation is non instrumental in nature, that is, intrinsically motivated act is not dependent upon any outcome separate from the behavior itself. For instance, a child may enjoy playing outdoor games such as skipping, running, jumping, for no apparent reason than because it is exciting and inherently satisfying. Csikszentmihalyi and Nakamura (2014) introduced what they termed "the flow experience". People who are in the flow state focus on and are completely engrossed in the activity at hand, are ignorant of the passing of time, are aware of what they want to accomplish, do not worry about failing, engage in the task out of pure enjoyment, and find involvement in the task to be fulfilling. According to Csikszentmihalyi and Nakamura, the flow experience necessitates a relatively high level of difficulty and a similarly high level of expertise. If the challenges of the task are greater than the person's talents for carrying out the task, the individual suffers anxiety; if the person's

skills for carrying out the task are greater than the challenge of the task, the individual experiences boredom. Cheating could be driven by either of these mismatches in skill level and difficulty and maintained in part by a match between the difficulty of studying and the student's ability level in cheating. Positive feedback in the school such as praising students for their performance and assisting slow learners as well as other forms of motivation from teachers can increase students' self-motivation to learn and increase their hope that they can actually study hard and pass their examination without indulging in examination malpractice. People who are self-motivated do not contemplate the incentives or penalties of their actions but are only motivated by the act itself. They behave in this manner because it is naturally gratifying in and of itself. Recent studies provide substantial evidence for the assumption that students who are motivated to acquire knowledge for their own benefit compared to those driven by external motivation or performance variables like grades, academic status, or other achievement evaluations, are less inclined to cheat.

Deci and Ryan (2017) defined intrinsic motivation as an impulsive act that is maintained by the gratifications acquired in the act itself, and it is juxtaposed with activity that is relied on for its separable rewards or reinforcements. They further explained that intrinsic drive or self-motivation is primarily characterized by a higher level of mental involvement than extrinsic drive. When it comes to their academic behaviours, students could be intrinsically driven to engage fully in their academics. These students are self-motivated to excel on examinations, but others with external motivation might turn to cheat to get high scores.

Several factors have been identified to influence students' self-motivation to learn. According to Hattie (as cited in Larwin & Reash, 2021), the child, the home, the school, the curricula, the teacher and the approaches to teaching are known as the factors of "visible learning". "Visible learning" according to Hattie, is a practice which he explained as "teachers seeing learning through the eyes of students, and students seeing teaching as the key to their ongoing learning". Hattie, asserted that teachers teaching strategies play a substantial role in students learning. Teachers teaching approach has been championed by many studies as the most important factor that influence students' self-motivation to learn. O'Brien (2012) stated that different teaching styles produce different results and students will feel more motivated when teachers have different variations in teaching. According to Muharam, Ihjon, Hijrah, and Samiruddin (2019), the teaching style of the teacher has a favourable and significant impact on students' motivation. Muharam, et. al. asserted further that different teaching philosophies had both favourable and significant impact on student motivation.

The above statements support the theoretical assumption that students feel more confident and motivated to learn in a less demeaning and autonomous environment (Deci & Ryan, 2017). This result implies that teachers who enhance their instructional methods by fostering a more socially engaging and learner-friendly environment will motivate students.

**Academic self-efficacy**

Hayat, Shateri and Amini (2020) defined academic self-efficacy as students' convictions and opinions about their capabilities to attain academic success, plus the belief they have in their capacity to learn and master

academic materials and accomplish academic tasks successfully. It has been discovered that academic self-efficacy is crucial for learning. According to Babura (1997), the observer and the model should be intimately related, and the observer should exhibit a great degree of self-efficacy, for learning to occur. Self-efficacy asks whether a person is capable of performing a specific task. Self-efficacy beliefs affect how individuals feel, reason, inspire themselves and behave (Bandura, 1997). As a result, students' opinions about their own effectiveness have an effect on how much effort they are prepared to put forth to accomplish a task. Self-efficacy beliefs impact cognition and behaviour patterns about how hard to work at things and how long to keep going when things go wrong. Students' perceptions of their skills also have an impact on whether or not their cognitive patterns are self-helping or self-hindering. Therefore, it is fair to state that students' self-efficacy beliefs can either hamper or promote the achievement of their desired goals. According to Bandura (1997), the four sorts of information people use while assessing their own worth are "performance outcomes (performance accomplishments), vicarious experiences, verbal persuasion, and physiological feedback (emotional arousal)".

Self-efficacy, according to Bhatt and Bahadur (2018), is the degree of conviction in one's own capacity to complete tasks and attain objectives. The perceptions people have about their ability to attain set standards of performance are believed to influence the events that occur in their lives. Beliefs in an individual's own skills affect how they think, feel, are motivated, and act. People who have high self-efficacy put up more effort and keep at it longer to complete a task. Researchers have found that, how you feel about

your own abilities has a big effect on how well you do (Bhatt & Bahadur, 2018).

**Factors that affect academic-self efficacy**

**Past Performance**

The one element that has been identified to impact the confidence and self-efficacy of people the most is their past performance (Bandura, 1997). Failure diminishes self-efficacy whereas success raises it. People begin to believe that they will succeed in the future on the same endeavor if they have previously been successful at it. Our self-efficacy is impacted by how we interpret our victories and setbacks. If we think that our abilities or skills contributed to our prior triumphs, we might feel more confident in our capacity to complete that work in the future (Bandura, 1997). Bandura argues that, the most significant fountain of self-efficacy is performance outcomes or experiences. A person's ability to fulfill an assignment could be affected by both good and bad experiences. There is a high probability that an individual will feel capable and perform satisfactorily in an activity granted that they previously succeeded at it (Bandura, 1997). Students' personal academic achievement or failure can provide a reliable basis for assessing their level of self-efficacy. Students who have demonstrated academic promise or success previously are more probable to have confidence they can approach examinations with courage and daring and achieve. Similar to this, students who consistently perform poorly in school are more likely to suffer a decline in self-efficacy. Consequently, they may lack confidence in their ability to pass examinations, view themselves as failures, and attempt to cheat in examinations. "Success instils a strong sense of self-worth. Failure weakens it,

particularly if they happen prior to building a strong sense of efficacy" (Bandura, 1997).

**Modeling or Vicarious Experience**

According to Bandura (1997), when we witness someone performing a specific action, we begin to think that we can do the same thing. When we observe others achieving, our own self-efficacy rises; conversely, when we witness others failing, our self-efficacy falls. This generally occurs when we regard ourselves as being similar to the perceived model, or when we think of ourselves in that way. We are affected to a greater extent the more closely we resemble the model being examined. Modeling is beneficial for people who are extremely insecure about themselves, but it is not as influential as real experience. According to Bandura (1997), persons might acquire high or low self-efficacy indirectly through the actions of others. A person can assess his own ability by contrasting it with that of another person in a similar position after seeing them execute. A person's self-efficacy may rise if they witness someone like them achieve. The converse is also true; seeing a peer fail at a task might lower one's own sense of competence. Vicarious experience greatly influences students view of their capability (Bandura, 1997). For instance, if a student sees another student who is similar to himself perform a particular task and succeeds at it, then the observer's belief will be raised showing that they too are capable of mastering equivalent activities to complete same. Students who see their fellow students attain success in examinations will encourage themselves that they can also learn to attain same measure of success.

**Verbal Persuasion**

Direct support or opposition from another individual is referred to as social persuasion (Bandura, 1997). When you tell someone, "You can do it," their level of confidence rises, which improves their self-efficacy. When a person hears something from someone he regards as reliable, verbal persuasion is believed to be more effective. It has been shown that encouragement tends to increase a person's self-efficacy while discouragement tends to decrease it. People are more inclined to exert greater effort and maintain it if they are convinced orally that they have the requisite talents to master a task compared to when they entertain doubts and focus on their shortcomings whenever they encounter difficulties. Redmond (as cited in Agholor, 2019) concurred that praise and condemnation of a person's performance or potential to act have an impact on their self-efficacy. A teacher can say to a student, "You can do it. You have my full trust". Positive verbal persuasion techniques typically motivate people to work more, which increases their chances of success. Therefore, students who are vocally encouraged to put out their best effort stand a great probability of using their self-efficacy beliefs to pass their examinations and are less likely to cheat because they have a high regard for themselves. In contrast, it is also true that students who receive continual criticism are more prone to question their abilities and, as a result, come to believe that cheating is the only way to pass a test. Redmond added that "verbal persuasion is probably a weak source of self-efficacy, though".

**Psychological Factors**

According to Bandura (1997), people also consider their bodily and emotional states when assessing their talents. Their tension and stress responses are typically perceived as indications of weakness and subpar performance. When engaged in tasks that require vigor and muscle, people interpret their weakness, aches, and pains as evidence of physical weakness. According to Bandura, people's opinions of their own efficacy are also affected by their mood. Positive moods increase perceived self-efficacy, but negative moods decrease it. Thus, self-efficacy can be altered by lowering people's stress response, changing their adverse emotional propensities, and changing how those interpret their physical situations.

**Empirical Review**

This section of chapter two presents a systematic analysis of previous studies on relationship between self-motivated learning, academic self-efficacy and students' perception of examination malpractice. Relevant literature was reviewed as per the specific objectives of the study.

**Students' self-motivated learning**

Bárkányi (2021), in his study titled "Motivation, self-efficacy beliefs, and speaking anxiety in language MOOCs", reported that learners who possess high levels of intrinsic motivation were highly susceptible to finish their modules as compared to those who opted to control a personal situation or proceed in their career or studies. He posited further that nervousness and

anxiety inhibit most learners from totally contributing in the speaking activities. This implies that the level of students' self-motivation to learn has a significant impact on students' academic behaviour, which includes writing examinations. The above assertion by Bárkányi (2021) supports the position of Bonneville-Rousy, Vallerand and Buffand (2013), who explained that satisfaction of fundamental psychological needs is facilitated in circumstances that value mastery and hampered in circumstances that are characterized by control. Students for that matter are more interested and determined in behaviours and settings that encourage their autonomy. In contrast, students struggle in settings where teachers are strict and hard on them, leaving little to no chance for them to exercise any independent initiative. In a study by Cortright, Lujan, Blumberg, Cox, and DiCarlo (2013) to determine whether "higher levels of intrinsic motivation are related to higher levels of class performance for male but not female students" reported that high levels of self -motivation had a significant positive relationship with high level of class performance for boys but not for girls. They explained that learners who are preoccupied with academic grades are extrinsically motivated, while learners who are goal oriented and so focus their attention on their academic work and are genuinely interested in it are said to be intrinsically motivated. They posited further that self-motivation, which is based significantly on the principles of the self-determination theory has the most substantial influence on school performance ranging from elementary schools to medical schools.

**Students' academic self-efficacy**

Honicke and Broadbent (2016) in their study to determine whether academic self-efficacy correlated academic performance among university

students reported that academic self-efficacy moderately correlated with academic performance. Feldman and Kubota (2015) in their study titled "Hope, self-efficacy, optimism, and academic achievement: Distinguishing constructs and levels of specificity in predicting college grade-point average" reported that having hope in general predicted academic-specific hope and academic self-efficacy, both of which then predicted GPA. According to Fenning and May (2013), general self-efficacy was the best predictor of GPA, while academic self-efficacy was found to have a strong correlation with students' current GPA. The above assertion suggests that both academic self-efficacy and general self-efficacy significantly influence students' academic performance. In a study to "examine the relationship of academic self-efficacy to engagement in class discussion and performance on major course exams among 165 students in an undergraduate human development course", Galyon, Blondin, Yaw, Nalls, and William (2012) reported that, "self-efficacy was most strongly related to class participation and exam performance at the highest level of GPA and least related at the lowest level of GPA". In a study conducted by Abdelouahed and Bendaoud (2021), who sought to examine, by means of the Spearman correlational test and through the construction of a direct effect model, the relationship between general self-efficacy beliefs and academic achievement among undergraduate and graduate levels from numerous universities across different regions in Morocco. The outcome of their study revealed that GPA scores shows a reasonably significant correlation between self-efficacy and academic achievement. furthermore, a constructed direct-effect path model showed a significant positive impact of self-efficacy on academic achievement". The studies cited above show that

academic self-efficacy play a significant role in students' academic performance.

**Students' perception of examination malpractice**

Akindele (2018) reported that most students were of the opinion that indulging in examination malpractice was a normal incidence, which will be strenuous to curb. Caregivers, educators and school principals were found to embolden the practice of examination malpractice. Siamunako and Magasu (2021) reported that all students agreed that examination malpractice was rife in schools. They also mention the following as the various forms of malpractices in the schools: Pupils not well prepared for examination, Teachers do not cover the syllabus, Inadequate teaching and learning materials, societal preference for paper qualification, poor teaching methods and incompetent teachers, Low morals of society members, Fear of failing the examination, Poverty of teachers and Parents. In a related study, Balbuena and Lamela (2015) reported that students perceive examination malpractice behaviours as normal school acts, and they attributed their actions to several factors such as tutor's and learner's incompetence, unfavourable learning environment and lenient enforcement of school rules. Akindele (2018) also found that the majority of learners assumed that their engrossment in examination malpractice was a usual incidence which will be hard to curtail. Examination malpractice was found to be encouraged by school principals, teachers and parents. Okoe and Adie (2016) also reported that inadequate preparation on the part of students, the show of support towards the practice by stakeholders in the educational system and the society at large, highly accounted for the persistent increase in the incidence of examination

malpractice. In a related study conducted by Al-Dossary (2017), 322 undergraduate students were selected from a sample of students to determine whether a revised form of TPB could effectively guess cheating conduct among Saudi university students. The sample was subjected to analysis using structural equation modelling. The outcomes matched what was predicted by the TPB model. In a study titled "Using the Theory of Planned Behavior and Personality to Predict Academic Misconduct Intentions and Behavior", Stone, Jawahar and Kisamore (2010), "tested the effectiveness of Ajzen's theory of planned behaviour for making prediction about cheating intentions and behaviours among a sample of 241 business undergraduates". "The study looked at mediated structural equation models of the TPB that included personality traits, adjustment, and wisdom as antecedents". The study's findings corroborate the TPB model.

**Relationship between students self-motivated learning and their perception of examination malpractice**

According to Fieldman (2012), extrinsically motivated students are more prone to cheat on examinations in order to get the scores they want. He continued by asserting that students who cheat on examinations are more focused on receiving the scores they want than learning anything from their studies, and they may use any opportunity to do so. Students who are intrinsically driven will work hard to perform well on examinations because they will find it enjoyable. Students who possess high intrinsic drive are less probable to cheat on tests (Adeyemi, 2010).

Among middle school students in grades six through eight, Anderman and Koenka (2017) made a distinction between two types of goals (mastery

and performance) and three levels of orientation (personal, classroom, and school-wide). Both the students' individual achievement and mastery goals were evaluated. Students' perceptions of their own performance and mastery orientation levels in the classroom and across the entire school were also evaluated. These researchers discovered that middle school students' cheating behaviour connected supportively with achievement goals and adversely with mastery goals in every respect of orientation. At the personal and school-wide orientation levels, cheaters showed noticeably greater performance level objectives and noticeably low of mastery level goals in relation to non-cheaters. According to Oduwaiye (as cited by Osuji, 2020) motivation negatively correlated with students' engagement in plagiarism; intrinsic motivation was also related with lower self-reported cheating. According to Hagger, Hardcastle, and Chatzisarantis (2015), students are more interested and determined in behaviours and settings that encourage their autonomy. In contrast, students struggle in settings where teachers are strict and hard on them, leaving little to no chance for them to exercise any independent initiative. In a study titled "self-esteem and motivation as predictors of academic dishonesty of students in Anambra State Public Secondary School in Anambra State", it is reported that among secondary school students, level of motivation meaningfully predicts their academic dishonesty (Odogwu, Madubugwu & Adonai-Okonkwo, 2022). In a related study, Sitwat and Zyngier (2012) reported that students who were self-motivated demonstrated more commitment in their academic activities. The above studies indicate that there is a substantial relationship between self-motivated learning and students' perception of examination malpractice. Even though, both intrinsic

and extrinsic motivation was discussed in the empirical review above, the study focused on intrinsic motivation (self-motivated learning).

**Relationship between students' academic self-efficacy and their perception of examination malpractice.**

Hayat, Shateri and Amini (2020) defined academic self-efficacy as "students' beliefs and attitudes toward their capabilities to achieve academic success, as well as belief in their ability to fulfil academic tasks and the successful learning of the materials". Self-efficacy is essential for self-regulation, adds to students' achievement, and influences the kinds of activities people choose to engage in as well as their degree of interest and effort in those activities. Baykal and Yildirim (2020) investigated "the effect of personality traits and academic self-efficacies on malpractice tendencies in health college students" and reported a negative correlation between perception of examination malpractice and academic self-efficacy ($P < 0.01$). Examination-taking behaviours among students have frequently been linked to students' sense of self-efficacy. Recent studies show that, self-efficacy is crucial in predicting and explaining academic achievement across a variety of disciplines. Tas and Tekkaya (2010) observed that students who were less self-efficacious and who utilized more self-handicapping tactics were more likely to indulge in cheating behaviour. This suggests that while learners with great self-efficacy are susceptible to rise to challenges and feel capable of successfully completing school-related tasks in order to avoid cheating in examinations, students with low self-efficacy tend to surrender in defeat when confronted with difficulties and are prone to indulge in examination malpractice.

Similar claims were made by Nora and Zhang (2010) in a survey research study about the factors that account for cheating using 100 high school students from a community secondary school as sample for the study. The fundamental goal of this study was to examine how the variables of self-efficacy, peer influence, and cheating interact with one another. According to the findings, compared to students who regarded themselves as having a great self-efficacy, students who rated themselves as having a lower level of academic self-efficacy were more likely to cheat. Okorodudu (2012) examined "the relationship between parental motivation, self-efficacy and students' examination dishonesty". Responses from 1000 respondents revealed that parental self-efficacy vastly predicted students' examination misconduct. Empirical studies have shown that learners who are certain in their capacity to finish an academic task are much more likely to persevere through difficulties and complete the task at hand. When students doubt their capacity to complete a task or conquer a challenge, they are more inclined to give up on it or perhaps avoid it altogether. Self-efficacy beliefs have been specifically explored in relation to cheating behaviour in a number of correlational studies. According to Wedge (2012), academic dishonesty is frequently observed in students who lack academic self-efficacy. When presented with problems, students with high self-efficacy levels are highly certain they can successfully accomplish their tasks and persevere longer than learners who possess lower levels of self-efficacy. Kaindio, Muiru and Kenei (2021) conducted a study titled "Influence of Students' Past Performance Component of Self-Efficacy on Examination Malpractices among Students in Kiambu County Universities Kenya" and reported that students' engagement in examination malpractices

was largely influenced by the degree of students' self-efficacy. The implication of this statement is that academic self-efficacy plays a significant role in determining whether students will cheat or not, however, academic self-efficacy alone is insufficient to predict students' cheating behaviour. Self-efficacy still largely correlated with reduced rates of cheating; students who admitted to cheating the least were those who also performed well. In general, reliability in prospects and performance level predicts less cheating, while divergence predicts more. These results support earlier claims that learners with great self-efficacy are less prone to cheat on examinations because they view examinations as challenges to be overcome rather than a danger, hence they would prefer to work hard for success than cheat.

**Gender difference in students' self-motivated learning**

Keklik (2012) conducted a study on "learning styles and motivation of high school students". The study's goal was to "ascertain if any statistically significant differences exist in high school students' motivation and learning techniques scores based on their gender, grade level, mothers' educational attainment, and fathers' educational attainment". The study included 318 students in their senior year of high school. As a follow-up test for MANOVA, analysis of variance (ANOVA) was performed on each independent variable. According to univariate ANOVAs, students' motivation scores did not differ substantially by gender [F (1, 312) =.362, P=.548, n2 =.001].

Kissau, Kolano, and Wang (2010) also conducted a study titled "perceptions of gender disparities in secondary school students' motivation to learn Spanish". "The goal of the study was to look into how students in a secondary school in the Southeast of the United States were motivated to learn

Spanish language differently depending on their gender". A mixed methodology approach was used to look into motivational factor differences between men and women. Sixty Spanish Level 1 students were given surveys to complete. According to the study's findings, boys thought they were less motivated than their female peers. The study's relevance as an addition to existing knowledge on student motivation cannot be denied, despite the fact that it was specifically focused on "gender differences in students' motivation to learn Spanish language rather than students' motivation for academic success in general". This is due to the fact that the cognitive processes necessary for learning a language are similar to those required for learning in general. The findings of the current study however differ quite significantly from those of Keklik (2012), who reported that no gender difference exists in the students' motivation scores. The disparities between the results of the aforementioned studies can be clearly ascribed to a number of variables, including the methodology used, the measuring scales, constructs, and type of analysis, among others.

Ayub (2010) examined the impact of self-motivation and extrinsic motivation on students' academic achievement. The study also looked at how self-motivation and extrinsic drive affected academic performance differently depending on gender. For the study, 200 students (100 males and 100 females) were chosen as a sample from several colleges in Karachi. The participants' ages ranged from 18 to 21 (with mean age of 18.56 years). The study's results indicate that there is a gender difference in the influence of intrinsic and extrinsic motivation on academic achievement (t=4.324, p.05). More females

than males were intrinsically driven. Males, in contrast to females, were more extrinsically motivated.

**Gender difference in students' academic self-efficacy**

Huang (2013) used meta-analysis in a study to examine gender disparities in students' academic self-efficacy. "An effect size of 0.08 was found in a meta-analysis of 187 papers with 247 independent studies (N = 68,429) on gender differences in academic self-efficacy, with a slight difference favoring men". Compared to men, women displayed high self-efficacy in language arts. In contrast, males demonstrated greater self-efficacy in the social sciences, computers, and mathematics than girls. Gender disparity in relation to students' academic self-efficacy was also influenced by age. In terms of broad gender differences in academic self-efficacy, Huang's study remained silent, instead, the disparities might be detected among the different subject matters. The study also showed that age has an impact on students' academic self-efficacy. In a nutshell, Huang's study found that gender disparities in students' academic self-efficacy tend to be subject-specific, with males showing stronger self-efficacy in STEM and females having higher self-efficacy in language arts

In a study titled "students' self-efficacy and gender-personality interactions", Fallan and Opstad (2016) reported that "female students have significantly lower self-efficacy level and self-efficacy strength than their male peers". Despite the fact that Dever and Kim (2016) hypothesized that gender disparities in academic self-efficacy may exist outside of K–12 education, most research focuses on this age group. Abdelouahed and Bendaoud (2021) in their study to examine, the relationship between general

self-efficacy beliefs and academic achievement among undergraduate and graduate levels from numerous universities across different regions in Morocco, by using Spearman correlational test and through the construction of a direct effect model, reported that , "comparing self-efficacy for male and female students using an independent sample t-test showed that females students have higher self-efficacy beliefs than male students. In a longitudinal study, MacPhee, Farro, and Canetto (2013) investigated the academic self-efficacy of female minorities from low socioeconomic level enrolling in STEM programmes. According to the study's findings, women exhibited lower academic self-efficacy than men before entering the STEM programme, but by the time they graduated, their levels had equaled, MacPhee et al. These results imply that interventions that act as mediators, like mentorship, could eliminate the gender gap in academic self-efficacy. Although MacPhee et al. hypothesized that there are gender disparities in academic self-efficacy among adults, it is crucial to note that results may have been skewed due to minority women's lack of confidence stemming from their lower social standing and the widespread assumption that males perform better in STEM programmes. Studies using female participants from various racial and intellectual backgrounds might provide diverse results.

**Gender difference in perception of examination malpractice**

Eze (2015) conducted a study on "male and female students' perception of cheating on examinations. The goal of the study was to find out how gender affected students' perceptions of examination fraud. Three hundred and forty-six (346) secondary school students took part in the study. The mean age of the participants, who ranged in age from 14 to 18 years, was

sixteen. ANOVA data analysis revealed that gender has a significant main influence on students' perceptions of examination malpractice, F (1,338) = 4.84, P .05." Thus, the results of their research indicated that gender meaningfully affects how examination malpractice is perceived. Based on the study, male students or participants are more prone to cheat on examinations than female students or participants (M = 33.96, SD = 7.00 vs. M = 32.37, SD = 6.87).

Cornelius-Ukpepi and Enukoha (2012) did another study on "male and female students' perception of examination malpractice in Nigeria". The goal of this study was to determine how sixth graders in Cross River State, Nigeria, perceived examination malpractice and their academic achievement in Primary Science. Three hypotheses were developed and evaluated in order to fulfil the goals of the study. Data collecting devices included two different tools. "They were a 50-item primary science achievement test and a perception of examination malpractice questionnaire (PEMQ). One thousand eight hundred and eighteen (1,818) students out of sixty-eight thousand, two hundred and one (68,201) students in seventy (70) schools were administered these instruments once they had been validated". Since the research area was split up into three separate educational zones, each with its own unique population, proportionate stratified random sampling approach was utilized in sample selecting. "At the 0.05 level of significance, the collected data were examined using the Pearson Product Moment Correlation Coefficient (r), One-way Analysis of Variance (ANOVA), and independent samples t-test". The main outcome of this study showed a substantial link between primary science academic achievement and students' perceptions of examination malpractice.

Furthermore, the study found no significant difference in perception of examination malpractice by gender among students. Further analysis showed that males and females had equivalent or equal intents to commit examination malpractice, suggesting that perceptions of examination malpractice did not vary by sex. As a result, neither men nor women had a stronger desire to cheat on examinations than the other.

Another study on examination malpractice among male and female students was carried out with the goal of analyzing completely how students perceived the elements that made Polytechnic students in Takoradi more likely to cheat on examinations. "The descriptive survey design was used for the investigation". A total of two-hundred (200) students from the School of Applied Arts were polled for the study. The researchers created the IFTEMQ, a specially designed questionnaire on the inclining variables towards test misconduct, to gather information. To direct the investigation, three research questions were posed. The study found that instructors and students who are the main actors being the main cause factors in the occurrence of shady practices during examinations (Asante-Kyei & Nduro, 2014). Examination cheating was found to be correlated with gender and age. The findings also showed a strong correlation between gender and students' attitudes on the elements that encourage examination malpractice at Takoradi Polytechnic. The study came to the conclusion that males compared to females are more prone to engage in sharp behaviours during examinations.

Similar to this, Adeoti, Olufunke, and Ruth (2015) also investigated how both male and female students perceived examination fraud. The study looked into undergraduates' perceptions of the causes of examination

malpractice. A sample of 200 undergraduate students made up the study's participants; it was a descriptive study. Data was gathered via a questionnaire titled “Factor accountable for examination malpractices. Frequency counts, mean scores, t-tests, and ANOVA statistical analyses were used to assess the data acquired. The findings showed that there was a significant difference in the factors contributing to examination malpractices between male and female students (t = 2.569, df = 198, p=0.05)”. This implied that male students' perceptions of the causes of examination malpractice were very different from those of their female peers because males were found to be more prone to the conduct. Possible explanations for this trend include the fact that women have a higher propensity to fear punishment for any criminal behaviour than males do.

Badejo and Gandonu (2010) carried out a study on how female and male students perceived cheating in examination. The study’s aim was to ascertain how students in Lagos institutions perceived the risk factors for cheating on examinations. “The study included 240 respondents from the Faculty of Education at two public colleges in Lagos State. The researchers created a questionnaire on the risk factors for examination malpractice (PFTEMQ) to collect data”. Two research hypotheses were developed for the study and assessed at the 0.05 level of significance. One research question was posed. Findings showed that the incidence of examination malpractice was influenced by factors including students, faculty, and university administration. “Also, there was no statistically significant gender difference in students' perceptions of examination malpractice”. Thus, the findings showed that males and females were equally likely to cheat examinations,

according to students' perceptions of predisposing conditions in Lagos institutions. In other words, elements that could result in examination malpractice were perceived similarly by male and female students.

**Conceptual Framework**

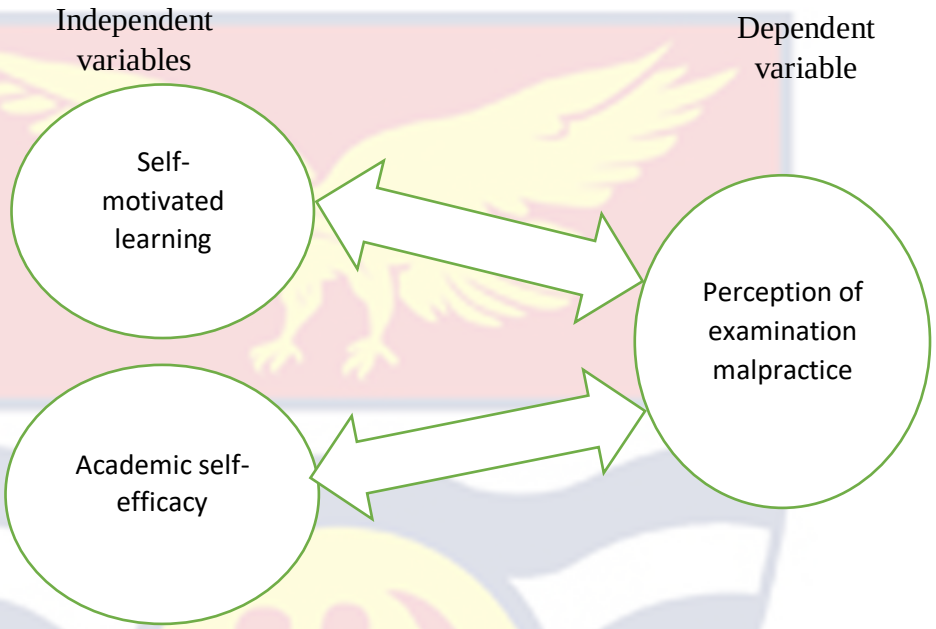


*Figure 2*: Conceptual Framework
Source: Author's construct, 2021

The conceptual framework shows a model that demonstrates the reciprocal relationship between self-motivated learning and perception of examination malpractice as well as between academic self-efficacy and perception of examination malpractice. The model shows that students' self-motivation to learn has a direct relationship with their perception of examination malpractice. This suggests that, when students are self-motivated to learn, they find learning fulfilling and enjoyable hence their level of self-motivation to learn will certainly influence their learning behaviours which will ultimately have a direct relationship on how they perceive examination malpractice. Also, the model shows a direct relationship between students' academic self-efficacy and their perception of examination malpractice. The

model demonstrates that if students possess high academic self-efficacy, they will have confidence in their academic capabilities and they will be more confident in learning the content being taught at school which will in-turn build their confidence to see examination as an academic exercise and a challenge which should be surmounted which in turn will result in a negative perception of examination malpractice and vice versa.

**Chapter Summary**

According to the literature, students' self-motivation to learn has a positive impact on their learning behaviour. Also, self-motivation to learn has been found to have a significant relationship with how students perceive examination malpractice. According to Olanrewaju (2010), learners with strong intrinsic drive or high self-motivation are less prone to cheat on their assignments. Ayub (2010) further showed that while men were highly extrinsically motivated, women were highly self-motivated to learn.

The literature also showed that students' academic self-efficacy has a significant relationship with their perception of examination malpractice. Wedge (2012) reported that academic dishonesty is frequently observed in students who lacked academic self-efficacy.

Literature has also demonstrated that gender significantly correlates with how examination malpractice is perceived. Eze (2015) reported that boys are more susceptible to cheat on examinations than girls. Cornelius-Ukpepi (2012) found that perceptions of examination malpractice did not differ by gender and that men and women had similar or equal intents to commit examination malpractice in a different study carried out among students in Nigeria. As a result, neither men nor women had a stronger desire to cheat on

examinations than the other. Other research, such those by Badejo and Gandonu (2010); Adeoti, Olufunke, and Ruth (2015), have demonstrated that students' perception of examination malpractice did not vary by sexes.

# CHAPTER THREE

# RESEARCH METHODS

## Introduction

This chapter discussed the research design, the study area, population, sampling procedure, data collection instruments, data collection procedures and data processing and analysis. The study is based on the positivist philosophical paradigm or positivism. According to Park, Konge and Artino (2020), "positivism relies on the hypothetico-deductive method to verify a priori hypotheses that are often stated quantitatively, where functional relationships can be derived between causal and explanatory factors (independent variables) and outcomes (dependent variables)".

## Research Design

The correlational research design was used. The optimum match for the study was determined to be a correlational design because it aimed to assess the relationship between secondary school students' self-motivated learning, academic self-efficacy and their perception of examination malpractice.

According to Gravetter and Wallnau (2014) "Correlation is a statistical technique that is used to measure and describe the relationship between two variables. Usually, the two variables are simply observed as they exist

naturally in the environment—there is no attempt to control or manipulate the variables". Correlation coefficients are statistical indices that provide a succinct description of measurements of two variables for each member of a group to see if there is a relationship. These coefficients demonstrate the degree to which changes in one variable are correlated with those in another.

According to Cohen, Manion and Morrison (2018) "correlational techniques are generally intended to answer three questions about two variables or two sets of data. First, 'Is there a relationship between the two variables (or sets of data)?' If the answer to this question is 'yes', then two other questions follow: 'What is the direction of the relationship?' and 'What is the magnitude of the association?' Relationship in this context refers to any tendency for the two variables (or sets of data) to vary consistently". Pearson's product moment coefficient of correlation is one of the most famous measures of association. It is a statistical value that ranges from –1.0 to +1.0 and articulates this relationship in quantitative form with 0 denoting a complete lack of relationship between the variables and 1.0 denoting a perfect relationship. The symbol r is used to represent the coefficient of correlation". A positive result for the correlation coefficient illustrates that higher score on one variable will typically correlate positively with a higher score on the other. A negative sign indicates that scores on the other variable fall as the value of the positive variable rises.

**The Study Area**

The South Dayi District in Ghana's Volta Region served as the site of the study. The South Dayi District was conveniently and purposively chosen. Conveniently chosen because of ease of access to the respondents and

purposively because the respondents possessed the characteristics of intertest to the researcher. “South Dayi District is one of the eighteen (18) districts in Ghana's Volta Region”. Kpeve serves as the administrative capital. The South Dayi District is located between latitudes 30°N and 3°N, along with 00°E and 0°27°E longitudes. “While the Volta Lake serves as its western border, it also shares boundaries with the North Dayi and Afadzato South Districts to the north, Ho West District to the east, and Asougyaman District to the south”. The land area of the district as a whole is 236.4 square kilometers, with the Volta Lake covering around 20 percent of that area. The 2021 Population and Housing Census data shows that South Dayi District has 57,526 residents. The male population of the district is 28,721 representing (49.9%) of the population while female population is 28,805 representing (50.1%). 68.3 percent of the district's residents live in rural areas, compared to (31.7%) who live in urban areas, making the territory primarily rural. Nineteen thousand two hundred and fifty-eight representing (33.5%) of the population fall within the ages of 0-14years. Thirty-four thousand six hundred and seventeen representing (60.2%) fall between the ages of 15-64 years. Three thousand six hundred and fifty-one representing (6.3%) are 65years and above. Majority of the district’s inhabitants are youthful. Eighty-one percent (81%) of the population are literate while (19%) cannot read nor write.

In addition to thirty-four (36) basic schools, the district has four (4) public secondary schools, one (1) technical and vocational facility, two (2) tertiary institutions, Peki College of Education and Trinity Theological Seminary. The district was chosen as an area of interest to the researcher because all of the schools there had a history of engaging in examination

malpractice to the point where the West African Examination Council withheld some schools' results.

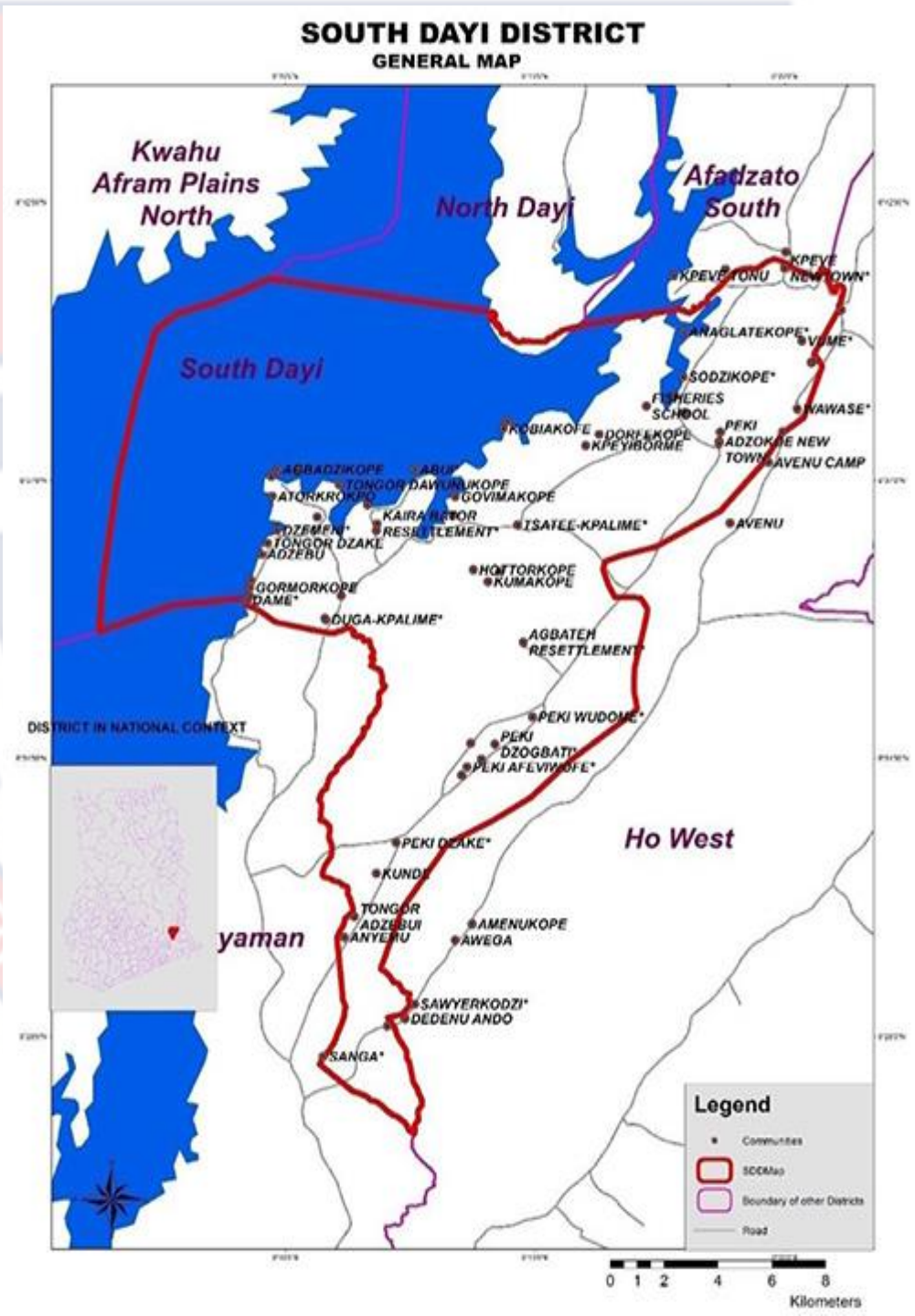


*Figure 3*: Map of South Dayi District

**Target Population**

Weiss (2017) defined population as "the collection of all individuals or items under consideration in a statistical study". The target population for the study is all 66 public secondary school students in the Volta region numbering 87,198.

**Table 1: Target population**

| Gender | Number |
|---|---|
| Boys | 42,853 |
| Girls | 44,345 |
| Total | 87,198 |

Source: Volta Regional Education Office. EMIS data (2021)

**Accessible Population**

According to Bartlett et al., (as cited in Asiamah, Mensah, & Oteng-Abayie, 2017), accessible population "is the final group of participants from which data is collected by surveying either all its members or a sample drawn from it."

The study's accessible population is all secondary school students, totaling 4,693 in the four public secondary schools in the South Dayi District. The schools are Peki Senior High School, having an overall student body of 1,428, Peki Senior High Technical School, having an overall student body of 1,514, Kpeve Senior High Technical School has a total population of 719 and Tongor Senior High Technical School, which has an overall student population of 1,032.

**Table 2: Accessible population**

| Name of school | Population |
|---|---|

| | |
|---|---|
| Peki Senior High School | 1428 |
| Peki Senior High Technical School | 1514 |
| Kpeve Senior High Technical School | 719 |
| Tongor Senior High Technical School | 1032 |
| Total | 4693 |

Source: South Dayi district Education Office (SDDEO) EMIS data (2021)

**Sample and Sampling Procedure**

The study's sample size was 357 students. This was drawn from the accessible population with the help of Krejcie and Morgan (1970) table. According to Krejcie and Morgan, a population with a range between 4,500 – 4,999 has a corresponding sample size of 354. Therefore, since the accessible population is 4,693, the population was represented by a sample size of 357. All four public secondary schools in the district were purposively selected. This was because the schools possessed specific and unique characteristics that are of interest to the researcher. To get an equivalent proportion of participants from each school, Babbie and Mouton (2001) formula was applied.

The formular is stated as: $S = \frac{(n)}{N} \times K$, where:

S stands for Sample

n stands for population of a particular school

N stands for total student population in all four secondary schools

K stands for the sample size

**Table 3: Computation of sample population using Babbie's formular**

| SCHOOL | POPULATION | COMPUTATION | SAMPLE |
|---|---|---|---|
| PEKI SHS | 1428 | $\frac{1428}{4693} \times 357$ | 108 |
| PEKI SHTS | 1514 | $\frac{1514}{4693} \times 357$ | 115 |

| | | | |
|---|---|---|---|
| KPEVE SHTS | 719 | $\frac{719}{4693} \times 357$ | 55 |
| TONGOR SHTS | 1032 | $\frac{1032}{4693} \times 357$ | 79 |
| TOTAL | 4693 | | 357 |

After determining the equivalent number of respondents to be selected from each school, the process of systematic sampling was utilized to establish the actual number of students who took part in the study from each individual school. "Systematic sampling is a modified form of simple random sampling (Cohen, Manion & Morrison, 2018, p.215). It involves selecting subjects from a population list in a systematic rather than a random fashion. For example, if from a population of, say, 2,000 a sample of 100 is required, then every twentieth person can be selected. The starting point for the selection is chosen at random".

The formular is $f = \frac{N}{sn}$ where:

F = frequency interval

N = total number of the wider population

Sn = the required number in the sample

In order to apply the systematic sampling technique, a list of all students from the four secondary schools was obtained from the headmasters. For example, Peki senior high school had population of 1428. The sample size for the study is 357. Hence the frequency interval (*f*) is:

$$\frac{1428}{357} = 4.$$

Hence, the researcher will pick out every fourth name on the sample frame until the required sample size for that particular school is achieved.

**Table 4: distribution of sample for the study**

| Name of school | Population | Sample |
|---|---|---|
| Peki Senior High School | 1428 | 108 |
| Peki Senior High Technical School | 1514 | 115 |
| Kpeve Senior High Technical School | 719 | 55 |
| Tongor Senior High Technical School | 1032 | 79 |
| Total | | 357 |

Source: Field survey, Afesi (2020)

**Data Collection Instruments**

Questionnaire was used to obtain information from the students. This is as a result of the substantial number of people who participated in the study as well as the characteristics of the variables that were investigated in the study. In addition, the questionnaire is simple to use and easier to interpret the results. According to Weiss (2017), the questionnaire "is a widely used and useful instrument for collecting survey information, providing structured, often numerical data, able to be administered without the presence of the researcher and often comparatively straightforward to analyze". They can be cheap, reliable, valid, quick and easy to complete. As a result, the questionnaire is one of the most commonly used data collection methods in educational organizations.

Three main questionnaires were used for data collection. Students background and demographic information were also elicited. A four-point Likert type scale was utilized to determine the degree of respondents' agreement or dissatisfaction with a specific statement or attitude, as well as their views and judgments. On the Likert-type scale with four points, the following responses were given the following weights: "Strongly Agree" = 4, "Agree" = 3, "Disagree" = 2, and "Strongly Disagree" = 1.

The Motivated Strategies for Learning Questionnaire (MSLQ), developed by Pintrich and Groot's (1990) was adapted to determine students' self-motivation to learn. The scale's Cronbach's alpha values range from .52 to .93. The original scale is divided into two different subscales. Only the motivation subscale, which consists of 31 items, was adapted for this study. The adapted scale had a Cronbach alpha of 0.6.

Academic Self-Efficacy Scale (ASES), developed by Gafoor and Ashraf's (2006) was adapted to measured academic self-efficacy. Test-retest coefficient of correlation = .85 (N=30); Split half reliability of the scale = .90 (N=370). Expert assessments of the construct's face validity and the inclusion of representative items from each of its dimensions (learning process, reading, comprehension, memory, curricula, time management, teacher-student relationship, peer relationship, resource utilization, goal orientation, adjustment, and examination) ensured the construct's content validity. Concurrent validity against 'General Self-efficacy scale' Matthias & Ralf Schwarzer (1979). r=.68 (N=58). To measure students' academic self-efficacy in this study, 18 statements were adapted.

Perception of Examination Malpractice Questionnaire was self - designed to measure students' perception of examination malpractice. The questionnaire had ten (10) questions that were formulated with great care and consideration in accordance with the theory of planned behaviour. The purpose of the instrument was to assess secondary school students' intention to engage in examination malpractice. The scale had a reported Cronbach's alpha score of 0.8. Participants evaluated themselves on a four Point-Likert type item to specify their agreement or disagreements with the assertions.

High score on the scale indicates a positive perception of examination malpractice whereas low scores indicate a negative perception of examination malpractice. The instruments content validity was evaluated by experts and determined that they were good and suitable for the study.

**Pilot Testing of instrument**

According to In (2017), "a pilot study is important for improvement of the quality and efficiency of the main study. A pilot study asks whether something can be done, should the researchers proceed with it, and if so, how. However, a pilot study also has a specific design feature; it is conducted on a smaller scale than the main or full-scale study. In addition, it is conducted in order to assess the safety of treatment or interventions and recruitment potentials, examine the randomization and blinding process, increase the researchers' experience with the study methods or medicine and interventions, and provide estimates for sample size calculation."

Prior to the real study, the research instruments were put through a series of pilot tests. Fifty students from Have Technical Institute constitute the pilot test. The purpose of these tests was to ensure that the research instruments were applicable, as well as to ensure that the components of the questionnaire were understandable. This was done in order to gather feedback on the validity of the instruments as well as to rectify flaws such as ambiguity in the language and words that were misunderstood. The questions that turned out to be confusing were rephrased, and others that got replies that were very similar were reconstructed. Because of its similarities to the target population's characteristics, Have Technical Institute was chosen for the pilot test. The goal of the pilot testing was to identify any survey flaws and solicit feedback from

respondents that would help with item revision and improvement. The errors identified in the instrument after the pilot test were rectified with the help of my supervisors, teachers and colleagues before finally administered to the respondents.

**Data Collection Procedures**

In order to distribute and collect the questionnaire from the respondents, the researcher sought the aid of the Assistant Headmasters in charge of academics and one other teacher from each of the four secondary schools in the district. The administration of the questionnaire lasted 3 weeks. In the first week, the administration was done at Peki Senior High Technical and Kpeve Senior High Technical Schools respectively. In the second week, data was collected at Peki Senior High School and that was followed by Tongor Senior High Technical in the third week. The administration of the instruments was not done in any particular order but was done based on convenience. During the data collection exercise at the various schools, all students were gathered in the assembly halls of their individual schools for the administration of the questionnaire, and the students whose names were drawn using the systematic sampling technique were chosen from the entire student population using the sample frame from each school. The other students were then instructed to return to their classrooms, leaving the respondents alone to complete the survey. It took roughly $1^{1/}_{2}$ hours for respondents to complete the survey. The researcher personally assisted in administering the questionnaire and provided detailed instructions on how to answer each question. The same day, all questionnaires were completed and returned. All 357 questionnaires

that were distributed were all duly filled out and returned, yielding a 100% return rate.

**Data Processing and Analysis**

Th data collected was coded and entered using Statistical package for social sciences (SPSS) software version 21 for windows. The data was however screened for errors and accuracies. A quantitative investigation necessitated the use of quantitative statistical tools for data analysis. Students' demographic data were presented using frequency tables and percentages. Research question 1, 2, and 3 were answered using means and standard deviations. Research hypotheses 1 and 2 were tested using Pearson product moment correlation coefficient. Research hypotheses 3, 4 and 5 were tested using independent samples t-test.

**Chapter Summary**

This chapter described the procedures, processes involved in conducting the survey. The correlational research design was used in the study. A sample of 357 respondents was employed for the study. They were picked by the systematic sampling technique from the four secondary schools in South Dayi District. Three questionnaires were used to obtain the data. Data analysis procedures were also covered in the chapter.

# CHAPTER FOUR

# RESULTS AND DISCUSSION

## Introduction

This study aimed to examined the perceived relationship between self-motivated learning, academic self-efficacy and secondary school students' perception of examination malpractice in the South Dayi District. The study adopted the correlational research design. Data were collected using questionnaires. The sample size of the study was 357 students. This chapter summarizes the study's findings and discussion

## Demographic Information

This section details the demographic characteristics of the study participants. Using frequencies and percentages, demographic information data was analysed. Grix (2010) indicated that socio-demographic profile of the population is considered important in an attempt to understand the dynamics of a given population. The demographic data was important because they have the tendency of influencing the responses of the respondents. Demographic information included: gender, age, form, religion, programme, and residential status of respondents.

**Table 5: Gender distribution of respondents**

| Variable | | Frequency | Percent |
|---|---|---|---|
| Gender | *Male* | 160 | 44.8 |
| | *Female* | 197 | 55.2 |
| Total | | 357 | 100.0 |

Source: Field survey, 2021

Respondents' data as shown in table 5 revealed that 160 respondents representing (44.8%) were male while 197 respondents representing (55.2%) were females. The table further specifies that more females (55.2%) as compared to males (44.8%) were sampled. Usually, one will expect to see more males been represented as compared to females, however, the reverse is the situation. The prevailing situation of having more females than males in the study is a reflection of the male to female ratio in secondary schools in South Dayi District. This situation also projects a picture of the male to female ratio of the population in the district. The 2021 Population and Housing Census put the male to female ratio of the population in South Dayi at male (47.4%) and female (52.6%). According to the aforementioned statistic, there are more women than men in South Dayi District. Despite the fact that not all students in the secondary schools in South Dayi are from South Dayi, those from the district constitute a majority.

**Table 6: Age distribution of respondents**

| Variable | | Frequency | Percent |
|---|---|---|---|
| Age | *10-14* | 7 | 2.0 |
| | *15-19* | 292 | 81.8 |
| | *20-24* | 56 | 15.7 |
| | *25-29* | 2 | .6 |
| Total | | 357 | 100.0 |

Source: Field survey, 2021

From table 6 above, seven respondents representing (2.0%) were 10-14 years old. Two hundred and ninety-two respondents representing (81.8%) were 15-19 years old. Fifty-six respondents representing (15.7%) were 20-24years old and two respondents representing (0.6%) were 25-24 years old. Majority of the respondents totalling 299, fall within the World Health

Organization's (WHO) adolescent age range which is 10-19 years. A total of 58 respondents falls outside WHO adolescent age range. It important to state that the study aimed to collect replies from adolescents, nevertheless, having some survey participants with ages above the adolescent bracket will not have any impact on the findings of the study. Also, having respondents above the adolescent age-range being part of the sample for the study does not limit the findings of the study because the number of persons sampled who fall within the ages of 25-29, are marginal. Besides, although they may fall outside the adolescent bracket, they still share and exhibit some adolescent characteristics.

**Table 7: Class distribution of respondents**

| Variable | | Frequency | Percent |
|---|---|---|---|
| Form | *SHS1* | 130 | 36.4 |
| | *SHS2* | 154 | 43.1 |
| | *SHS3* | 73 | 20.4 |
| Total | | 357 | 100.0 |

Source: Field survey, 2022

From table 7, the data indicates that 130 respondents representing (36.4%) were in SHS1. A total of 154 respondents representing (43.1%) were in SHS2 while a total of 73 respondents representing (20.4%) were in SHS3. From the table above, it is evident that a larger proportion of the respondents were in SHS2, whereas SHS3 students, who are also in their final year constitute the least number of respondents. The distribution of respondents by class was not predetermined, rather, systematic sampling was used for this purpose. The class distribution of the respondents has no major effect on the results of the study, rather, it could be a direct reflection of the class enrolment of students in secondary schools in the district. This could imply that majority

of secondary school students in South Dayi District happen to be in SHS2. The concentration of students in SHS2 may be attributable to the fact that most school authorities provide a series of tests and assessments to SHS2 students to determine their preparation for the transition to SHS3. The purpose of this assessment is to have academically weak students repeat SHS2 as school authorities consider them as not fit and ready to sit for the "West African Senior School Certificate Examination (WASSCE)". Some students are transferred into SHS2 from other schools, which may further contribute to the high population density of the students in SHS 2.

**Table 8: Religion of respondents**

| Variable | | Frequency | Percent |
|---|---|---|---|
| Religion | *Christian* | 331 | 93.8 |
| | *Muslim* | 17 | 4.8 |
| | *Traditional* | 4 | 1.1 |
| | *Other* | 1 | .3 |
| Total | | 357 | 100.0 |

Source: Field survey, 2022

Table 8 presents information on the religion of respondents. From the table, 331 respondents representing (93.8%) are Christian. This number constitute majority of respondents. A total of 17 respondents representing (4.8%) are Muslim. Four respondents representing (1.1%) of the sampled population practice traditional African religion. Only one respondent representing (0.3%) did not indicate his religion. The religion of respondents paints a picture of students' religious affiliation in the secondary schools in the district. This also is a reflection of the general population dynamics in the district. The majority of residents in South Dayi are Christian with several churches dotted across each community in the district. The Muslim population

in the district is significantly low as most communities in the district do not even have Muslim settlements. Also, it must be noted that the religion of respondents does not have any influence on the variables of the study since one's faith has not been proven to have any correlation with a person's self-motivation, academic self-efficacy nor perception of examination malpractice.

**Table 9: Programme of study of respondents**

| Variable | | Frequency | Percent |
|---|---|---|---|
| Programme | *General Science* | 50 | 14.0 |
| | *General Arts* | 158 | 44.3 |
| | *Visual Arts* | 34 | 9.5 |
| | *Technical* | 18 | 5.0 |
| | *Home Economics* | 67 | 18.8 |
| | *Business* | 30 | 8.4 |
| Total | | 357 | 100.0 |

Source: Field survey, 2022

Table 9 presents information on the programme of study of respondents.

From the table, 158 respondents representing (44.3%) studied General Arts. Sixty –seven respondents representing (18.8%) studied Home Economics. Fifty respondents representing (14.0%) studied General Science. Thirty-four respondents representing (9.5%) studied Visual Arts. Thirty respondents representing (8.4%) studied Business and 18 respondents representing (5.0%) studied Technical. According to the data above, the majority of study participants studied general arts, then home economics, general science, visual arts, business, and technical programmes, in that order. It is important to indicate that the concentration of students in the Arts programme and a small spread in the other programmes is an indication that

majority of the students in the four secondary schools in South Dayi were in the Arts Programme. Despite the fact that three out of the four secondary schools namely, Peki Senior High Technical, Kpeve Senior High Technical and Tongor Senior High Technical, are senior high technical schools offering Technical Programmes, a reason to expect more students patronizing technical programmes, the opposite is the situation as only few students chose to study Technical. This however does not affect the findings of the study in any way as adolescent characteristics are universal in nature.

**Table 10: Residential status of respondents**

| Variable | | Frequency | Percent |
|---|---|---|---|
| Residential status | *Boarding* | 312 | 87.4 |
| | *Day* | 45 | 12.6 |
| Total | | 357 | 100.0 |

Source: Field survey, 2022

Table 10 displays the residential status of students. Majority of the respondents polled numbering 312 representing (87.4%) reside on campus while 45 respondents representing (12.6%) did not reside on campus. This is a reflection of the residential status of schools in South Dayi District. Majority of the students in all four secondary schools are boarders while only a handful live outside of the school as day students. It must however be noted that students' residential status did not have any impact on the variables of the study.

**Table 11: Ever cheated in Examination**

| Variable | | Frequency | Percent |
|---|---|---|---|
| Ever cheated in examination | *Yes* | 204 | 57.1 |
| | *No* | 153 | 42.9 |
| Total | | 357 | 100.0 |

Source: Field survey, 2022

Table 11 reveals students past cheating behaviour. From the table, 204 respondents representing (57.1%) indicated they had cheated in an examination before while 153 respondents representing (42.9%) had not cheated in an examination before. It was crucial to get replies regarding students' prior instances of cheating because various research revealed that past behaviour was a reliable indicator of intention. According to Ajzen (1991), any model intended to predict future behaviour can be tested to see if it is adequate under the presumption of stable determinants by using a measure of previous behaviour. According to the study's findings, the majority of respondents admitted to cheating on an examination at some point. Assuming that all other determinants are held stable for the respondents as advanced by Ajzen (1991), then it is sound to say that students' perception of examinational malpractice or their intentions to cheat can also be predicted from their responses to the question on their past cheating behaviour.

**Analysis of the main data**

**Research Question One: What is the level of secondary school students' self-motivated learning in South Dayi District?**

The purpose of research question two was to ascertain the level of secondary school students' self-motivated learning in the South District. Data for this research question was analysed using means and standard deviations. A midpoint of (M=60.7199, SD=5.20803) was used as comparison such that mean values that fall above the midpoint are deemed to have high self-motivation to learn whereas a mean values below the midpoint are deemed to have low self-motivation to learn. The outcomes are displayed in table 11.

**Table 12: Level of students' self-motivated learning**

| Variable | Level | Frequency | Percent | M | SD |
|---|---|---|---|---|---|
| Self-motivated learning | Low | 142 | 39.8 | 60.7199 | 5.20803 |
| | High | 215 | 60.2 | | |
| | Total | 357 | 100.0 | | |

Source: Field survey, 2022

Table 12 shows summary of responses of respondents when asked to rate themselves on the motivated strategies for learning questionnaire (MSLQ). The results show that a total of 142 respondents representing (39.8%) are considered to have low self-motivation to learn while 215 respondents representing (60.2%) are considered to have high self-motivation to learn.

**Research Question Two: What is the level of students' academic self-efficacy in South Dayi District?**

Research question three aimed to determine the level of secondary school students' academic self-efficacy in the South District. Data for this research question was analysed using means and standard deviations. A midpoint of (M=58.0140, SD=6.48874) was used as comparison such that mean values that fall above the midpoint are deemed to have high academic self-efficacy whereas a mean values below the midpoint are deemed to have low academic self-efficacy. The outcomes are displayed in table 12.

**Table 13: Students' level of academic self-efficacy**

| Variable | Level | Frequency | Percent | M | SD |
|---|---|---|---|---|---|
| Academic self-efficacy | Low | 153 | 42.9 | 58.0140 | 6.48874 |
| | High | 204 | 57.1 | | |
| | Total | 357 | 100.0 | | |

Source: Field survey, 2022

Table 13 shows a summary of responses of respondents when asked to rate themselves on the academic self-efficacy scale (ASES). The results show that a total of 153 respondents representing (42.9%) are considered to have low academic self-efficacy while 204 respondents representing (57.1%) are considered to have high academic self-efficacy.

**Research Question Three: What is the state of students' perception of examination malpractice in South Dayi District?**

The purpose of research question one was to ascertain how secondary school students in the South Dayi District perceived examination malpractice. Data for this research question were analysed using means and standard deviations. A midpoint of (M=19.6807, SD=6.33024) was used as comparison such that mean values that fall above the midpoint are deemed to have positive perception of examination malpractice whereas mean values below the midpoint are deemed to have negative perception of examination malpractice.

**Table 14: Students' perception of examination malpractice**

| Variable | Level | Frequency | Percent | M | SD |
|---|---|---|---|---|---|
| Perception of Examination Malpractice | Negative | 148 | 41.5 | 19.6807 | 6.33024 |
| | Positive | 209 | 58.5 | | |
| | Total | 357 | 100.0 | | |

Source: Field survey, 2022

Table 14 shows a summary of students' responses when asked to rate themselves on the perception of examination malpractice questionnaire (PEMQ). The results show that a total of 148 respondents representing (41.5%) are considered to have negative perception of examination

malpractice while 209 respondents representing (58.5%) are considered to have positive perception of examination malpractice.

**Hypotheses findings**

Results of hypotheses testing were provided in this section. Five hypotheses were tested. Research hypotheses one and two were tested using Pearson product moment correlation coefficient whereas research hypotheses three, four and five were tested using the independent sample t-test.

**Research Hypothesis One: There is no statistically significant relationship between secondary school students' self-motivated learning and their perception of examination malpractice.**

Research hypothesis one examined the relationship between secondary school students' self-motivation to learn and their perception of examination malpractice. A simple correlation analysis was conducted to test the relationship. Table 13 present the results from the correlation analysis.

**Table 15: Correlation between students' self-motivated learning and their perception of examination malpractice.**

| S/N | Variable | M | SD | 1 | 2 |
|---|---|---|---|---|---|
| 1 | Students' self- motivation | 60.7199 | 5.20803 | - | -.008 |
| 2 | perception of examination malpractice | 19.6807 | 6.33024 | - .008 | - |

Source: Field survey, 2022 N= 357 p= .878

Given that the level of significance is $\alpha = 0.05$, the critical region is $\alpha < 0.05$, the p-value from the table is 0.878, because the sig value (2-tailed); $p = 0.878$ is higher than the level of significance, = 0.05, the null hypothesis is not rejected. The result therefore shows that no statistically significant relationship exists between students' self-motivated learning and students' perception of

examination malpractice (r = -.008, p > .05). This implies that regardless of students' self-motivation to learn, it did not influence their perception of examination malpractice.

**Research Hypotheses Two: There is no statistically significant relationship between students' academic self-efficacy and their perception of examination malpractice.**

Research hypothesis two examined the relationship between secondary school students' academic self-efficacy and their perception of examination malpractice. A simple correlation analysis was conducted to test the relationship. Table 13 presents the results from the correlation analysis.

**Table 16: Correlation between students' academic self-efficacy and their perception of examination malpractice**

| S/N | Variable | M | SD | 1 | 2 |
|---|---|---|---|---|---|
| 1 | Self-efficacy | 58.0140 | 6.48874 | - | -.185 |
| 2 | Perception of examination malpractice | 19.6807 | 6.33024 | - .185 | - |

Source: Field survey, 2022 N= 357 p=.000

Given that the level of significance is α = 0.05, the critical region is α < 0.05, the p-value from the table is .000, because the sig value (2-tailed); p = .000 is higher than the level of significance, = 0.05, the null hypothesis is rejected in favour of the alternate hypothesis. The result demonstrates a negative and statistically significant relationship between students' academic self-efficacy and their perceptions of examination malpractice (r = -.185, p < .05). This implies that an increase in students' academic self-efficacy would lead to a negative perception of examination malpractice and a decrease in

students' academic self- would lead to positive perception of examination malpractice.

**Research Hypothesis Three: There is no statistically significant gender difference in students' self-motivation to learn.**

Research hypothesis three sought to find out how students' self-motivation to learn differed by gender. An independent samples t-test was used to test if there was a statistically significant gender difference in students' self-motivation to learn. Table 16 presents the results of the independent samples t-test.

**Table 17: Gender difference in students' self-motivated learning.**

| Programme | N | M | SD | t | Df | P |
|---|---|---|---|---|---|---|
| Male | 160 | 60.2750 | 4.98545 | -1.457 | 355 | .146 |
| Female | 197 | 61.0812 | 5.36747 | | | |

Source: Field survey, 2022 N= 357 p= .146

Table 16 shows the results of research hypothesis three. Prior to testing, all conditions underlying independent sample t-test had been met. That is, the variable (self-motivated learning) consists of two categorical independent groups (male and female). In addition, all of the participants were allocated to the study at random. In terms of the assumptions, the sample was selected from a normally distributed population according to the normality test. Also, the Levene's test of homogeneity indicated that equal variance was assumed because the sig value (0.619) is greater than p= 0.05. Therefore, given that the level of significance is $\alpha = 0.05$, the critical region is $\alpha < 0.05$, the p-value from the table is 0.619. Because the sig value (2-tailed); p=0.619 is higher than the level of significance, = 0.05, the null hypothesis is not rejected. The t-test results revealed that there was no statistically significant difference

in students' self-motivation to learn for males (M=60.2750, SD=4.98545) and females (M=61.0812, SD=5.36747), t (355) = -1.457, p= .146 (two tailed).

**Research hypothesis Four: There is no statistically significant gender difference in students' academic self-efficacy.**

Research hypothesis four sought to find out how students' academic self-efficacy differs by gender. Independent samples t-test was used to test if there was a statistically significant gender difference in students' academic self-efficacy. Table 17 presents the results of the independent samples t-test.

**Table 18: Gender difference in students' academic self-efficacy**

| Gender | N | M | SD | t | Df | P |
|---|---|---|---|---|---|---|
| Male | 160 | 58.5375 | 6.46995 | 1.382 | 355 | .168 |
| Female | 197 | 57.5888 | 6.43559 | | | |

Source: Field survey, 2022 N= 357 p= .168

Table 18 shows the results of research hypothesis four. Prior to testing, all conditions underlying independent sample t-test had been met. That is, the variable (academic self-efficacy) consists of two categorical independent groups (male and female). In addition, all of the participants were allocated to the study at random. In terms of the assumptions, the sample was selected from a normally distributed population. Also, the Levene's test of homogeneity indicated that equal variance was assumed because the sig value (0.494) is greater than p= 0.05. Therefore, given that the level of significance is $\alpha = 0.05$, the critical region is $\alpha < 0.05$, the p-value from the table is 0.619. Because the sig value (2-tailed); p=0.494 is higher than the level of significance, = 0.05, the null hypothesis is not rejected. The t-test results revealed that there was no statistically significant difference in students'

academic self-efficacy for males (M=58.5375, SD=6.46995) and females (M=57.5888, SD=6.43559), t (355) = 1.382, p= .168 (two tailed).

**Research Hypothesis Five: There is no statistically significant gender difference in Perception of Examination Malpractice**

Research hypothesis five sought to find out gender difference in students' perception of examination malpractice. Independent samples t-test was used to test if there was a statistically significant gender difference in students' perception of examination malpractice. Table 15 presents the results of the independent samples t-test.

**Table 19: Gender difference in perception of examination of examination malpractice**

| Programme | N | M | SD | T | Df | P |
|---|---|---|---|---|---|---|
| Male | 160 | 20.2875 | 6.34975 | 1.636 | 355 | .103 |
| Female | 197 | 19.1878 | 6.28736 | | | |

Source: Field survey, 2022 N= 357 p=.103

Table 19 shows the results of the fifth hypothesis that was tested. Prior to testing, all conditions underlying independent sample t-test had been met. That is, the variable (perception of examination malpractice) consists of two categorical independent groups (male and female). In addition, all of the participants were allocated to the study at random. In terms of the assumptions, the sample was selected from a normally distributed population according to the normality test. Also, the Levene's test of homogeneity indicated that equal variance was assumed because the sig value (0.563) is greater than p= 0.05. Therefore, given that the level of significance is $\alpha = 0.05$, the critical region is $\alpha < 0.05$, the p-value from the table is 0.563. Because the sig value (2-tailed); p=0.563 is higher than the level of significance, = 0.05, the null hypothesis is not rejected. The t-test results revealed that there was no

statistically significant difference in students' perception of examination malpractice scores for males (M=20.2875, SD=6.34975) and females (M=19.1878, SD=6.28736) t (355) = 1.636, p= .103 (two tailed).

**Discussion of Research Findings**

The study's main purpose was to determine the perceived relationship between secondary school students self-motivated learning, academic self-efficacy and their perception of examination malpractice. Research question one, sought to determine the state of secondary school students' perception of examination malpractice in the South Dayi District.

**Level of students' self-motivated learning**

The result of this research indicates that a great number of participants are highly self-motivated. In other words, students in South Dayi District were found to be highly self-motivated to learn. The current study is in line with Bárkányi (2021) who conducted a study titled "Motivation, self-efficacy beliefs, and speaking anxiety in language MOOCs" and reported that students who are self-motivated were more inclined to finish their courses than those who opted to handle a situation personally or wanted to proceed in their career or studies. The finding of the current study also agrees with Cortright, Lujan, Blumberg, Cox, and DiCarlo (2013), who conducted a study to determine whether "higher levels of intrinsic motivation are related to higher levels of class performance for male but not female students" and reported that higher levels of self-motivation were related to greater levels of class performance for student boys but not student girls. The report indicated further that girls have higher self-motivation than boys for learning English and music. In contrast, boys have higher self-motivation than girls for physical education. Despite the

fact that Cortight et. al. focused mainly on intrinsic motivation in relation to subject specifics, its relevance cannot be underestimated because the study provides relevant evidence for explaining the relationship that exist between self-motivation and learning in general.

Interpreting the result of the current study in relation to the underpinning theories, self-motivation, which is one of the main constructs of the self-determination theory, has the greatest positive influence on academic performance. According to Deci, Schwartz, Scheinman, Ryan (as cited in Cortright et. al., 2013) "the success of intrinsic motivation is based on three basic psychological needs, which greatly impact a students' level of self-fulfillment. These three basic psychological needs include: our need for autonomy (initiating and regulating our own behaviours), our need for competence (confidence in our success in achieving the goal), and our need for relatedness (creating meaningful connections with faculty members and peers)". It is therefore imperative for teachers to pay special attention to motivating their students because in the absence of self-motivated learning, any attempts to inculcate the culture of lifelong learning in students becomes unsuccessful.

**Level of students' academic self-efficacy**

The study's findings revealed that students in South Dayi District, possess high academic self-efficacy. The vast majority of students who took part in the study have demonstrated to have a positive academic self-efficacy. The finding of the current study is corroborated by Abdelouahed and Bendaoud (2021) reported a significant correlation between self-efficacy and academic achievement as measured by GPA. They posited further that a

direct-effect path model showed a significant positive impact of self-efficacy on academic achievement.

According to Bandura (1997), "human functioning depends on three interacting sets of factors: personal (e.g., cognitions, emotions); social/environmental (e.g., classroom; praise from a teacher); and behavioural (e.g., school attendance, completing one's home-work). Each set of factors affects the others and is in turn influenced by them. What people think can affect what they do, and actions can alter their environments. In turn, social/environmental variables can influence individuals' thoughts". To explain these reciprocal interactions, students who feel capable about accomplishing great success in school (high self-efficacy—a personal variable) may persevere and apply more effort to learn (behavioural variables).

**The state of students' perception of examination malpractice?**

The findings of this study showed that majority of students in the South Dayi District have a positive perception of examination malpractice. This implies that, the vast majority of the students that were polled for the study are more willing to cheat in examination. The findings of this study support the findings of Balbuena and Lamela (2015), who reported that students perceive examination malpractice behaviours as normal school acts, and they attributed their actions to several factors such as teacher's and student's incompetence, unfavourable learning environment, and lenient enforcement of school rules. The findings of this study are also corroborated by Akindele (2018) who reported that a greater number of the students thought that their involvement in examination malpractice was a usual incidence which

will be hard to eliminate. Educators, care givers and principals of schools were culpable of encouraging cheating in examinations.

Okoe and Adie (2016) also reported that inadequate preparation for examinations by students, the general lack of will to combat the practice by society and educational stakeholders are responsible for the incessant upsurge in cases of examination malpractice. According to Ajzen (1991), future behaviour is best predicted by past behaviour. Ajzen argued further that even after the predictors of behaviour in the theory of planned behaviour have been accounted for, a measure of past behaviour aid greatly in the prediction of future behaviour. In interpreting this results in light of the underpinning theory, students past cheating habit can also be used as a good predictor of their future cheating behaviour. Data form this study which asked about whether respondents' have ever cheated in respondents' demographic information section as presented in table nine, shows that 204 respondents representing (57.1%) agreed to have ever cheated in examinations. With the statement "past behaviour is the best predictor of future behaviour (Ajzen, 1991)", the findings of research question one, which indicated that majority of respondents have a positive perception of examination malpractice can also be attributed to their past cheating behaviour.

**Relationship between students' self-motivated learning and their perception of examination malpractice**

The result from hypothesis one indicated that there is no correlation between students' self-motivated learning and their perception of examination malpractice. This indicates that the level of students' self-motivation to learn did not have any influence on how they perceive examination malpractice.

Fieldman (2012) reported that extrinsically motivated students were more prone to examination misconduct in order to get the scores they wanted. Students who were intrinsically driven worked hard to perform well on examinations because they find it enjoyable. Students who possessed high intrinsic drive were less probable to cheat on tests. Adeyemi (2012) has also conducted similar studies in different settings and locations which have explored the connection between motivation and academic dishonesty and have reported that self-motivation (mastery goals) is negatively correlated to academic cheating, whereas, a positive relationship was largely identified to exist between extrinsic motivation (performance goals) and academic cheating. When mastery of content becomes the goal of students, they will not be inclined to cheat in examination hence a decline in the frequency of examination malpractice in schools.

The result of the current study is inconsistent with the above studies. The result of the current study indicated that, there was no significant correlation between students self-motivated learning and their perception of examination malpractice. A number of reasons however can be attributed to this inconsistency. In interpreting this results in the light of the underpinning theory, Deci and Ryan (2017) argued that self-motivation plays a key role between individuals and the activities they pursue. They explained that every person is self-motivated to pursue some activities and not others, and particularly in selected social settings and not others hence to fully comprehend self-motivation, one ought to consider how the features of an activity and context are experienced and engaged in by the individual in question. It is possible for students to be self-motivated to learn for the sake of

mastery but not specifically to pass examinations. This is because, autonomy and mastery are best encouraged in environments that are non-restrictive but free and provide the opportunity for the individual to exercise his autonomy. Bonneville-Rousy, Vallerand and Buffand (2013) asserted that satisfaction of fundamental psychological needs is facilitated in circumstances that value mastery and hampered in circumstances that value control. Students are more interested and determined in behaviours and settings that encourage their autonomy. In contrast, students struggle in settings where teachers are strict and hard on them, leaving little to no chance for them to exercise any independent initiative such as a typical examination environment or context with tight security and examination invigilators and protocol. Clearly, such an environment will not promote autonomy as in some cases, highly self-motivated students become anxious and even lose confidence in themselves and in turn cheat. Although students may be self-motivated to learn, Rambaei (2011) also reported that environmental factors such as pressure from parents, inadequate preparation for the examinations, peer pressure, etc. influence students' decisions to engage in examination malpractice.

**Relationship between students' academic self-efficacy and their perception of examination malpractice.**

Results from hypothesis two shows that, secondary school students' academic self-efficacy have a statistically significant negative correlation with their perception of examination malpractice. This implies that as students' academic self-efficacy increased, students negatively perceived examination malpractice. In other words, high academic self-efficacy would result in negative perception of examination malpractice and low academic self-

efficacy will lead to positive perception of examination malpractice. This finding is in line with a number of research studies. For instance, Tas and Tekkaya (2010), Nora and Zhang (2010) and other researchers contend that students with poor academic self-efficacy were highly prone to participate in dishonest behavior. Baykal and Yildirim (2020) investigated "the Effect of Personality Traits and Academic Self-efficacies on Malpractice Tendencies in Health College Students" and reported a negative correlation between perception of examination malpractice and academic self-efficacy ($P < 0.01$). This suggests that students with low academic self-efficacy are more probable to surrender in defeat when faced with difficulties and are more probable to commit examination malpractice, whereas students with high academic self-efficacy are more probable to rise to the occasion and believe in their capacity to complete school-related tasks successfully in order to refrain from cheating in examination. The finding of the current study is also corroborated by Wedge (2012) who reported that academic dishonesty is frequently observed in students who lack academic self-efficacy. The current study's finding is compatible with those of earlier investigations, indicating that students' academic self-efficacy is crucial in lowering the prevalence of examination malpractice in our schools. Teachers in particular should think about making deliberate attempts to raise students' academic self-efficacy through supportive words and deeds

In interpreting this results in the light of the underpinning theory, Self-efficacy beliefs, according to Bandura (1997) affect how individuals feel, reason, inspire themselves, and behave. As a result, students' opinions about their own effectiveness have an impact on how much effort they are prepared

to put forth to accomplish a task. Self-efficacy beliefs influence cognition and behaviour patterns about how hard to work at things and how long to keep going when things go wrong. From the above statement, the results of research hypothesis two can also be attributed to students' determination to persist in their academic journey and their preparedness to execute all appropriate actions necessary for the attainment of their desired academic goals. For that matter, they look unfavorably on examination malpractice as it contradicts the beliefs they have in themselves. It is rational therefor to conclude that students high academic self-efficacy will view examinations as a challenge to meet rather than an impediment or danger.

**Gender difference in students' self-motivated learning**

The study's conclusions show that the level of motivation is the same for everyone in terms of gender. It implies that male as well as female students' motivation scores are equal. In terms of their results on the Motivated Learning Strategy Questionnaire, neither sex placed higher or lower than the other. The study's conclusions lend credence to Kekklik (2012), who also asserts that gender had no major impact on students' motivational test scores. Ayub (2010), Burns, Toncar and Anderson also discovered gender differences in both internal and external motivation. The consequence of the current research findings for educators is that both female and male students ought to be motivated using the same tactics. However, effort should be made to assist students in focusing on mastery objectives rather than performance objectives. The finding of the current study disagrees with Cortright, Lujan, Blumberg, Cox, and DiCarlo (2013) who conducted a study to determine whether "higher levels of intrinsic motivation are related to higher levels of

class performance for male but not female students" and reported that generally, greater levels of self-motivation are related to advance class performance for boys but not girls. The report indicated further that female students have higher self-motivation for learning English and music than male students. In contrast, male students have greater self-efficacy for physical education than female students. The variations in the findings are such that, Cortright et. al. focused specifically on subject specifics whereas the current study focused on self-motion to learn in general.

**Gender difference in students' academic self-efficacy**

The current study's findings indicates that, academic self-efficacy does not differ between the sexes. That is, in terms of students' academic self-efficacy, men and women are equal. This indicates that the mean score on the Academic Self Efficacy Scale for men and women in this study was determined to be equal. The results of the current study, however, differ quite significantly from those of other investigations. Abdelouahed and Bendaoud (2021) reported that females have higher self-efficacy beliefs than their male counterparts. Huang (2013) also noted that a gender gap exists in students' academic self-efficacy. Huang (2013) explained that the gender gap is due to subject-specific differences rather than a general lack of academic self-efficacy, as was the case in the current study. For instance, Self-efficacy in language arts was shown to be significantly greater among females than among males. During this time, males had superior levels of self-efficacy to females in the areas of mathematics, computer science, and social sciences. In interpreting the current finding in the light of the underpinning theory, Bandura (1997) suggests a "reciprocal deterministic relationship between the

individual, his or her environment, and behaviour; all three elements dynamically and reciprocally interact with and upon one another to form the basis for behaviour, as well as potential interventions to change behaviours". The theory did not specifically indicate which gender had more self-efficacy or not. The finding of the current study however fits into the framework of the theory by revealing that no statistically significant gender difference exists in students' academic self-efficacy.

**Gender difference in perception of examination malpractice**

The findings of this research showed that, when it comes to how people perceive cheating on examinations, men and women have similar perceptions. In other words, the likelihood of cheating is the same for men and women. This proves that the same level of intention to cheat on examinations was observed in both the study's male and female counterparts. Conclusions from research by Badejo and Gandonu (2010); Cornelius-Ukpepi and Enukoha (2012) verify and confirm the study's findings. This research also found no difference between in perception of examination malpractice for both male and female students, and as a result, both genders had the same intents to commit examination malpractice. The findings of this research, however not is not in line with Eze (2015); Asante-Kyei and Nduro (2014); Adeoti et al (2015). On the other hand, these investigations revealed substantial gender disparities in the perception of examination malpractice. As a result, males were shown to be more likely to commit examination malpractice than their female counterparts since women are more likely to be fearful of committing any criminal activities as compared to their male gender.

The findings of this investigation have consequences for teachers who wish to lessen the prevalence of examination malpractice. First and foremost, teachers must comprehend that both male and female students should receive equal attention during invigilation sessions because both sexes are equally liable to commit malpractice. It should be stressed that both men and women should receive equal attention and advice during such seminars to educate students on the risks of engaging in examination misconduct. People typically believe that male students cheat more, therefore they pay more attention to them. Given the recent findings, those working in the educational system and the organisations that administer examinations should be more critical of the way that examination misconduct affects women. Results of the current study indicate that, both genders may have different physical traits and characteristics, but there may not be a big difference between them when it comes to the cognitive and psychological traits that influence whether or not they will cheat. The results will serve as a reminder to teachers to avoid using gender stereotypes when relating to students and treat all students equally.

**Chapter Summary**

The findings of the survey indicate in a nutshell that, students in South Dayi District, perceive examination malpractice positively. The findings of the investigation revealed further evidence that students' levels of self-motivated learning had no relationship with how they perceive examination malpractice. Another key finding from the research was that students' academic self-efficacy significantly correlates negatively with their perception of examination malpractice. Additionally, it was discovered that no differences exist between male and female students' perception of examination

malpractice. In other words, the likelihood of cheating is the same for men and women. In terms of students' self-motivated learning and academic self-efficacy, the study did not discover any significant gender differences.

# CHAPTER FIVE

# SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

## Overview

This chapter contains an overview of the study's findings as well as its conclusions and recommendations. The summary of the study was split into two sections. The first session provides an outline of the research methodology, while the second session provides a summary of the key findings. A conclusion was reached based on the major discoveries. The chapter also contained recommendations based on the significant facts and findings discovered.

The goal of the study was to determine the perceived relationship between secondary school students' self-motivated learning, academic self-efficacy and their perception of examination malpractice in the South Dayi District. An overview of the research, its conclusions, and recommendations are provided in this chapter. The following research question and hypotheses served as a guide for the study:

1. What is the state of secondary school students' perception of examination malpractice in the South Dayi District?

2. What is the level of secondary school students' self-motivated learning in South Dayi District?
3. What is the level of secondary school students' academic self-efficacy in South Dayi District?

**Ho[1]**: There is no statistically significant relationship between secondary school students' self-motivated learning and their perception of examination malpractice is South Dayi District.

**Ho[2]**: There is no statistically significant relationship between secondary school students' academic self-efficacy and their perception of examination malpractice in the South Dayi District.

**Ho[3]**: There is no statistically significant gender difference in secondary school students' perception of examination malpractice in the South Dayi District.

**Ho[4]**: There is no statistically significant gender difference in secondary school students' level of self-motivated learning in the South Dayi District.

**Ho[5]**: There is no statistically significant gender difference in secondary school students' level of academic self-efficacy in the South Dayi District.

Self-determination theory, social cognitive learning theory and the theory of planned behaviour were the theories that underpinned the study. The study's target population was all senior high school students in the Volta Region. The study's accessible population comprised all four public secondary schools in the South Dayi District namely: Kpeve Senior High Technical School, Peki Senior High School, Peki Senior High Technical School and

Tongor Senior High Technical School, who were purposively selected. A total of 357 students took part in the study. Three different questionnaires were used for data collection. The Motivated Strategies for Learning Questionnaire was used to collect data on students self-motivated learning. Academic Self-Efficacy Scale was used to collect data on students' academic self-efficacy and the Perception of Examination Malpractice Questionnaire was used to collect data on students' perception of examination malpractice. Respondents' demographic details were presented using frequency tables. Means and standard deviation was used to analyze research question one, while Pearson Product Moment Correlation Coefficient was used to analyze hypotheses one and two. Hypotheses three, four and five were tested using independent samples t-test.

**Summary of key findings**

Research question one sought to determine the state of students' perception of examination malpractice in the South Dayi District. It was discovered that a total of 148 respondents representing (41.5%) have negative perception of examination malpractice while 209 respondents representing (58.5%) have a positive perception of examination malpractice (M=19.6807, SD=6.33024).

Research question two sought to determine the level of students self-motivated learning in the South Dayi District. The result of this research indicates that a great number of participants are highly self-motivated. In other words, students in South Dayi District were found to be highly self-motivated to learn.

Research question three sought to determine the level of students' academic self-efficacy. The study's findings revealed that students in South Dayi District, possess high academic self-efficacy

Hypothesis one sought to determine if any statistically significant relationship exist between self-motivated learning and perception of examination malpractice. The result showed that no statistically significant relationship exists between students' self-motivated learning and their perception of examination malpractice ($r = -.008$, $p > .05$).

Hypothesis two sought to determine if there was any statistically significant relationship between students' academic self-efficacy and their perception of examination malpractice. The result showed that a negative and statistically significant relationship exist between students' academic self-efficacy and their perceptions of examination malpractice ($r = -.185$, $p < .05$).

Hypothesis three sought to ascertain if there is any statistically significant gender difference in students' perception of examination malpractice. The finding showed that there was no statistically significant difference in students' perception of examination malpractice scores for males ($M=20.2875$, $SD=6.34975$) and females ($M=19.1878$, $SD=6.28736$) $t(355) = 1.636$, $p= .103$ (two tailed).

Hypothesis four was to ascertain if any statistically significant gender difference exists between students self-motivated learning. The result showed that there was no statistically significant difference in students' self-motivation to learn for males ($M=60.2750$, $SD=4.98545$) and females ($M=61.0812$, $SD=5.36747$), $t(355) = -1.457$, $p= .146$ (two tailed).

Hypothesis five south to determine if there was any statistically significant gender difference in students' academic self-efficacy. The results showed that was no statistically significant difference in students' academic self-efficacy for males (M=58.5375, SD=6.46995) and females (M=57.5888, SD=6.43559), t (355) = 1.382, p= .168 (two tailed).

**Conclusions**

The study's conclusions include the following:

First, the survey found that, majority of the students have a favourable outlook on examination malpractice hence the conclusion is reached that, generally, students in South Dayi District have a positive perception of examination malpractice.

Second, it can be concluded that students in the South Dayi District are highly self-motivated to learn.

Again, the conclusion can be reached that, students in the South Dayi District possess high levels of academic self-efficacy.

Also, the study found no correlation between students' self-motivated learning and their perception of examination malpractice.

Additionally, a strong inverse correlation was found to exist between students' academic self-efficacy and their perception of examination malpractice. This implies that, academic self-efficacy plays a significant role in the way students perceive examination malpractice.

Furthermore, there was no statistically significant difference in perception of examination malpractice held by males and females. This indicates that male and female students do not differ in the way they both perceive examination malpractice.

There was no statistically significant gender difference in male and female students' levels of self-motivated learning. This points to the fact that male and female students are equally self-motivated to learn.

Last but not least, in terms of academic self-efficacy, no statistically significant gender gap exists amongst students. This indicates no discrepancies in the ratings of academic self-efficacy between male and female students.

**Recommendations**

Following the study's findings, the following recommendations are made:

1. To allow for students to understand the need for a change in their general perception of examination malpractice, policy makers and implementers, such as the Ministry of Education and the Ghana Education Service should institutionalize the organization of sensitization workshops prior to the conduct of external examinations. These workshops should teach all sexes to recognize the seriousness of examination malpractice and its potential consequences. Such fora should be a platform to share key research findings on examination malpractice.
2. Teachers should actively encourage students during lesson delivery and other co-curricular engagements to believe in themselves and change their attention from performance and achieving higher grades to mastering the content of the school curricula. By doing this, more students will be inspired to develop a positive feeling of academic self-efficacy.
3. Parents should be educated on the need to refrain from pressuring their children to pass examinations at any costs because doing so

just encourages students to look for every opportunity to cheat on examinations rather than focusing on mastering what they have been taught.

**Suggestions for Further Research**

1. The results from this study should be compared and contrasted with those from other schools and districts in order to obtain contrasting viewpoints on the phenomenon from other study regions with various participant characteristics. This is due to the possibility that students in South Dayi may possess particular distinct qualities that set them apart from students in other parts of the nation.
2. Additionally, further research may be done to explore other factors that account for students' positive perception of examination malpractice.
3. Further studies could be conducted to ascertain the role of teachers in examination malpractice.

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# APPENDICES

# APPENDIX A

## QUESTIONNAIRE FOR STUDENTS

**UNIVERSITY OF CAPE COAST**

**COLLEGE OF EDUCATION STUDIES**

**FACULTY OF EDUCATIONAL FOUNDATIONS**

**DEPARTMENT OF EDUCATION AND PSYCHOLOGY**

This questionnaire requests that you describe your behaviour. This is NOT a quiz. I would appreciate it if you could answer the following questions. There are no correct or incorrect replies. I'm curious about your own experience and viewpoint.

You will remain anonymous, and your responses to the questions will be processed confidentially.

Please do not share your response with anybody else. Where applicable, mark the box or provide an acceptable response.

Thank you.

**Section I: Background information**

**Instruction:** Please select the response which corresponds to you by *ticking* [√] or underlining

1) Name of school: …….

2) Gender: A) Male [ ] B) Female [ ]

3) Age: A) 10-14 [ ] B) 15-19 [ ] C) 20-24 [ ] D) 25-29 [ ]

4) Which form are you? SHS 1 [ ] SHS2 [ ] SHS 3 [ ]

5) Religion: A) Christian [ ] B) Muslim [ ] C) Traditional [ ]

D) Other ……...

6) Programme of Study ……

7) Residential status A) Boarding [ ] B) Day [ ]

8) Have you ever cheated in examination A) Yes [ ] B) No [ ]

**Section A**

**Academic Self-Efficacy Scale (2006)**

The following are some statements regarding your opinions regarding education. Choose one response to indicate your agreement or disagreement with the statement about your engagement in examination.

**Key: SA= strongly Agree; A= Agree; D= Disagree; SD= strongly Disagree**

| No. | Academic Self-efficacy | SA | A | D | SD |
|---|---|---|---|---|---|
| 1 | I can score good grades in most of my subjects | | | | |
| 2 | I easily understand what I read | | | | |
| 3 | I can easily remember things I have learnt | | | | |
| 4 | I can do my homework by myself | | | | |
| 5 | I spend most of my time on my studies | | | | |
| 6 | I set higher goals for myself in my study | | | | |
| 7 | I can find out answers for myself when I am faced with problems in my study | | | | |
| 8 | I can express myself well during examinations | | | | |
| 9 | I have friends who can help me in my study | | | | |
| 10 | I can achieve the targets I set for myself in my studies | | | | |
| 11 | I can easily answer the written type questions | | | | |
| 12 | I can use the school library for my studies | | | | |
| 13 | I am sure that I can perform well in | | | | |

| | | | | | |
|---|---|---|---|---|---|
| | examinations | | | | |
| 14 | I am not afraid during examination because I have the ability to learn | | | | |
| 15 | I can do my homework myself without copying answers from textbooks, class notes etc. | | | | |
| 16 | If a class test is conducted without earlier notice, I can answer it well. | | | | |
| 17 | I am bold to answer questions in class | | | | |
| 18 | I can score high marks in the objective type test as compared to the written type test | | | | |

**Section B**

**Motivated Strategies for Learning Questionnaire (MSLQ)**

The following questions inquire about your reasons for taking examinations. Remember that there are no correct or incorrect responses; simply respond as precisely as possible. Choose one answer by placing a checkmark () next to the statement with which you agree or disagree regarding your examination participation.

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

| **No.** | **Motivation** | **SA** | **A** | **D** | **SD** |
|---|---|---|---|---|---|
| 1 | I like class work that is interesting so I can learn new things. | | | | |
| 2 | It is necessary for me to learn what is being taught | | | | |

| | |
|---|---|
| | in class |
| 3 | I like topics that are being taught in school |
| 4 | I can understand the lessons that are taught in class |
| 5 | I can use the knowledge acquired from one lesson in other lessons |
| 6 | I can score high marks in my class exercises |
| 7 | I exhibit good character as compared to other students in my class |
| 8 | I can score high marks in class exercises and other class assignments |
| 9 | I feel anxious and afraid during a test |
| 10 | When I score low marks in a test I try to learn from my mistakes |
| 11 | The knowledge I am getting in school is useful for me |
| 12 | I have good study skills |
| 13 | I keep thinking about my poor performance in class whenever I am writing a test |
| 14 | If I miss some lessons for some reason, I can read the notes and understand what was taught |
| 15 | When a concept is difficult for me to understand I |

| | |
|---|---|
| | ignore it |
| 16 | When a concept is difficult for me to understand I study only the easy parts |
| 17 | When I am learning, I write important ideas into my own words |
| 18 | When I am preparing for a test I try to recollect all that I have learnt |
| 19 | When I am reading a book that is not interesting, I keep reading until I finish |

**Section C**

**Students' Perception of Examination Malpractice Questionnaire (SPEMQ)**

Your thoughts on the following reasons for participating in a learning activity are represented in the following sentences (taking examination). Mark only one of the responses to indicate how you feel about the statement about your involvement in the examination.

**You should base your decisions on the following scale:**

**SA= Strongly Agree; A= Agree; D= Disagree; SD= Strongly Disagree**

| **No** | **Perception of examination malpractice** | **SA** | **A** | **D** | **SD** |
|---|---|---|---|---|---|
| 1 | I engage in examination malpractice because I am not well prepared | | | | |

| | |
|---|---|
| 2 | I cheat in examination due to poor supervision in the examination hall |
| 3 | I cheat because I am unable to study due to too much manual work in the school |
| 4 | I cheat because I want to pass at all cost |
| 5 | I cheat because my friends cheat in examinations |
| 6 | I cheat in examination because we sit very close to each other during examination |
| 7 | I cheat because teachers supply us with foreign materials in examination hall |
| 8 | I cheat in examination because teachers do not complete the syllabus before examination |
| 9 | No matter how well you read, if you don't cheat you will fail. |
| 10 | I cheat in examination because of the pressure from my teachers and parents |

## APPENDIX B

**Data on Examination Malpractice in WASSCE for School Candidates in the Various Regions of Ghana (2012-2017)**

| | REGIONS | SCHOOL CANDIDATES INVOLVED IN IRREGULARITY CASES AS PERCENTAGE (%) OF TOTAL NUMBER OF SAT IN THE REGIONS OF GHANA (2012-2017) | | | | | |
|---|---|---|---|---|---|---|---|
| S/N | | **2012** | **2013** | **2014** | **2015** | **2016** | **2017** |
| 1 | Greater Accra | 0.08 | 0.03 | 0.17 | 0.13 | 0.29 | 0.04 |
| 2 | Eastern | 0.37 | 0.23 | 0.28 | 0.57 | 0.47 | 0.61 |
| 3 | Central | 0.13 | 0.14 | 0.08 | 0.13 | 0.03 | 0.22 |
| 4 | Western | 0.03 | 0.09 | 0.08 | 0.49 | 0.28 | 0.72 |
| 5 | Ashanti | 0.53 | 0.31 | 0.39 | 1.45 | 1.47 | 0.7 |
| 6 | Brong Ahafo | 0.48 | 0.34 | 1.81 | 1.45 | 1.89 | 2.03 |
| 7 | Volta | 0.26 | 0.03 | 0.24 | 0.33 | 0.57 | 0.18 |
| 8 | Northern | 0.05 | 0.13 | 0.17 | 0.18 | 0.15 | 0.23 |
| 9 | Upper East | 0 | 0.02 | 0.06 | 0.06 | 0.28 | 0.01 |
| 10 | Upper West | 0.02 | 0.04 | 0.03 | 0.03 | 0.01 | 1.05 |

## APPENDIX C

## BABBIE'S FORMULA

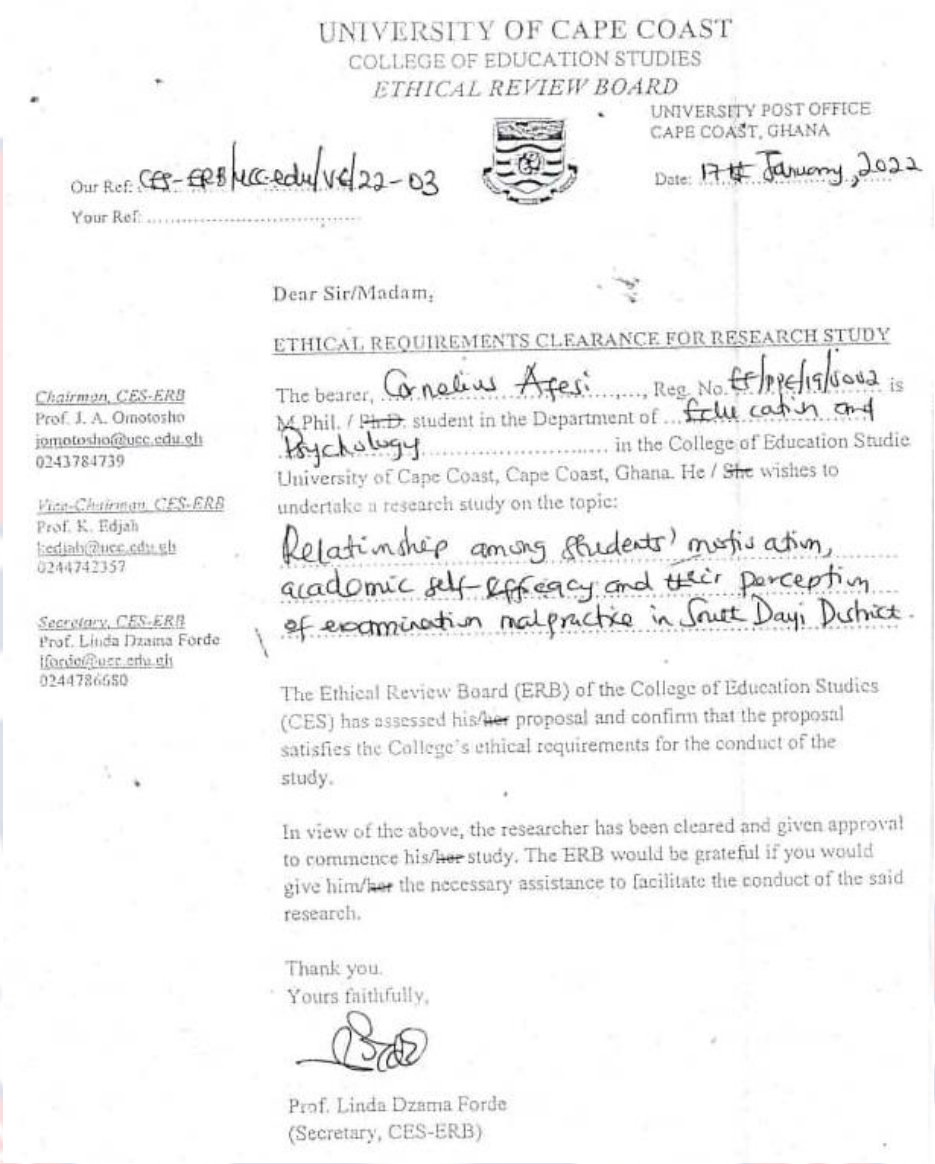
$$S = \frac{(n)}{N} \times K$$

**Computation of sample population using Babbies's formular**

| SCHOOL | POPULATION | COMPUTATION | SAMPLE |
|---|---|---|---|
| PEKI SHS | 1428 | $\frac{1428}{4693} \times 357$ | 108 |
| PEKI SHTS | 1514 | $\frac{1514}{4693} \times 357$ | 115 |
| KPEVE SHTS | 719 | $\frac{719}{4693} \times 357$ | 55 |
| TONGOR SHTS | 1032 | $\frac{1032}{4693} \times 357$ | 79 |
| TOTAL | 4693 | | 357 |

# APPENDIX D

## ETHICAL CLEARANCE



UNIVERSITY OF CAPE COAST
COLLEGE OF EDUCATION STUDIES
*ETHICAL REVIEW BOARD*

UNIVERSITY POST OFFICE
CAPE COAST, GHANA

Our Ref: CES-ERB/ucc-edu/vd/22-03
Your Ref: .....
Date: 17th January, 2022

*Chairman, CES-ERB*
Prof. J. A. Omotosho
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*Vice-Chairman, CES-ERB*
Prof. K. Edjah
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*Secretary, CES-ERB*
Prof. Linda Dzama Forde
lforde@ucc.edu.gh
0244786680

Dear Sir/Madam,

ETHICAL REQUIREMENTS CLEARANCE FOR RESEARCH STUDY

The bearer, Cornelius Afesi, Reg. No. ES/PPE/19/0002 is M.Phil. / ~~Ph.D~~ student in the Department of Education and Psychology in the College of Education Studie University of Cape Coast, Cape Coast, Ghana. He / ~~She~~ wishes to undertake a research study on the topic:

Relationship among students' motivation, academic self-efficacy and their perception of examination malpractice in South Dayi District.

The Ethical Review Board (ERB) of the College of Education Studies (CES) has assessed his/~~her~~ proposal and confirm that the proposal satisfies the College's ethical requirements for the conduct of the study.

In view of the above, the researcher has been cleared and given approval to commence his/~~her~~ study. The ERB would be grateful if you would give him/~~her~~ the necessary assistance to facilitate the conduct of the said research.

Thank you.
Yours faithfully,

Prof. Linda Dzama Forde
(Secretary, CES-ERB)