

NEAR EAST UNIVERSITY
GRADUATE SCHOOL OF EDUCATIONAL SCIENCES
DEPARTMENT OF GUIDANCE AND PSYCHOLOGICAL
COUNSELLING

**AN EMPIRICAL STUDY ON THE RELATIONSHIP BETWEEN BELIEFS
AND ACADEMIC DISHONESTY, CAUSES OF TEACHER EXAMINATION
ANXIETY AND DIMENSSIONS OF COPING WITH PRE-EXAM ANXIETY**

PhD THESIS

Stella SHIMAVE

Nicosia

June, 2020

NEAR EAST UNIVERSITY
GRADUATE SCHOOL OF EDUCATIONAL SCIENCES
DEPARTMENT OF GUIDANCE AND PSYCHOLOGICAL
COUNSELLING

**AN EMPIRICAL STUDY ON THE RELATIONSHIP BETWEEN BELIEFS
AND ACADEMIC DISHONESTY, CAUSES OF TEACHER EXAMINATION
ANXIETY AND DIMENSSIONS OF COPING WITH PRE-EXAM ANXIETY**

PhD Thesis

Stella SHIMAVE

Supervisors

Assoc. Prof. Dr. Yagmur CERKEZ

Assoc. Prof. Dr. Engin BAYSEN

Nicosia

June, 2020

NEAR EAST UNIVERSITY
GRADUATE SCHOOL OF EDUCATIONAL SCIENCES
DEPARTMENT OF GUIDANCE AND PSYCHOLOGICAL
COUNSELLING

**AN EMPIRICAL STUDY ON THE RELATIONSHIP BETWEEN BELIEFS
AND ACADEMIC DISHONESTY, CAUSES OF TEACHER EXAMINATION
ANXIETY AND DIMENSSIONS OF COPING WITH PRE-EXAM ANXIETY**

PhD Thesis

Stella SHIMAVE

Supervisors

Assoc. Prof. Dr. Yagmur CERKEZ

Assoc. Prof. Dr. Engin BAYSEN

Nicosia

June, 2020

Approval

We certify that we have read the thesis titled “**An Empirical Study on the Relationship between Beliefs and Academic Dishonesty, Causes of Teacher Examination Anxiety and Dimensions of Coping with Pre-examination Anxiety**”, written by Stella Shimave, and that in our opinion it is adequate, in scope and quality, for the degree of Doctor of Educational Sciences.

Name-Surname

Signature

Head of the Committee: Prof. Dr. Zehra Altınay Gazi - Near East University

Supervisors: Assoc. Prof. Dr. Yağmur Çerkez - Near East University.

Assoc. Prof. Dr. Engin Baysen- Near East University

Committee members:

Assist. Prof. Dr. Ayhan Çakıcı Eş - Kyrenia University.

Assist. Prof. Dr. Şerife Özbiler - Cyprus International University

Assist. Prof. Dr. Gizem Öneri Uzun -Near East University.

Approved by the graduate School of Educational Sciences

...../...../2020

Prof. Dr. Fahriye ALINAY

DECLARATION

I Stella Mseer Shimave, hereby declare that this dissertation titled ‘An Empirical Study on the Relationship between Beliefs and Academic Dishonesty, Causes of Teacher Examination Anxiety and Dimensions of Coping with Pre--exam Anxiety, was prepared by me, under the guidance and supervision of Asso. Prof. Dr. Yagmur Cerkez (Supervisor) and Dr. Engin Baysen (Assistant). In partial fulfilment of the Near East University Graduate School of Educational Sciences regulations, and does not breach any law of Copyrights, the much I know, and has been tested by my supervisor, with documented evidence.

- The full extent of the study can be accessible from anywhere
- My Thesis can only be accessible from Near East University
- My Thesis can be accessible for two (2) years. If I do not apply for extension at the end of the stated time, the full extent of my Thesis will be accessible from anywhere.

Stella Mseer Shimave

Signature

...../...../2020

DEDICATION

This dissertation is dedicated to my wonderful parents, Shimave and Anasue Kyegh, of blessed memory. I thank them, for conceiving and nurturing a big dream amidst all the challenges and oppositions, and ensuring that their dream for me came to pass. I bless the Almighty God for allowing all these to become a reality. Baba man Mama wam mwuese ne.

ACKNOWLEDGEMENTS

To God be all glory and honor for this undeserved favor and blessing.

I have received uncountable contributions to the success of my doctoral journey. To begin with, I am immensely grateful to the Taraba State Polytechnic which awarded me a study fellowship, under the auspices of Academic Staff Training and Development of Tertiary Education Trust Fund, (ASTD/TETFUND), a Nigerian Government Scheme for teachers in tertiary institutions.

I am appreciative of my supervisors: Assoc. Prof. Dr. Yağmur Çerkez for her wonderful triple role of a teacher, supervisor, and a mother, and Dr. Engin Baysen, for his valuable insights and comments. I also acknowledge my mentors Prof. Senol Bektas, the rector of the Near University, and Dr. Esen Socouglu, who played a significant role in the pursuit of this qualification, and that of my children. I sincerely appreciate the subjects of the study-the international students of the Near East University, and teachers of the unity secondary schools in Nigeria, who have contributed to this thesis. My heartfelt gratitude goes to the faculty members in general, and specifically to the thesis monitoring committee and the jury members at my defense, headed by Prof. Dr. Zehra Altınay Gazi for their guidance, support and valuable comments and observations. I thank Prof. Dr. Zehra in a very special way for warding off many obstacles on my way to the completion of my studies, I am grateful Prof. Furthermore, I would also like to acknowledge my colleagues at the Taraba State Polytechnic, under the leadership of Dr. Ayuba Abershi for their support, morally, financially, and otherwise. I would also like to give a special acknowledgement to all friends and well-wishers, brothers and sisters in the faith especially my friend's family, the family of Mr.& Mrs. Jatau Satu, who added more meaning and value to my life; Dr. Oluwajana Oladokun, for his tireless and selfless assistance, Jola-Ade A.M, and many others that are not mentioned. Lastly, I am indebted to both my immediate and extended family members, my wonderful and patient children, for their prayers, pieces of advice and tremendous support. And to all that Jesus placed on my path, I say thank you all and God bless.

ABSTRACT

AN EMPIRICAL STUDY ON THE RELATIONSHIP BETWEEN BELIEFS AND ACADEMIC DISHONESTY, CAUSES OF TEACHER EXAMINATION ANXIETY AND DIMENSIONS OF COPING WITH PRE-EXAM ANXIETY.

Global concerns on the issue of dishonesty are demonstrated in all facets of human endeavour. The relationship between beliefs and other factors such as attitude, cultural backgrounds and personality traits, cultural and society beliefs are understudy. Also, many studies into teacher anxieties have attracted a lot of attention in recent years. Teacher anxieties within the academic environment, the faculty, and teachers' anxiety outside the learning environment have been highlighted. Unfortunately, results from international and transnational studies in examination anxiety, focused mainly on students around the world, with little or no interest registered in examination anxiety among teachers, who are themselves, not spared of this same condition. Therefore, this thesis centered on 1. the relationship between religious and spiritual beliefs on academic dishonesty among international students. 2. empirical study that builds on the relationship between causes of teacher examination anxiety and coping with pre-exam anxiety. The study investigated the relationship between religious and spiritual beliefs on academic dishonesty among international students. A quantitative method was used in connection to religious and spiritual beliefs on academic dishonesty among students. Based on quasi-convenience sampling, the questionnaires were distributed among 285 international students out of 350 students from different departments across the university. The study data was obtained from the university and from teachers from unity schools in Nigeria and analysed using correlation coefficient and ANOVA. The result revealed that religious and spiritual beliefs are significant factors for the prediction of academic dishonesty and, a good fit for the model hypotheses. The results showed a significant positive correlation between religious beliefs and academic dishonesty and between spiritual beliefs and academic dishonesty. The study provided an

empirical evidence and offered insights into how religious and spiritual beliefs can have an impact on academic dishonesty in educational environment. Also, many studies into teacher anxieties have attracted a lot of attention in recent years. Especially, teacher anxieties within academic environment, the faculty, and teachers' anxiety outside the learning environment have been highlighted; unfortunately results from international and transnational studies in examination anxiety, focused mainly on students around the world, with little or no interest registered in examination anxiety among teachers, who are themselves, not spared of this same condition. This study also focused on the theoretical perspective that builds on the relationship between causes of teacher examination anxiety and coping with pre-exam anxiety. It proposed and validated an adapted model that examines the relationship between causes of teacher examination anxiety and coping with pre-exam anxiety. Data was collected through a self-administered questionnaire survey method using a quasi-convenience snowball sampling method and a total of 320 respondents returned the questionnaire. The adapted model used constructs (three dimensions - test anxiety general test worrying, Test irrelevant thinking and negative emotions and theory and evidence of dimensions of test-relevant and test irrelevant thinking to understand the psychosomatic aspects of teacher examination anxiety. Therefore, it investigated the relationship between two self-report instruments – the causes of teacher examination anxiety and dimensions of coping with pre-exam anxiety during examination. This study used Quantitative study approach with three-hundred and twenty teachers from ten secondary schools in Nigeria. Also, a Structural Equation Modeling (SEM) was utilized for the analysis. The results of the study indicated that the two factors (teacher anxiety and coping with pre-exam anxiety) are interconnected. The results also, indicated that teachers' preparation for examinations coupled with various dimensions of anxiety, are complex tasks that demand educational stakeholders' attention, to constantly check on causes of examination anxiety among teachers for better academic and ethical development. Drawing from the current outcomes, both theoretical and practical implications are presented in the research. The study also made empirical contribution by providing theoretical evidence on teacher exam anxiety as one of the subject matters that helps improve teachers' skill and competence development, especially its impact on diverse forms of anxiety in educational environments. Basically, teachers lack proper

awareness of the causes of anxiety, so they turn it to problem-solving opportunities to lower the level of test anxiety. Globally, educational administrators and policy-makers should improve on diverse methods of managing anxiety, that help in reconstructing and combating test anxiety in educational settings, through the prevention of pre-exam anxiety among teachers, as well as supporting teachers with anxiety issues. The educational implications of this study show that improvement of educational and professional development in the teacher and teaching profession need the consideration of teacher examination anxiety. Managerial advancement in the theoretical knowledge on the causes of teacher exam anxiety might provide better understanding of teachers' anxiety and the development of more teacher anxiety interventions to reduce anxiety among teachers.

Keywords: academic dishonesty, malpractice, exam anxiety; assessment behaviours; beliefs

Table of Contents

Approval.....	i
DECLARATION.....	ii
DEDICATION.....	iii
ACKNOWLEDGEMENTS.....	iv
ABSTRACT.....	v
Table of Contents.....	viii
List of Tables.....	xi
List of Figures.....	xii
CHAPTER I.....	1
Introduction.....	1
1.1 Objectives of The Study.....	5
1.2 Research Questions.....	5
1.3Significance of the Research.....	6
1.4 Scope and Delimitations of the Study.....	8
1.5 limitations of the study.....	9
1.6 Definitions.....	9
CHAPTER II.....	11
Literature Review.....	11
2.2 Epistemic Beliefs and Academic Performance.....	15
2.1.1 Cultural Beliefs.....	17
2.1.2 Religious Beliefs.....	20
2.1.3 Spiritual Beliefs.....	24
2.1.4 Secular Beliefs.....	25
2.3 Self-Efficacy Beliefs and Academic Performance.....	28
2.4 Academic Malpractice.....	32
2.5 Local Trends in Academic Dishonesty.....	32
2.6 Global Trends in Academic Dishonesty.....	34
2.7 Occurrence and Rationale behind Academic Malpractice.....	37
2.8 Types of Academic Dishonesty.....	42
2.9 Examination.....	44

2.9.2 Fraud in Research.....	48
2.9.3 Diploma Mills and False Credentials.....	48
2.9.4 Preventive Strategies for Academic Malpractice.....	49
2.9.5 Benefits of Good Academic Success.....	52
2.10 Belief Systems in Academic Environment.....	54
2.10.1 Religious Beliefs in Learning Environment.....	54
2.10.2 Spiritual Beliefs in Learning Environment.....	56
2.10.3 Academic Dishonesty in Learning Environment.....	57
2.11 Teachers' Examination Anxiety.....	59
2.12 Pre-Examination Anxiety.....	61
CHAPTER III.....	63
Methodology.....	63
3.1 Design.....	63
3.2 Population.....	63
3.3 Sample and Sampling.....	64
3.4 The Proposed Model for Belief Systems in Academic Environment.....	66
3.4.3 Relationship between Spiritual Beliefs and Academic Dishonesty.....	69
3.4.4 Respondents and Procedure of Proposed Model for Belief Systems in Academic Environment.....	70
3.4.5 Respondents and Procedure for Teachers' Examination Anxiety.....	70
3.5 Instrument Design and Measurements.....	71
3.5.1 Teacher Exam Anxiety Inventory.....	71
3.5.2 Pre-Exam Anxiety Inventory.....	71
3.6 Summary.....	73
CHAPTER IV.....	74
Results.....	74
4.1 Results of Proposed Model for Belief Systems.....	74
4.1.1 Descriptive Analysis.....	74
4.1.2 Test for Normality and Common Method Bias.....	75
4.1.3 Hypotheses Testing for Proposed Model on Belief Systems.....	75
4.2 Results on Causes of Teacher Examination Anxiety and Dimensions of Coping with Pre-Exam Anxiety.....	76

4.2.1 Measurement Model.....	76
4.2.2 Structural Model and Hypotheses Testing.....	78
CHAPTER V.....	82
Discussion.....	82
5.1 Discussion on Proposed Model for Belief Systems.....	82
5.2 Discussion on Causes of Teacher Examination Anxiety and Dimensions of Coping with Pre-Exam Anxiety.....	83
CHAPTER VI.....	85
Educational Implications and Conclusions.....	85
6.1 Education Implication on Proposed Model for Belief Systems.....	85
6.2 Education Implication on Proposed Model on Causes of Teacher Examination Anxiety and Dimensions of Coping with Pre-Exam Anxiety.....	85
6.3 Limitations and Future Research for Proposed Model on Belief Systems.....	86
6.4. Limitations and Future Directions on Causes of Teacher Examination Anxiety and Dimensions of Coping with Pre-Exam Anxiety.....	87
6.5 Conclusion and Recommendation.....	87
References.....	91

List of Tables

Table 1 . <i>Population of the Study</i>	62
Table 2 . <i>Sample Population</i>	62
Table 3 . <i>TTA and PEA items and factor loadings</i>	70
Table 4 . <i>Descriptive Statistics- Mean and Standard Deviation</i>	72
Table 5 . <i>Model Test Results</i>	73
Table 6 . <i>Convergent Validity of the Measurement Model</i>	75
Table 7 . <i>Discriminant Validity of the Measurement Model</i>	75
Table 8 . <i>Coefficient of the Model</i>	76
Table 9 . <i>Summary of the Hypotheses Testing</i>	76

List of Figures

Figure 1 . <i>Proposed Model of Religious and Spiritual Beliefs and Academic Dishonesty</i>	67
Figure 2 . <i>Structural Model Testing</i>	77

CHAPTER I

Introduction

Over the past years, the issue of academic dishonesty has become glaring to educators and worrisome for all well-meaning individuals for schools (universities) and society. Global concerns on the issue of dishonesty are eminent across human works, with vast documentation of the worldwide and international concern on its occurrence. The Transparency International yearly ranks countries listed by order of knowledge of dishonesty in all areas of human works. On a yearly basis; the United States Executive Search Agency publishes a document called 'Liar's Index' of work applicants who present fake and made up educational qualifications. The Transparency International yearly ranks countries listed by order of knowledge of dishonesty in all areas of human works.

Academic dishonesty is the most problematic issue in higher education, its alarming increase across all countries threatens the development of a good quality education. The fact stands that students in our schools today are indulging in several vices: truancy, cultism, drug addiction, amongst others. Students who do not study involve in criminal and heinous activities, often times resort to examination malpractices to write examinations. Such students can go to any length on their teachers to obtain undeserved scores. For the past two or three decades, the education sector in Nigeria encountered serious problems of examination malpractice, as the monster has many damaging effects on education (Tyokyaa 2016).

It is common knowledge that examination malpractice is introductory to other deviant activities, and an embarrassment on the nation. With this knowledge behind the brain, the federal government of Nigeria enacted the Act No. 33 of 1999 to deal with the disgraceful menace. Examination malpractice has occupied a fearful stand, and, it is getting accepted as a standard at all levels of education in Nigeria, to the extent that those that matter believe that academic success can only be possible through examination malpractice or 'help' (Onuka, 2013; Suleiman, 2013). The Nigerian nation State, on its part, exerts much emphases on certification, where all transactions: governmental, business, sociopolitical and cultural, are determined by

one's attainment of certificates, rather than knowledge. It has therefore become a lucrative source of income for many, despite its inherent implications for the administration of schools.

Academic dishonesty connotes all forms of cheating which directly or indirectly falsify the ability of the students in, or outside the academic environment (Tyokyaa, 2014). Peace education has to do with a process of consciously designing and providing learning outcomes that address issues of justice and respect for one another, inculcation of skills relevant to conflict resolution and appreciation of our social, cultural, religious, gender, racial, and political diversities or differences (Idoko, 2014). It particularly stresses, the respect for the integrity of the earth. The Nigerian nation respects and honors certification, which pushes almost every student to seek to use every means mostly illegal to threaten peace on campuses so as to graduate with good certificates (Dzurgba, 2010).

Examination malpractice is already becoming a culture in the educational scene because it is being condoned by most parents, students, teachers and lecturers. The regular occurrence of academic dishonesty connotes a state of hopelessness and feebleness. The increase is not limited to the prevalence alone but also in the number of participants- human and material involved in this social ill. The study explained the situation of all the systems in Nigeria including the educational system, which are crisis-ridden and how the educational system has deteriorated to a depraved, hostile body beset with fear of blood-thirsty secret-cultists, drug-driven violence and chaos, together with rampant cases of examination malpractice. Most of the students are rough to the extent that they abduct their teachers, heads of institutions without any punishment. (Dzurgba, 2010).

Several researches confirmed that a good percentage of students registered in the university may have taken part in some form of academic dishonesty or the other. A good number of recent investigations reveal that majority of students admitted into institutions of high learning are products of academic malpractice. It has been ascertained that academic malpractice/dishonesty is an age long culturally dependent, common problem related to what is right or wrong. Tertiary institutions are no longer regarded with dignity as the citadels of excellence they were known for, since the sanctity of assessment procedures practiced then have been thwarted and bastardized with a lot of malpractices. Consequent upon the frequency of occurrence of academic

dishonesty in the academic environment, society no longer trusts the certificates conferred on graduates of some institutions and evaluation bodies (Gilik & Postletwaite 2015)

Sadly, academic dishonesty remains a major issue in education, to the dimension of being adopted, legalized and considered by many as a normal route to educational attainment. It continues to be influential in the academic environment as majority of students have taken part in it, in one way or the other in their academic life. In the past, the situation was different, giving that the relationship between schools and their learners was based on trust and respect that won for the school, blind faith from parents and their children, as these institutions were highly esteemed and the public had no doubts about the quality of learning experiences these schools offered. Though the desire to participate in dishonest acts to achieve success is as old as humanity itself, and as a fragment of life from creation, in years past, academic malpractice was a shameful thing to be found involved in, or identified with. Nowadays however, academic dishonesty and perpetrators are adored, good offers are made either in cash or kind to obtain undue good grades. Academic dishonesty has become so rampant that the penalties that were associated with it no longer have any effect on its perpetrators. (Dzurgba, 2010).

The disaster brought about by academic malpractice rests on both the havoc it wrecks on educational systems, the slow but steady introduction of the younger generation to the practice of deception. The results students obtain have the likelihood of portraying a false picture of the real situation of things and so, many graduates cannot defend the certificates they are awarded. The phenomenon has captured the attention of several researchers. Makarova (2019) attempted an analysis of individual motivational and contextual factors that contribute to students' misconduct, using a cross-cultural research approach to academic ethics. Peled, Eshet, Barczyk and Grinauski (2019) studied new structural model for factors of academic dishonesty, correlating students; attitude, cultural backgrounds and personality traits as determinants, using a survey method. Many others have asserted that belief systems are actively influential in educational motivation and learning among students. An assessment of the impact of examination malpractices on the measurement of ability using a survey method was done, the finding was that examination malpractices are prevalent in universities.

There is an outcry on the poor quality of education, being that its image has been critically tarnished by malpractice. Some researchers drew up a list of the types of academic malpractices, while others investigated the different methods used for cheating in the academic environment, masked with different code names. Other studies further explained that academic dishonesty/malpractice could be as a result of fear of failure, undue emphasis on paper qualification and lack of resources for teaching and teacher-related factors. Many others too conducted researches on the role of epistemological beliefs and learned helplessness in secondary school students' learning science concepts from text, using the text "Newton's Theory of Motion" and found that epistemological beliefs significantly predict learning. It was further confirmed that understanding superficial structures of day-to-day actions and operation in an institute and schools, is pertinent to understanding student's beliefs, values and assumptions that form the bed rock of their learning.

The cognitive theory has it that belief systems are the determinants of both emotions and behavior. It is felt that students' beliefs, values, and attitudes to knowledge acquisition, and styles of learning can lead to academic challenges. This research attempts to examine the nature of the relationship between belief systems and find out their impact on academic performance of international students in Near East University, Turkish Republic of North Cyprus. Research on epistemological beliefs and reasoning has dwelt on many general matters including evaluating the relationship between these beliefs and other mental and motivational practices. However, all the researches had a minute harmony with the problem being investigated; the dimensions/systems of beliefs, how beliefs might connect to disciplinary beliefs, and what the linkages might be to religious and spiritual beliefs, dishonesty and performance. Again, no attempts have been made to conceptually integrate the connection of religious and spiritual beliefs on academic dishonesty among international students.

According to Boyacioglu, & Kucuk, (2011), it would be better to investigate the unrealistic and irrational perspectives, beliefs, and thoughts caused by different factors of anxiety - evaluation style, examination results and psychological distress. Also, a series of intensive educational research is necessary to evaluate the influence

of test-based accountability policies on teacher anxiety and instructional practices and institutional policies that evaluate educator effectiveness (Von der Embse et al, 2017). Literature abounds pointing to a strong relationship between anxiety and performance in academics and the results thereof, none however has been directed to teachers who are the custodians of knowledge and eventually the conductors of examinations. It is also noted that for the past forty years many researches only focus on test anxiety theory, related measurements, many potential comparison studies and limited study on test anxiety variables across multiple studies (Von der Embse et al, 2018). These highlight the urgent need to investigate the cause of teacher anxiety and its impacts on their promotion exams. To meet the causes and challenges, this study investigated the relationship between belief systems and academic dishonesty, and how teachers manage their anxieties and their control measures before promotion examinations. It is expected that a conducive academic atmosphere for teaching and learning will be created if examination malpractice is properly managed, and teacher test anxiety is checked, the reason why this study seeks to investigate the relationship between belief systems and academic dishonesty, as well as causes of teacher anxiety and dimensions of coping with pre-exam anxiety.

1.1 Objectives of The Study

In specific terms, this study examined the relationship between beliefs and academic performance/malpractice and relationship between academic malpractice and academic performance. This study also identified the rationale for academic malpractice and examined the relationship between religious beliefs on academic dishonesty among international students; It also examined the relationship between spiritual beliefs on academic dishonesty among international students. The study examined the causes of teacher's examination anxiety and dimensions of coping with pre-exam anxiety and also investigates the relationships between causes of teacher examination anxiety and dimensions of coping with pre-exam anxiety

1.2 Research Questions

The research will further answer the following research questions:

- How are beliefs correlated to academic malpractice?
- How do beliefs influence student performance?
- What is the relationship between academic malpractice and academic performance?
- What are the reasons behind academic malpractice?
- What are the causes of teacher's examination anxiety and dimensions of coping with pre-exam anxiety?
- What are the relationships between causes of teacher examination anxiety and dimensions of coping with pre-exam anxiety?

1.3 Significance of the Research

The current investigation will be useful in informing learning needs and adjustments of both students and teachers. Peled et al, (2019) investigated a new structural model for factors of academic dishonesty, correlating students; attitude, cultural backgrounds and personality traits as determinants, using a survey method. Tyokyaa (2016) investigated the dimensions and rationales of examination malpractice, how it affects peaceful co-existence in schools and the curbing/managing strategies for school administrators in both rural and urban settings, targeting the maintenance of the values of peace in our educational institutions, for effective learning

The present study however, lays bare the impacts of negative beliefs on academic performance for necessary adjustment for teachers to identify reasons for student problems and make meaningful interventions in belief reorganization or behavior adjustment as appropriate. The research informs educators on the negative beliefs that influence the academic behavior and performance of both students and teachers in the multicultural/national environment provided at the Near East University and the Nigerian academic environment. Teachers will understand the nature of self-efficacy beliefs and align their instructional suggestions to address academic self-efficacy beliefs of their students by providing more engaging and effective instructions.

Comparisons of awareness of religious and secular school students on examination malpractice were made with on significant findings, as well as investigations of the

influence of students' perception and attitude on cheating behavior and found relationship between students' perception and their attitude towards cheating behavior, but no conceptual integration of the connection of religious and spiritual beliefs on academic dishonesty among international students. Thus, universities may gain awareness about their own students' perceptions of academic malpractice so to be properly equipped with ways of encouraging students to uphold academic integrity. Institutions will be greatly alerted on methods of creating a consciousness of academic malpractice and be armed to stop or lessen its occurrence. The knowledge so developed in one university (Near East University) can be applied to other institutions across the globe to curb academic malpractices. It is strongly encouraged that universities not only offer a growth in knowledge for students but should also foster moral development among their students. This research will enable the institution to identify the needs of their students and teachers, and design interventions to remedy academic malpractice problems among their student populations. Also, many comprehensive studies on teacher anxiety have received global attention in recent years, which has been linked with different educational and psychological behaviors within educational environments. It is frequently stated that anxiety is an experience that arouses sensitivity through worry and fearfulness, subjugated to test of individual's knowledge and unique capability (Von der Embse, Jester, Roy & Post, 2018) and the desired outcome is to acknowledge the insistent call for a structured framework on anxiety within educational environments.

Accordingly, many leading educational psychologist scholars (Green, Angoff & Encandela, 2016; Senler, 2016; Von der Embse, Schoemann, Kilgus, Wicoff & Bowler, 2017; Soni, & Kumari, 2017; Guven, 2017) have promptly investigated the possible causes and factors of pre-exam anxiety in educational domains. Although, many of the recent studies mostly focus on performance and evaluation of anxiety (e.g., Beilock, Gunderson, Ramirez, & Levine, 2010; Zeidner, 2010; Vaz, Pothiyil, George, Alex, Pothiyil, & Kamath, 2018; Novak & Tassell, 2017; Liou, Daly, Canrinus, Forbes, Moolenaar, Cornelissen & Hsiao, 2017; Garver, 2019; Timoštšuk, Kikas & Normak, 2016). While limited investigation on the relationship between causes of teacher test anxiety and other approaches of anxiety (Von der Embse et al., 2018; Maulana, Opdenakker & Bosker, 2016; Kurian, Ramanathan & Andrljic, 2018). As is expected, the weight of an examination leads to anxiety about the situation and

its consequences always undermine test performance (Ramirez & Beilock, 2011). Von der Embse et al., (2018) stated that for the past forty years, most researchers focus on test anxiety theory, related measurements, comparisons studies but limited studies on test anxiety variables across multiple studies.

Although, most empirical studies based their causes of teacher test anxiety on personal knowledge, ideological beliefs, and performance with just a few extensive studies on factors of pre-examination anxiety. The unrealistic and irrational perspectives, fundamental beliefs, and philosophical thoughts caused by different factors of anxiety-like evaluation style, examination results, and psychological distress. The study stated that it is necessary to evaluate the influence of test-based accountability policies on teacher examination anxiety, instructional practices, and institutional policies for educator effectiveness. The foregoing highlights the urgent need to investigate the causes and dimensions of coping with teacher anxiety and the purpose of this, is to investigate the causes of teachers' test anxiety and dimensions of coping with pre-exam anxiety using teacher test anxiety and dimensions of coping with pre-exam anxiety scale to establish the relationship of anxiety and pre-exam anxiety among teachers. In retrospect, the gap in the literature proposes an empirical approach on the relationship between the causes of teacher test anxiety and dimensions of coping with pre-exam anxiety among teachers using a structured linear relations and model fits to confirm teachers' perspectives on examination anxiety, their strategic approach towards pre-exam anxiety

1.4 Scope and Delimitations of the Study

The target population from which the sample was selected consisted of international students at Near East University, comprising subgroups of individuals, Africans, the Middle-East and the Turk States in the Mediterranean. Also, teachers of Unity Schools in Nigeria. The study was restricted to establishing the respondents' level of beliefs about malpractice, the rationale behind it, to determine the extent of prevalence, examine students' self-efficacy beliefs and how this influences their academic performance, to restrain the academic malpractice. Gullifer (2013) observed that academic malpractice has become endemic in the school system calling on universities to devote time and resources to fight it. Only international students at Near East University, Turkish Republic of North Cyprus and teachers of unity schools

in Nigeria participated in this study. Cluster sampling was used to gather data from faculties chosen that have high international student populations. These divisions by faculty also account for the differences in beliefs that can occur because of the inferred nature of knowledge from their view of facts influenced by their field of expertise. This selection accords with the view of researchers like Bong (2001) who promoted the prominence of context specificity in academic scenarios in order to monitor changes of individual perceptions in different situations.

1.5 limitations of the study

The study includes:

- Faculties that have a large population of international students in Near East University, Turkish Republic of North Cyprus.
- The study was limited to comparing large populations of secondary school teachers in Nigeria and the relationship between belief and academic performance. Dishonesty.
- The research used only the causes of teacher examination anxiety and dimensions of coping with pre-exam anxiety.

1.6 Definitions

Belief systems can be defined as structures of norms which are interconnected but vary on the bases of the extent to which they are systemic or universal (Nescolarde & Uso-Domenech, 2013)

Self-efficacy are the beliefs about personal capabilities of gaining outcomes by actions (Bandura, 2006)

Academic Malpractice are unethical practices in the academic scenarios which include plagiarism, cheating on continuous assessments, dishonest practices, and other unethical academic behaviors (Stalker, 2016)

Examination anxiety: This refers to as an anxiousness experience in an assessment or an examination period (Horwitz. 2010))

Pre-examination anxiety: This refers to different factors before the examination that is, teacher' personal traits before examination such as individual's character, previous performance, incorrect choice of courses, intimidation, social pressure, worry, irrational thoughts, interference and lack of confidences (Putwain, Woods & Symes, 2010)

CHAPTER II

Literature Review

The cognitive behavioral theory postulates that one's beliefs feed into emotions and shape one's interactions with the world, based on the rationale that the feelings and behavior of people is influenced by what they believe. The Cognitive Behavioral Theory (CBT) asserts that psychological distress is the result of individuals interpreting situations using maladaptive beliefs that motivate disruptive emotions and behaviors. Psychological issues are seen as originating from the thinking patterns that are out of order, or improper interpretations owing to improper evidence, coupled with the inability to differentiate imaginations from reality (Dobson, & Dozois, (2001); Beck 2008). Individual's beliefs are viewed more in the direction of being inaccurate than irrational, thereby necessitating behavioral experiment that tests how accurate these beliefs are (Hollon & 2011). Assumptions, appraisals, meanings and judgements, associated with specific life events, are the cognitive processes that determine one's feelings and actions in response to life events, and can either make or mar the process of the individual's ability to fit into a particular situation (González-Prendes & Resko, 2012).

It is also assumed that people's thoughts are central to the growth and preservation of emotion and interactions with life events, evident in the negative bias of depressed individuals, expressed in the interpretations of certain life events, which contribute to their cognitive distortion. These maladaptive thoughts include negative and unrealistic expectations of individuals themselves, or on other people around them. It is felt that lasting changes in thinking and behavior can be easily attained with the individual's understanding, determination, awareness, and initiative. (Beck 2008, Disner, Beevers, Haigh, & Beck, 2011). The individual's insignificant self-discoveries are guided to change, in a process that involves recognizing the unreasonable and dysfunctional thoughts that incite the undesirable emotional and behavioral reactions, thoroughly assessing their weight and usefulness from the evidence, for or against their validity and functionality, and succinctly combining the revealed proofs to construct the undesirable cognitions into more realistic, balanced, rational, and functional perceptions of self, the world, and the future.

The CBT is clearly loud that peoples' thoughts can be purposefully aimed at, improved, and altered. If the alteration of such thoughts is done towards more stable, realistic and rational thinking, the individual's will be relieved, and the person's adaptability and functionality will increase. Of the many central expectations that underscore the Cognitive Behavioral Models, is the striking assumption that our thinking facilitates the manner we react to environmental hints. People's emotional or behavioral responses to life events are not accidental, but that we react to events based on how we think about them (Dobson & Dozois, 2001; González-Prendes & Resko 2012).

In addition, Piaget's theory of cognitive development deals with the nature of knowledge itself and how humans gradually come to acquire, construct, and use it. The theory succinctly clarifies the nature and development of human-intelligence, in which one's childhood is believed to play a significantly influential and active-role in a person's development. It is a liberal reconstruction of mental-processes based on biological-maturation and environmental-experience. It is assumed that children develop an understanding of where they live and what happens around them, differentiating their existing knowledge from the discoveries in the new environment, and fine-tuning their ideas appropriately (McLeod, 2012).

Cognitive-development is believed to be the mainstay of all human-organism, that aids the acquisition of knowledge and understanding (Baldwin, 2005). It brings about a rich, supportive-environment for learner's natural-predisposition to grow and learn. Research on beliefs and reasoning has dwelt on many general matters including detecting scopes of epistemological beliefs, discovering gender-related forms of knowing, constructing easier measurement materials for evaluating knowledge, evaluating the position of epistemological awareness in the thinking and reasoning processes, evaluating the relationship between these beliefs and other mental and motivational practices. Epistemological theories and models differ in their interest points in investigation, but are common to some extent about what people conceive knowledge to be, and how they come about it. Among the many studies in this area, none has dwelt essentially on the actual paradigm under study: correlating religious and spiritual belief systems with academic dishonesty, how such beliefs can relate to students' performance in their academics, and to other concepts in understanding.

Again, no study has so far developed a model correlating causes of teacher anxiety and dimensions of coping with pre-exam anxiety.

This study aimed to discover the nature of the relationship between belief systems, self-efficacy and the behavior of students in academic scenarios is pertinent for predicting student outcomes and sound moral conduct which are the ultimate aims of schooling. There are other factors such as learning strategies, in between and so the researcher assumes that individual's beliefs influence their ideas on behavior that is acceptable or unacceptable as a prediction of their likelihood to partake in given academic activities. This thesis is concerned with the part beliefs (cultural, religious, spiritual and secular) play in pathways of student academic behavior generally and their academic performance. This investigation evaluated how university students make meaning of their educational practices as well as a stage for several other researches on the relationship between belief systems, self-efficacy and academic performance/dishonesty.

2.1 Belief Systems

Belief systems can be defined as structures of norms which are interconnected but vary on the bases of the extent to which they are systemic or universal (Nescolarde & Uso-Domenech, 2013), in that there is an existing connection between several beliefs. Beliefs define the individual's senses of reality and form the context in which one interprets the world. Each person has a belief system through which the world is interpreted and understood. This is expressly put thus: 'In beliefs we live, we move and we are; beliefs form the foundation of our life, the terrestrial on which we exist, it forms our behavior, with our intellectual life all hang on the structure of our beliefs. Assorted insinuations of our thought and deeds, the individual, his emotions, the spirit that keeps and bears all others, come from beliefs'.

Epistemology is an area of philosophy that deals with the nature and justification of human knowledge. Educators' interest is more in the area of personal epistemological development and epistemological beliefs, that is, the way people arrive at knowing,

the theories and beliefs conceived about knowing, and the way such epistemological stance influence the cognitive processes of thinking and reasoning. Epistemological beliefs Is a system of beliefs that may be almost self-regulating instead of reflecting a logical growing structure. (Nisbett, Peng, Choi, & Norenzayan, 2001). Beliefs guide actions rather than indicate truth. These beliefs may impact knowledge and understanding for academic tasks. Beliefs are the evaluation one has of the reality or incorrectness of a proposition that is deduced from a communal comprehension of human thoughts, speech, and deeds. Epistemology refers to peoples' theory of knowledge, and really makes knowledge, the certainty of the different kinds of knowledge, and the supposed connection between the one that knows and the thing that is known.

Belief system encompasses all- beliefs, values, and attitudes; organized societies in order to create a social institution or society. Core beliefs are come about by personal experiences, strengthened through social interaction. They are offshoots of experience, intertwined with reason, so much that experience uses prior beliefs and reason to get assimilated, while reason is formed by experience just as beliefs need reason. We live in an actively changing situation formed upon beliefs, reason, and experience. These constant changes give rise to new experiences and change our beliefs and ways of reasoning. The reasoning, experiences, and beliefs are the bedrock of our understanding (Nescolarde & Uso-Domenech, 2013),

Reality, as experienced by individuals, consists of systems of signs which are influenced and edited by the belief system employed by an individual. Perceived systems of signs construct reality, individuals get to understand signs using this belief systems which enable them to interpret perceptions. However, categorization of signs can be misleading since people tend to employ these beliefs in different ways to cope with their different life experiences. The overall aim of these belief systems is to credit events with meaning. People may also have irrational beliefs which are reinforced by theology, culture, stereotypes, political ideologies, and experience. A belief system may not be realistic but can be held as long as it provides adequate explanations for events and stimulus to a particular people. All beliefs contain mental elements essentially focused on the knowledge a person has concerning what is true or false; the affective element excites people to take either a positive or negative,

desirable or undesirable position in an argument, and a behavioral element triggers actions when motivated.

Borg 2003 believed that beliefs are a major influencing factor in many areas of education. In the educational setting, beliefs are convictions, tents, philosophy, or opinions about teaching and learning. A person's or society's belief system is the set of beliefs they uphold about a thing considered right and wrong, true and false. One's state of mind in which one considers a thing with or without any proofs, is their belief. Belief is also seen as an intellectual symbol of an attitude confidently leaning on the possibility of something being true. Ancient Greek thought identified the contexts pistis and doxa - pistis to mean "trust" and "confidence". Doxa, from which the word "orthodoxy" stems, refers to "opinion" and "acceptance".

2.2 Epistemic Beliefs and Academic Performance

Many writers have assumed that learning procedures and outcomes are influenced by beliefs about knowledge (Moshman, 2011). If beliefs about learning stimulate success through motivational processes, it means the devices used in beliefs about knowledge are mental, therefore advanced thinking requires the stimulation of appropriate epistemic beliefs. Epistemic beliefs are part of the mental and emotional resources that are stimulated in learners' efforts to develop the meaning of a task. The stimulation of the mental and emotional resources causes epistemic beliefs to impact the goal standards by which progress is monitored. Again, advance epistemic beliefs are assumed to be part of individuals' emotional nature to involve in coherent thinking.

The scope of personal epistemology is controversial among its authors, on whether it should comprise beliefs about studying and learning. Schommer (1990)'s model of individual epistemology included five belief scopes, out of which two concern learning, whether learning ability is static, and if learning is quick. Learning beliefs have been included under many literatures (e.g. Magno, 2010; Otting, Zwaal, Tempelaar, & Gijssels, 2010). Epistemic belief has also been used to mean study performance and choice (Tsai, Tsai, & Hwang, 2011), that portrays learning not as a hidden practice, but as an obvious study attitude which widely include an array of mental actions (e.g. reading a book). While many writers suggested that personal

epistemology should be within the confines of beliefs about knowledge and knowing, feeling that beliefs about knowledge be not confused with beliefs about the steps taken to acquire it. Judgments and assumptions of others' belief systems in relation to the obvious academic practices, can form discord in schools, it is of human nature to link all these with belief systems. The studies further demonstrated their feelings on the certainty or uncertainty of knowledge, its simplicity or complexity, whether individuals gain knowledge through surveillance and authority or they construct it by themselves, and whether the justification of knowledge claims be done by authority or through a process of serious assessment.

A wide variety of researches have been done to ascertain the relationship between beliefs and learning. Most researchers agree that there is a significant relationship between beliefs and both learning and motivation. It has been asserted that beliefs affect self-motivation, expectations, and intrinsic interests among students. Beliefs also influence learning standards as well as learning strategies. It has also been suggested that the relationship between beliefs and learning is reciprocal that is, while beliefs influence learning, the results of learning can alter belief schemas, and alluded that beliefs have a significant influence on learning goals, learning strategies as well as students' outcomes. Some opined that beliefs are ideas, knowledge, ideologies and commitments and the awareness that gives rise to clever actions, while others distinguished knowledge from beliefs based on the notion of "truth condition," insisting that knowledge must satisfy the "truth condition" or proofs, which unfortunately is lacking in beliefs. (Chen & Pajares, 2010). Others proposed a distinction between knowledge and beliefs by identifying a case in which two teachers may have similar knowledge, but mathematics can be taught with a mindset of problem-solving while the other has a more didactic approach because of different beliefs they hold. Much care is taken in discussions relating to belief systems, for fear that such individuals must have fixed and unchangeable beliefs and views, and that such knowledge and belief frameworks form the basis for many students' prior learning, as students are likely to filter all subsequent learning through these beliefs. (Borg, 2003) University students have gradually internalized a false belief that cheating is a normal way of achieving academically which once formed, become self-perpetuating and people who maintain such beliefs seek out their likes and allies (Bandura, 2000). Talking about belief systems in schools could be an opportunity for

supporting learning and helping student inculcate understanding, respect, and rapport between individuals and groups. Such occasions allow teachers and students to exercise respect and empathy towards others' personal beliefs and values, analyzing and exploring these beliefs and values.

There is a rich stream of research in the sociological literature which explains the difficulties related to investigating belief systems. A cross-cultural inquiry into cheating came out with 80% of students who believed that academic dishonesty is a bad behavior, and the prevalence of up to 70% among students was reported. The survey designed was adopted with 124 college students using a twenty-item scale questionnaire and chi-square statistical tool for analysis of data, resulting in a significant relationship of subscale in scores.

2.1.1 Cultural Beliefs

Culture has no explicit definition but can be stand as those habitual religious, tribal and social beliefs and values that have been impartially transferred from one generation to another. Culture consists of those beliefs and values that stimulate behavior (Polavieja 2015), implying here that cultural patterns born out of some distant past (cultural persistence) affects current behavior. Culture also had a dual measurement, by a cultural substitution evaluated by achievement assessments in the country of origin, and by a survey instrument in the World Value Survey (WVS), which both produced significant results of culture on evaluation grades in mathematics. The World Value System pointers show that a culture that is achievement- oriented increases school performance, and that performance is lowered by traditional values, while post-materialist standards have moderate and positive effects which controls a number of individual-level traits, like the level of education of parents and their income levels, community-level variables and country of origin.

Nisbett, Peng, Choi and Norenzayan (2001) argued that the social differences found among cultures has impact on their beliefs about explicit world features, their simple metaphysical structures profoundly, their unspoken beliefs and their cognitive processes. Cultural traditions, beliefs, and practices originate from particular cultural contexts and are influenced by social groups, organizations and the organization of power. Judgments and assumptions of others' belief systems in relation to the obvious

academic practices, can form discord in schools, it is of human nature to link all these with belief systems. It was suggested the use of quantitative "cultural proxies," specifically degrees of women labor force participation in country of origin, that would bring together a mix of individual choices and beliefs with formal and economic features of the country; as immigrants coming from diverse cultures carry along with them their culture to the new environment, as well as leaving behind other proportions of the home country.

A culture is a form of primary socialization that is particularly resistant to change. People from different cultures with different belief systems do not react to the same information in the same way, and awareness of beliefs and practices of people living together in this world is central to the future, as it is the first step, in producing change, after which comes stages of information, personnel management, consequences, collaboration and refocusing. (Gitelson, Bing & Laroche 2001), Awareness of these differences among individual belief systems will build a respectful humanity. Certain cultures in one country may not be accepted in another but when people are aware of their own belief systems, they can become aware of others' belief systems too. Working and socializing with people with different belief systems is a continually challenging activity considering what interpretations people will make of our actions and speech, just as we will need to interpret the meaning of their own actions and speeches. This challenge is not only energy consumption, it often does not produce an answer to internal questions asked and these problems lead to frustration, mistrust, misunderstanding, and prejudice. Thoughts and actions in a particular culture may also seem ridiculous, absurd, disrespectful and others.

Cultural beliefs form a social structure that offers the mainstay in the strength of any organizations. Problems arise in most cases, between people from different cultures because of their beliefs that give rise to different problem-solving ideas. The individual's behaviors originate from what they believe, which if not understood by others can cause conflict. There were laments on how studies based on an individual's cultural backgrounds and belief systems are not clear, yet man has over the ages depended so much on, to create avenues to establish and control group living, instituting their rules whereby young ones are groomed in the use of beliefs, approved rituals, ceremonies and many others to create satisfactory practices and social order within their culture. The culture and upbringing of a child profoundly impacts the way

he/she sees the world and process information. Such information is important in considering the manner cultural background can affect approach to learning and performance. Theories have been postulated to shade light on the differences in performance among students from different racial and ethnic groups.

The cultural deficit theory holds that some students perform badly in school owing to language, social, and cultural home backgrounds which do not prepare them for the task ahead in school. They may not have the required books as those in other homes, coupled with nature of verbal interaction in the home. This, most times affects their vocabulary development. Such children enter school without the expected level of vocabulary development. Theory assumes inadequacies in knowledge, skills and behavior leading to poor academic performance stem from most home environment (Nisbett, Peng, Choi, & Norenza, 2001). The second theory that attempts to explain racial differences in academic performance is the expectation theory which deals with teachers handling of students. Students of certain racial, ethnic, and cultural backgrounds are looked at as the never-do-wells, the quality of teaching given is so aligned, and students tend to perform in line with teachers' expectations. A follow up study on the finding by Rosenthal and Jacobson on teacher expectancies on students and found that average students in terms of academic performance interacting with based on this level had improved greatly academically and socially after a year. Students who experience high expectations aim to attain the behaviors expected of them, while those who labeled with low outlook put up the behavior expected of them.

The cultural difference theory relies on the notion that students from different cultural backgrounds view education and learning in a variety of ways. It was opined that diversity could have both positive and negative consequences. Negative effects could be in terms of group cohesion and conflict (DeDreu & Weingart, 2003) while the positive impact has to do with superior group performance. Sommers et al. (2008) found a racially diverse group showing superior reading comprehension skills in a discussion with a racially diverse group than their Whites counterparts. Belief practices backup what is shown to be as satisfactory to a particular group of people, the same form the groundwork for acceptable beliefs, values and attitudes that lead to behaviors, actions, and practices of each individual in that culture. The emerging personality of the child builds on what he/she hears, understands and believes, to form

his own private frame of reference, with all the distortions, gaps, and misconceptions. A good number of people spend their lifetime trying to fit experiences and learning into this early private frame of reference. The individual in this process needs to be assisted, to avoid difficulty revisiting or reconstructing childhood private forms and re-thinking them in a more mature way. Garcia and Wei (2014) highlighted culture and values, including ethical traditions, and unethical behavior as contextual factors.

A culturally responsive learning environment is an environment that takes into consideration the cultural background, experiences, thoughts, beliefs, and values of others in the planning and implementation of goals established for a particular organization. For example, in establishing your organization's short- and long-term goals, the American Camp Association must reflect the values of the culturally diverse experiences of the children they wish to serve. To be culturally competent does not mean you get to a point where you arrive. It is constantly going through a process of interacting with people who have had different experiences and are from culturally diverse backgrounds. The more do this, the more we learn how to accomplish the goals we establish for ourselves and for the organizations we work for.

2.1.2 Religious Beliefs

Belief systems are in part concerned with the existence or nonexistence of certain conceptual entities; God, spirits and witches are examples of such entities. Insisting on the existence of some beings means other individuals may not have the same belief. Religion is a most disputed concept by many writers, even religious studies scholars, sociologists, psychologists, and anthropologists, any in way religion is portrayed, there is a bias- an artificial concept whose definition attracts some features of prejudice. Braun and McCutcheon (2000) suggested that religion as a phantom-like category, be considered as comprising objective social interactions, rituals and language, and an institution that has an irregular form difficult to grasp. It has been contended that religion is part and parcel of academic study and meant for the analytic purposes of the researcher's creative abilities in making generalizations (Sutton & Huba, 1995) Practically, religion is considered in various dimensions, as Western, Christian concept, parallel to the non-Western cultures, and therefore a mistake to be assumed universal. It has been defined as a belief system and a grouping of practices

that are in agreement with the reality of an authority above humans. Further explained with the works of Marx and Freud who postulated some of the most significant theories of religion, but were vague in their descriptions.. In this view, relying on Marx's theory, religion is a kind of affect-packed thoughts. Freud views it as full of inconsistencies, and a set of wrong conceptions and at other times a set of formalized and obsessional activities. While Freud demonstrated religion showing 'a neurotic outlet for the social necessity of the repression of anti-social drives, Marx presented it as shutting out the truth and providing a dreamlike relief for the afflictions of this world.

Definition and theory are therefore correlated so that the meaning and nature of religion are informed by a theory of religion or its roles; on the other way round, how religion is conceived is reliant on its definition. It was thus reviewed in the many definitions of religion in the history of religious studies. Max Muller (1823-1900), founder of modern religious studies, defined religion as, the primitive intuition and adoration of God, the natural and transcultural awareness that some other is responsible for one's own existence and that of the world. Religion was seen in the standpoint of mental belief in spiritual beings/powers greater than man, understood through the logical eye of enlightenment thinking. Religion was thus considered as an intelligent creation of modernity to be understood only in the context of the socio-political setting in which it is practised. Functionalists examined how people believe and the role beliefs play in their lives, reflecting on elements of religion like behaviors, emotions, and consequences. Religion was also conceived as the display of an overwhelming urge and drive in humans for the infinite.

It felt that religion should refer to particular populations whose acts of believing and their resulting communal experiences of postulated non-falsifiable alternate realities, rest on a tradition that has been held from age to age. This definition characterizes religion by distinguishable communities, focused on acts of believing comprising world-views, thoughts, cognitions, ideas, concepts, from which, members of the communities get assumed, yet non-falsifiable alternative realities – what forms the distinction between religious and secular communities. Worldly realities like God, ancestors, gods, demons, and spirits, are assumed to be present and their presence felt in religious communities, where assumptions are a property of the believers, not the

scholars. Belief systems that originate from Christian teachings are based on belief in one God, with beliefs and values of life after death, kindness to humanity while alive.

Belief systems associated with non-European societies/cultures include religious beliefs like Animism, Christianity, Jewish, Shinto, Confucianism, Hinduism, Buddhism, Islam, atheism, and pantheism. Students from African countries bring beliefs in polytheistic Gods, and ancestral worship, their belief systems acknowledge that every happening has no life of its own but each thing affects something else, and must have been previously affected by something. Asians come with their religion of animism, the oldest known type of belief system in the world., The animists practice nature worship and beliefs that ancestors watch over the living from the spirit world, believing that shamans converse with the divine for the living and believe in God that controls our natural features. Some Indian belief systems include the practice of Hinduism, the worship of polytheistic gods, reincarnation, reaching nirvana and a rigid caste system.

Religious beliefs/practices are backups of what is shown to be as satisfactory to a particular group of people, the same form the groundwork for acceptable beliefs, values and attitudes that lead to behaviors, actions, and practices of each individual in that culture. The emerging personality of the child builds on what he/she hears, understands and believes, to form his own private frame of reference, with all the distortions, gaps, and misconceptions. A good number of people spend their lifetime trying to fit experiences and learning into this early private frame of reference; and should we not be assisted; we have difficulty revising or reconstructing childhood private forms and re-thinking them in a more mature way. Major religions in the world believe in powers that are above humans like mono or polytheistic Gods, as beliefs are believed to be the strongest influence in determining our behavior, values, and beliefs. (Sutton & Huba, 1995)

An evaluation of both religious and public schools on students' cognitive morality and actual moral behavior, low correlation was shown among various procedures of moral cognition and moral behavior, where religious subjects exhibited higher levels of moral reasoning, but could not counter-attack attraction much on an assessment of definite cheating. The sample consisted of secondary school students to determine to what extent students from a religious school system engage in academic cheating and

perceived cheating to be of concern in their schools, what constitutes cheating, a rationale for its occurrence and how it can be prevented. It was revealed that students perceived cheating to be a problem in schools and society. Many of the learners had participated in malpractice via different types of cheating behavior, they were worried about the level of cheating in their schools. They were also very much aware of cheating activities, as well as what constitutes cheating. Students were confident of teachers' potential capabilities in preventing cheating, like giving prior information about academic activities and many others rather than punitive measures.

A comparison of the awareness of religious and secular school students about examination malpractice was done, and not finding any significant difference between them, concluded that the danger hovers over all students under any canopy. The influence of students' perception and attitude on cheating behavior at a Christian based University was investigated into, and the relationship between students' perception and their attitude towards cheating behavior was established, further showing that immoral students are more inclined to negative attitude toward cheating, they see themselves as not being able to cope with their problems, and resort to cheating; a strongly negative relationship between students' perception and actual cheating behaviors was also observed. Religion occupies an eminent position in the social life of people and cultures all over the globe. Works of early founders of religious studies, Emile the Durkheim, Max Weber, and Karl Marx. Have benefited many who have in turn offered a considerable record of research tackling issues such as the nature of religious belief systems, how conversions come about and its dime and di proportions of religiosity. These studies have found links between religiosity and other variables. Individuals who are Religious tend to avoid unsafe behaviors, and getting more involved in positive activities.

Religious individuals are less likely to take risks, or be found wanting in dangerous, violent behaviors, with the police. They may most likely not play truancy nor find themselves in issues that call for suspension, expulsion, or even detention. They are known by healthy behaviors (Regnerus, Smith, and Fritsch 2003). Religious involvement was connected to strong ambitions for further education. Religious involvement and educational ambitions could correlate due to underlying mutual

reasons, not necessarily having a causal connection. A single dimensional evaluation of religiosity (church attendance) shows only activities of individuals excluding the all-inclusive view of an individual's religious composition. Several other studies found that students who admitted that religion was important was important approached education with a better attitude, had less attendance issues, gave more time school work, and did better academically than those who believed on the contrary. Links were also found between the individual's religious involvement and desired behaviors in school. In a data analysis in social class, gender, and type of school, found that religious work ethic encouraged more advanced academic achievement and students who are religious find themselves in essentially less dangerous behavior that endangers academic performance. In the same vein, Regnerus and Elder (2003) found that individuals who are active in church avoid unpleasant behavior that has harmful effects on schooling

2.1.3 Spiritual Beliefs

Closely connected to religious beliefs are spiritual beliefs on which is a more contentiously growing list of academic literature than religion (Holloway & Moss, 2010). It is conceived to be a futuristic idea, with its beginnings deeply rooted in religious tradition/mysticism which emphasize the direct experience of oneness with reality, to which are blind believers. Though both are separate concepts, there is an interface, as definitions of spirituality are indirectly religious. Spirituality is a 'slippery concept', and it is common for people to think that religion and its organizations have destructive connotations, and yet cling on to that which is spiritual. It is a widespread component of all humanity, and the existence of the mortal being depends on the human spirit, which is the essential life-force that motivates and supports human life. Spirituality is the precise responses individuals and communities make to the experience of the spirit. (Conor, Davidson & Lee, 2003). Considered as a common component of human nature, it has attracted many religionists, scholars/researchers and significant others. It was as characteristic, possibly inspired and common dimension of human experience that is an offshoot of the individuals' subjective awareness within communities, traditions, social groups. An encounter with an interior innate and personal, within the self and others, and/or a relationship with that which is wholly 'other', transcendent and beyond the self. It is of ultimate

significance and focuses on matters of meaning and determination in life, truth, and values”

Here, the spiritual experiences in terms of the inner life and relationship with communities or communal traditions are embraced, combining spirituality as a relationship with the self and others (e.g. God), being associated with the existential and moral matters of meaning, purpose, truth, and values. Innately correlated with context and culture'. Spirituality is also understood on the basis of themes such as holism, a quest for the sacred, a focus on meaning and purpose and being anti-authoritarian (Sheldrake, 2013).

2.1.4 Secular Beliefs

Whatever is not religious is secular. Secular beliefs are beliefs that are non-religious and emphasis on living in the here and now, using skepticism and rationalism to question traditional religious beliefs, born from secularization. In discourses of a public nature, people who have no religious beliefs of any kind, nor belong to a religious group are considered secular. But can the secular itself become an object of both belief and belonging, and can the so-called secular people develop self-understanding and existential purpose in collective setting that engages a religious model. The secular should not however, refer wholly to the absence of religiosity, giving that the diversity of contemporary secular forms, embrace a religious character (Smith, 2017). Secularists exist either as humanists, atheists, deists, or agnostics. The commonest are: agnosticism, secular humanism and existentialism, and atheism. It is an assertiveness of disbelief towards claims of the existence of any sort of God or gods', including skepticism or disbelief in 'the existence of immortal souls, life after death, ghosts, or supernatural powers'; more of an anti-belief than a belief. Agnosticism is concerned with the negative, and holds that objects in a particular territory cannot be known, not necessarily of, a religious realm but it is practical to the nature of God or of idols. Due to its negativity. Grayling, (2016) recommended that the term naturalist is used instead, signifying a person who conceives the universe as a natural realm, subject to the laws of nature. Humanism, an egalitarian and principled life that upholds the responsibility and rights human beings has to shape their destinies and propose to have a considerate society via an ethics that is formed on

human and other natural values in a spirit of reason and free inquiry through human capabilities.

There are other forms of humanism besides secular humanism, like Christian humanism which emphasizes the humanity of Jesus. Spirituality can also be framed in secular terms like existentialism which covers various philosophies that originated from Søren Kierkegaard (1813 - 1855) and Friedrich Nietzsche (1844 – 1900). Existentialism has been associated with ideas of authenticity, Nothingness, alienation, the absurd, freedom, dread, commitment, boredom (Crowell, 2015). Secular existentialism rejects the existence of God and holds that individuals are the architects of their own destiny.

Bandura (2008) defines self-efficacy as confidence in one's capability to propose and execute actions capable of handling future situations. It is one's belief in one's ability to do well in particular situations. It is the process of self-reflection which allows individuals to assess their own experiences and thought processes. These beliefs were described as determinants of how people think, behave, and feel, as was affirmed that each one of us has a self-system that helps us exert control over our actions, feelings, and thoughts, i.e. the beliefs people have about their capabilities, and their strength affects the way they behave, or the manner they interpret outcomes of their performance and accomplishment, as well as their environment and their future performances. This also plays host to reasoning and effective structures, as well as offer the enablement to engage in self-reflection, regulate our behavior, strategize in new ways, and model others.

Self-efficacy is an important variable to be considered when evaluating student' motivation and learning. Self-efficacy has been employed in various researches to predict and explain the trends of human functioning including academic achievement. Most studies in this field centered on the impact of self-efficacy on students' motivation, performance, and the development of their academic and professional interests and goals, stressing the predictive worth of self-efficacy (Schwarzer 2014). This idea means that those concerned choose tasks they can perform with ease, show wrapped determination in what they do, maintaining effort over time, and gaining fresh skills from those tasks. This concept can be explained as the task-specific

confidence of one's abilities. The individual's sense of competence, importance, and power informs the formation of their self-worth, and students who have low self-esteem are likely to hold faulty beliefs. In education, self-efficacy refers to students' beliefs in their ability to master new skills and tasks, particularly in a specific academic domain. Perceived self-efficacy deals with people's beliefs in their efforts to produce particular accomplishments (Warner, Ziegelmann, Schütz, Wurm, Tesch-Römer, & Schwarzer (2011). Bandura's social cognitive theory offers a vivid explanation of the workings of self-efficacy, positing that human achievements depend on interactions between one's behavior, personal factors, and environmental conditions. Students' experiences, persuasions from people, performance can lead to self-efficacy evaluation. Self-efficacy, achievement, determination, resilience, choice of task, efforts, and many others.

Bandura's social cognitive theory, stresses social experience, observational learning, and reciprocal determinism in personality development, where personal factors in thought, behavior, and environment interact and are firmly formed in sociocultural influences, making the individuals both as product and producers of their own environment. The theory proposes a self- system, self-efficacy being part, which according to Bandura, contains mental skills, abilities, and attitudes of the individuals', and which influences their perception of situations and their response to different circumstances. The individual's behavior is correlated with self-efficacy, particularly in events arranged for reaching final success. Which also means that individuals select tasks they can perform successfully with ease, be tenacious in the undertaking, upholding effort all through, and still gaining innovative skills from he said tasks (Schwarzer 2014). It is believed that in addition to skills and knowledge, one also needs a conviction that one is capable of successfully completing the task. Bandura's Social cognitive theory maintains that self- referent thoughts mediate between knowledge, thought and action and thoughtful reflection individuals evaluate their own experiences and thought processes, the beliefs that individuals hold about their abilities and about the outcome of their efforts powerfully influences the way they will behave in the future. Past experiences influence achievement in future situations by maintaining high levels of self-efficacy with which learning situations are approached. observed an unswerving connection between past success and

expectations of future success, and how successful experiences in the past increased self-efficacy and anticipated success.

Performance literally, is defined as a measurable or an observable behavior of an individual or an animal in a specific situation usually analytical situation. In other words, performance determines the behaviors or ramifications that can be observed at a given period of time. The definition of academic performance moves beyond academic environments. Some of the brightest students do not earn straight A's but are extremely well-rounded, succeeding at everything. The ability to develop diverse kinds of skills illustrates curiosity and persistence, intelligence, qualities attractive to employers and universities. Some institutions will admit and even award grants to students who got average grades but display a strategy of achievement by persistently learning new skills. Many businesses also see this as a selling point, thinking these candidates are eager to learn and will be easy to train. Performance is defined as an observable or measurable behavior of a person or an animal in a particular situation usually experimental situation. This, therefore, means that performance measures the behaviors or an aspect of a feat that can be observed at a specific period. Students' performance is very important because it appears to be the major criterion by which the effectiveness and success of any education in the situation could be judged.

2.3 Self-Efficacy Beliefs and Academic Performance

Self-efficacy is defined as one's evaluation of how well one can perform some actions needed to confront eventual situations (Bandura, 2008). Self-efficacy are the beliefs about personal capabilities of gaining outcomes by actions, it is a mid-point of social cognitive theory, and Bandura believed that individuals who are confident in their capacities have inspirations to take actions and endure challenges. For example, students who believe in their academic capabilities are more willing to take courses and follow the steps to achieve academic pursuits than those who do not believe in their capabilities. A meta-analysis of the relation between self-efficacy beliefs and academic outcomes was conducted and self-efficacy was confirmed as one of the social cognitive factors found to correlate to academic performance, and is predictive of academic performance Van Dinther, Dochy, & Segers (2011). Educational researchers have since the inception of self-efficacy, investigated its role in the academic lives of students at all levels.

Learners with high self-efficacy can inspire the progression of learning with more active cognitive approaches and time controlling approach, giving them an edge in confidence in finishing a task, facilitating the adaptation of a peaceful and reasoning approach of accomplishment. There is no common self-efficacy expertise appropriate to all circumstances since there is also no universality of self-efficacy variance in expertise and aptitude needed for the various fields. Self-efficacy in the academic world is often termed academic self-efficacy, which depicts the individual's evaluation of talent in managing learning behavior and academic performance, which is not found to relate to learners' actual abilities. Most studies center more on examining individuals' self-confidence, and if abilities or skills can be used to complete learning tasks. Studies have also proven a correlation between academic self-efficacy and academic performance, in secondary schools (Alivernini & Lucidi, 2011) and universities. Academic self-efficacy predicts academic performance, and very complex models have ascertained its positive effect.

Literature has proven that in the academic environments irrespective of gender, age, domains, countries, fields of study, a student with advance sense of self-efficacy will attain good academic performance with positive relation between self-efficacy and academic performance. Purzer (2011) investigated the correlation between group dialogue, self-efficacy and achievement in a sequential mixed methods research and found that self-efficacy clearly relates Multi with academic achievement. The beliefs learners have about their academic competences aid in defining how their knowledge gained can be used. Performance therefore is the outcome of what learners conceive to be their achievements, and what they are capable of achieving. This is why students who have similar abilities may differ in their academic performance. Researchers like Warner, Ziegelmann, Schütz, Wurm, Tesch-Römer, & Schwarzer (2011), believe in the indispensable theoretical contribution of Bandura's social Cognitive theory to the study of academic achievement, motivation, and learning, considering the nature and structure of self-efficacy. Bandura sums it up as 'People make causal contributions to their own psychosocial functioning through mechanisms of personal agency. Among the mechanisms of an agency, none is more central or pervasive than beliefs of personal efficacy. Unless people believe, they can produce desired effects by their actions, they have little incentive to act. Efficacy belief, therefore, is a major basis of action. People guide their lives by their beliefs of personal efficacy.'

In Bandura 's view, self-efficacy beliefs are key to human functioning, having the necessary and essential know-how and necessary talents to undertake a task; and being backed up by the conviction that such tasks can also be well carried out even under challenging circumstances. This view further stated that human functioning can only be active and real if skills and efficacy beliefs are involved. Bandura proposed in his reciprocal fashion, two independent components that are interdependent, and jointly develop as individuals grow and learn, called 'reciprocal causation,' where the functioning of one component depends upon the functioning of the other (Artino, 2012). In diverse settings self-efficacy has over the years, been a vital element in theories of motivation, learning, and educational studies from different fields of investigation, and the notion of self-efficacy has been used to predict and explain a wide range of human functioning.

The study of students' self-beliefs initially did not consider the role of environmental influences or domains of academic functioning, it grew with the desire to assess self-beliefs and were being evaluated in a more task-specific way. Bandura discussed human motivation in terms of outcome expectations, and defined perceived self-efficacy as 'personal judgments of one's capabilities to organize and execute courses of action to attain designated goals', and therefore tried to evaluate its level, generality, and strength across activities and contexts, using level of self-efficacy to mean its dependence on the difficulty of a particular task; and generality to mean the transferability of self-efficacy beliefs across activities, such as from algebra to statistics.

The strength of perceived efficacy is measured by how sure the person concerned is, about performing a given task. It is conceptually possible to have high self-efficacy about a capability that one does not particularly have regards for, as well as the reverse. Educators have come to the realization that the beliefs students hold about their academic capabilities is a motivation to their academic achievements. Fenning and May (2013) conducted a study on students' self-efficacy and came out with noteworthy, helpful links between general self-efficacy and high school GPA. These positive experiences with academics increase self-confidence levels, students' independence and the intrinsic incentive translates into greater success in the future. Students' previous experiences influence their educational and career choices and the thought of their competence for the chosen profession. Many studies show that career

options are widened with people's high perceived efficacy for achieving educational requirements and occupational roles, as such, they prepare themselves educationally for different occupational careers, and their staying power in challenging career pursuits is greater. Students who are intellectually gifted have a more advanced self-efficacy than mainstreamed students, which is the basis for Bandura's social cognitive theory, that students' self-efficacy beliefs are strong, and can predict their capacity to undertake a particular task and complete it. Those who have high scores on self-efficacy do better in the courses they have chosen, -their personal judgment is also influenced, creating a state of emotional calm, in taking responsibility for their education, students demonstrate a greater belief in their academic abilities.

Self-efficacy has been found to be exceedingly related to students assessed inborn interest in a motoric learning task and writing revision task. It was also observed that self-efficacy is associated with the choice of courses students make in school, how well they do in coursework, and the determination they show. Therefore, self-efficacy beliefs can tell beforehand the degree and vigor of performance. It is believed that strong perceived self-efficacy yields higher goal aspirations and strong commitment. It is opined that self-efficacy is positively related to how students evaluate themselves, their mental capability and accomplishment in text material that was hitherto seen as difficult. In terms of the influence perceived self-efficacy has on a determination, it is proven that it increases perseverance in students in the course of acquiring skills.

Self-efficacy beliefs are found to authoritatively influence major key academic incentive guides like a choice of activities, perseverance, the degree of an individual's determination, and how emotionally balanced one is in the face of difficult situations. Investigations on self-efficacy influences on human functioning assume that the choices of activities individuals make is affected by the individual's self-evaluation, effort, and persistence, that is why certain tasks are avoided by people who have low self-efficacy for undertaking them. Bandura (2008) asserts that individuals who are confident in themselves are eagerly willing to take part in assignments given them, they persevere, are very industrious and more emotionally stable when confronted with challenges than their counterparts. In an investigation on learners who were having difficulty in Mathematics, students observed videotapes of other students under the variety of learning conditions, while some observed students being helped out by teachers, others observed peer models who handle the task easily and then

make positive statements reflecting self-efficacy, another group observed coping models where students had difficulty and make mistakes but also utter coping statement. The result was that observation of coping models seemed to produce the most beneficial result and improve the students' self-efficacy, leading to the conclusion that students can be helped to develop high self-efficacy through observation of copying model in the difficult situation who were able to overcome their difficulties and enable students to learn to withstand difficulties.

2.4 Academic Malpractice

Academic malpractice exists in various forms in schools around the world. It consists of unethical practices in the academic scenarios. It includes plagiarism, cheating on continuous assessments, dishonest practices, and other unethical academic behaviors. Academic malpractice is seen as any thoughtful activity, action, or other practice by individuals willfully breaching or disregarding the requirements of certificate awarding bodies or that raises doubts on the validity or reliability and truthfulness of any awarded certificates. It identifies the threats academic malpractice poses to education on two levels - the moral crisis paving way for doubtful academic future of society, and the quality crisis of students not actually learning what they claim to be learning. Students are given certificates they don't deserve, to gain employment for which they are not armed. Owing to this threat, it is pertinent for educators to identify the factors that influence academic malpractices and proffer solutions

2.5 Local Trends in Academic Dishonesty

A number of efforts have already been made at global and sector levels to tackle the issue of dishonesty. The healthcare sector, for example, has received tremendous attention by way of conducting studies on dishonesty in the provision of health care services; this seems lacking in the education sector irrespective of the enormous necessity for combating dishonesty in the education sector, such as the prime position accorded it by many countries as the largest public sector both in human and financial terms, and from which other sectors seeking reforms in governance should copy. Moreover, issues of efficiency in the use of resources, quality of education and school performance cannot function in the midst of dishonesty, with its promotion of lack of integrity and unethical behavior as against

what education stands for- to produce 'good citizens', respectful of the law of human rights and fairness. (Tyokyaa, 2016)

Findings prove that most students prove their competence by serving as student union president or holding subordinate positions in student associations such as the dignified society or the social science club. Or, they might constantly setup student events such as pep rallies, dances or fund-raisers. Others involve in non-profit organizations and arrange food drives or other district outreach efforts. Universities and employers eagerly anticipate reliable leadership activities, with the mind that students will continue to have the same enthusiasm to their boardrooms or classrooms. Poor academic performance at the high school level of education reflected the teacher, home environment, school and so on. While the students took part of the blame, a huge amount of it lies at the doorsteps of those that make the policies in the country, whomever the time treated the ramification with levity. This ridiculous mass failure of students in a country like Nigeria regrettably is a result of the precipice on which the country has found itself. Aina and Olanipekun, (2013) in an analysis of course content in General English eleven revealed that students' performance in use of English or General English is in a pitiable state in the country today, and it was suggested that, to improve students' performance generally, the module skills of communication through the teaching and learning of English language must also be followed up and be improved. Thus, adding to the problems from teachers creating low levels of academic achievement, they have been responsible for betraying a multitude of reforms designed to change the state of affairs. To this end, to improve students' academic performance in Nigeria, teachers' roles must be illustrated as a means for the yearning towards best academic performance in the nearest imaginable future.

Academic performance has emerged the recent educational problems of public interest, among many, considering the poor level of student's academic performance especially in public examination and at schools and various higher institutions gave credit to when they averred that the problem of underachievement among school children has persisted in many subject areas. Aina, and Olanipekun, (2014) also asserted that students' academic performance at secondary school and tertiary levels in school is worrisome. The issue of poor academic performance at the secondary level of education in Nigeria has been widely documented. For instance, the

investigation on academic cheating and revealed secondary school candidates that registered for the West African School Certificate Examination in 1960 only 32.36% passed at the five-credit level and in the years that followed, the percentage passes at five credit level came down to 27.63% in 1968, and only 19.3% in 1974. This clearly shows that the main problem confronting the educational system in Nigeria is the awful failure of students in public examinations, particularly at the secondary level of education.

Proofs were provided at record office, in the Kwara State Ministry of Education that of all secondary school candidates that took the West African School Certificate Examination in 1982, only 41.7% passed at five credit level and in the subsequent years, 32.59% passed in 1983; 38.70% passed in 1984, 37.45% passed in 1985, 40.4% passed in 1986, 34.76% passed in 1987 and 37.7% passed in 1988. It appears right to claim, therefore, that there is a general trend of poor academic performance both at the national and Kwara State Secondary education levels. Commenting (on the issue of mass failure in 2009 November/December NECO examinations) in the Nigerian Tribune of (2010) it was reported that there could not have been a worse period for the Nigerian educational system than the disclosure that 98 percent of students who sat for the November /December 2009 examination of the National Examination Council (NECO) failed.

2.6 Global Trends in Academic Dishonesty

Global concerns on dishonesty are demonstrated in all facets of human endeavor, documenting the worldwide and international concern on its occurrence. The Transparency International yearly ranks countries listed by order of knowledge of dishonesty, fraudulent practices in all areas of human works (Spahn, (2013). On a yearly the United State executive search agency publishes a document called 'Liar's Index' of work applicants who present fake and made up educational qualifications. Modernization has spread education and training, as the means for evaluation in society. Practices that may be considered as dishonest in one cultural context may be accepted in another, therefore consciousness and knowledge of the thought pattern of students, and their perception of academic dishonesty, could be of help to tackling dishonesty issues among them. A comparison of beliefs cross cultures would inform on about the various forms of academically dishonest acts, and open up similarities or

differences that have serious educational and administrative implications. (Yukhymenko, 2013)

Electronic devices have updated academic cheating methods. Plagiarism is heightened by websites such as the 'Evil House of Cheats' (www.cheathouse.com) and www.Schoolsucks.com where already written papers are sold to the candidate. Records show that United States of America, offer examination answers, essays, and research notes. Universities know about the prospects of the Internet, which makes the international dimensions of academic fraud more evident, with their trans-national reach, and making universities produce sub-standard graduates. Examination authorities and civil authorities are responding to these developments by way of forming new security measures, increasing vigilance, employing fraud detection programs at www.turnitin.com. High-tech facilities promote academic dishonesty to an international phenomenon. In the entrance exams, candidates for entrance examination into Jakarta State University are always more in number than available exam halls cheating is commonplace in the entrance exams for Jakarta State University, where candidates outnumber examination halls, candidates are free to pay spaces where answers exam papers are given to them, and where they can feel receive a mobile phone and codes for requesting and receiving information in the exam room. The authorities acknowledge that but claim that "little can be done while the culture of corruption within the bureaucracy is so endemic" (South China Morning Post 2001). Technologically advanced forms and means of fraud are growing alongside the internationalization of education, especially in higher education. Available strategies to sustain and control fraud-resistant examination systems, personnel selection, and the offer of certificates are often lacking. This work seeks to correlate belief systems with academic dishonesty (forms, causes, and consequences of academic fraud) and the means of limiting it.

In India the police exposed a scheme with people claiming to be educational advisors advertising admissions in local newspapers, for specialized postgraduate programs, which switch from offering the said educational advice and assistance, to giving answers of test questions to medical students intending to sit for a nationwide examination, for money. In Bangkok, teachers accept bribes for admission of students, and also pay to promotion panels. In Georgia, a university staff, not of the same feathers with the rest said: "everything and everyone appears to be for sale:

admissions, courses, grades, diplomas – you name it" (MacWilliams, 2002). In China, there is this pictorial market display, including "collections of forged official paperwork of almost every hue. Nearby printers were offering to customize documents to individual specifications." Graduation certificates (BA, MA, or Ph.D.) were on display among resident booklets, business licenses and other fake papers. An Australian newspaper reports on the threats to the reliability of Australian universities with the continuous Internet assistance students get in cheating in examinations. They fear that in the nearest future, most of their new intakes will come from overseas, such foreign students with language barriers already targeted by websites, which will need to be prevented to avoid producing sub-standard graduates (Sydney Morning Herald, 2001). Modern devices for cheating, using a pager were used by teachers and education officials in China to provide candidates with answers for a national university examination (South China Morning Post, 2001).

Generally, fraud has rarely been thought of in connection with education and academic research owing to the fact that conventionally, the education system and educators are associated with honesty, truthfulness, and similar positive values and have been traditionally considered as people of integrity. Unfortunately, there is mixed feeling about these acclaimed custodians of truth and knowledge, and at the same time negative and cynical about their roles and behavior. These educational administrators, teachers, professors, have consistently abused the confidence invested in them, (Noah & Eckstein, 2001). Cheating is said to be an extremely-addictive-habit, which has a tendency to continue in later life, even to other spheres of life if not controlled as observed, where 64% of students known to have cheated in high-school did same in the university. Other studies also show that "students who cheat in college, are more likely to shoplift, cheat on income-taxes, abuse harmful-substances, cheat in graduate and professional-schooling and get involved in unprincipled work-place-conduct.

Investigations on public-perceptions of academic dishonesty reveal that school-administrators and educationalists perceive academic dishonesty a serious crime. Coalter et al. (2007) found that academic misconduct in a small state university in the United States is "an important issue that needs to be addressed". Business-Students in a Malaysian-university however perceived that various degrees of academic malpractice are tolerable in some-academic- environments. Studies on academic-

dishonesty confirm the two theories most institutions of higher- education uphold, that "Academic dishonesty is both a social problem and an age-related issue". Most students, appear not to have interest in gaining knowledge; what they simply want is to graduate with a certificate, with little or no effort, intensified by an orderly system of credits and points that makes students feel that they can buy their way through with the use of illegitimate means. Other investigations focus on situational-factors, like the financial-aid or scholarship demands, the desire to succeed in school, external work-commitments and heavy course-loads. With the current issues surrounding academic dishonesty reflected in the large amount of work on the question of cheating, educators and administrators need to give it continual-attention, for a deeper understanding, as it undermines learning as well as the validity and reliability of examinations and the overall integrity of any academic institution.

2.7 Occurrence and Rationale behind Academic Malpractice

Academic mal-practices consists the forms of dishonesty and plagiarism in which students offer or accept illegal help in an academic exercise or getting credit for work that that belong to others. Dabone, Graham, Fabea, and Dabone, (2015) explain that the many disrespectful acts in academic management constitute academic malpractice especially in communities that uphold certificates as deciding forces for academic and social advancement. Actions intended to deceive, usually for gains could be regarded as fraud, beginning from simple dishonesties at school to real crimes. Fraud in academic is practiced by people within and outside the academic circle, such as parents, politicians, students, professionals, teachers, professionals, administrators, and researchers. Academic-insincerity has attracted a generous extent of attention from both the academic-society and famous-media for many eras now, which is likely because of some severe-after effect that such behavior, has. Dishonesty in academics is usually a general problem in higher education, and it is been detected that dominance of this menace is growing.

Dishonesty of students at undergraduate-university-level has been the topic of several studies and discussion-forums, especially in the last 70 years. Several other academics also reviewed the lessons on deceitful engagements when writing examinations in the university. Why students cheat in exams was provided thus: hard-courses, time-pressure Laziness; coping with stress; competition with others; difficult-exams;

punishment is not serious; chances of getting caught are minimal; peer-pressure ;improving one's grades; everyone does it; fear of failure; parents' pressure; taking a chance; high-course-load; course was useless; Lecturer does not care; not understanding questions;; and instructor-vigilance is low, among others. Other researches detected why cheating is done in schools thus: weak instructions, poor facilities in the learning environment (Korbs, 2009), poor time management, effects of learning in an untruthful society, effects of a performance and certificate-oriented community; lack of effective study-habits and technology.

The question "Why do students cheat?" is of real interest to investigators and academicians for a while now. Rationales for cheating were then classified into three categories: situational, demographic, and psychological, with psychological factors having an upper hand in student-cheating by research report. It was reported that learners' responses to perceived reasons as: inadequate time to study for exams, competition for good-grades, lack of interest in the course and material, unfair or overly difficult-assignments. Some students feel that the dangers of discovering the act are often negligible (Szabo & Underwood, 2004) and the penalties minimal. Some institutions underestimated the gravity of cheating, leading students to ignorance of the consequences and disadvantages. Reasons for cheating were given as poor self-image, pressure to get high grades, lack of good character, a desire to excel, a lack of personal integrity, lack of pride in the job well-done, pressure to get a job and a host of other reasons. A study was conducted on 1,946 students from 16 institutions with the results revealing 82% engineering students self-report of having cheated as against 91% of business students, 73 % of social-sciences-students, and 71% of natural-sciences-students. More than 70% of students, of Sport and Physical Education, also confessed involvement, at least once in any form. A good number saw cheating as both a disobedience to school rules to get a result and an immoral act. In Europe, only 12% participants claimed not cheating at all. The large percentage (88%) students who have cheated in the examination are not a shock but a confirmation of the European- situation, which also shows that dishonesty in academics is problematic.

The over-reliance on the paper evidential qualification makes parents, teachers, school administrations and students develop deceitful coping ways. An array of researches

have been undertaken on the occurrence of academic malpractice, focusing on different designs and behaviors, all conveying a steadily increasing rate of cheating, regarded as an epidemic. Cheating is a relentless skill among good number of students (60-75 percent). It was found that cheats during the university-level studies must have cheated earlier in their studies. A good number of medical students were investigated, 39 percent saw others cheating, 66.5 percent had heard about cheating, and 5 percent had taken part in the act personally during their medical studies, out of 480 college students 89 percent admitted cheating, an indication that the issue is also a cross-disciplinary one.

High rates of cheating were observed in a study that had only 12% of the subjects denying any involvement in cheating. Students' attitudes toward cheating and if they would be willing to report instances of cheating revealed that students perceived cheating behaviors including plagiarism to be serious. Another serious form of academic misconduct was an unwillingness to contribute in a group assignment. Concerning the prevalence of academic cheating, students were indecisive about academic cheating and lenient with their dishonest mates, many too chose to ignore rather than report friends. A was carried out study on 1,946 students from 16 institutions revealed 82% engineering students who report partaking in cheating as opposed to 91% of business students, 73 % of social-sciences-students, and 71% of natural-sciences-students. More than 70% of students, of Sport and Physical Education, also confessed involvement, at least once in any form. A good number saw cheating as both a disobedience to school rules to get a result and an immoral act. The question "Why do students cheat?" is of real interest to investigators and academicians for a while now. Rationales for cheating are then classified into three categories: situational, demographic, and psychological, with psychological factors having an upper hand in student-cheating by research report. Main-students'-responses to perceived reasons as: "(a) competition for good-grades, (b) inadequate time to study for exams, (c) unfair or overly-difficult-assignments, and (d) a lack of interest in the course and material". Some students feel that the dangers of discovering the act are often negligible (Szabo & Underwood, 2004) and the penalties minimal.

Some institutions underestimated the gravity of cheating, leading students to ignorance of the consequences and disadvantages. Reasons for cheating were investigated and the results were: inferior self-image, quest for high grades, bad quest

for excellence, a lack of personal integrity, lack of job satisfaction, pressure to get a job, to mention but these few. The phenomenon of academic malpractice and deception is attributed to many factors such as poor facilities in schools, societal influence, parental expectations, and inadequate preparation for examinations, peer influence, inadequate self-worth, and previous poor academic performance Dabone, Graham, Fabea, and Dabone (2015). Lack of resources for educational purposes in developing countries where the most international student in question, come from, is identified as one of the causes of academic fraud, where higher education workers get involved in academic fraud for financial and other immaterial gains from interested students.

The foregoing incidences are concerned with the number of students that have taken part in one form of academic dishonesty or the other, though the extent of their involvement is not stated, it can be deduced that cheating cannot be without a variety of cheating behaviors, its frequency has no limits, but penetrates, state, private, independent schools at all levels, and is always a topic of dishonourable mention of all investigations of academic malpractice. Investigation into undergraduate-student-cheating showed many mutual findings: male-students cheat more than females; fraudulent activities in examination have become a serious threat in colleges and universities; the number who admit to having involved in examination cheating at university moves from 40% up to 80%; Students with low grades cheat more compared to students of higher-academic-achievement (for example, instance, academics notice an inverse-correlation between cheating and GPA, that is students with lower-GPA tend to cheat. Cheating instances are more in enormous and crowded classrooms; (6) Younger pupils double-deal more compared to older ones; only few-pupils are caught double-dealing and only little has been done by universities and individual lecturers, to avoid double-dealing; Stress, desire for good-grades, and time-pressure are the main-reasons, reported by pupils for why they double deal.

A list which included impersonation, copying each other's work, smuggling of answer scripts in examination halls, changing or inventing research data, collusion, and smuggling of answer scripts in examination halls, result/certificate forgery, and swapping of scripts. Stalker (2016) believed that students' academic performance in all academic scenarios and the choice of cheating stems from students' self-beliefs about their ability to carry out difficult tasks in difficult situations. Murdock et al.

(2001) asserts that student's belief in their inability to perform responsibilities that are necessary for high performance has a close relationship with dishonesty in their academic activities, and does influence their decision to cheat or not.

Whitley and Keith-Spiegel (2002) observed that students who are under pressure to do well academic usually participate in academically dishonest acts such as cheating and plagiarism, which must have been part of them over the years; and that such students have reasonable hopes for success, look forward to extraordinary rewards for their success, and are competitive about obtaining grades. Cornelius-Ukpepi, and Enukeh (2012) expected that students with such lofty thoughts should strive to work hard for success instead of participating in academic dishonesty to succeed, but conversely they do not believe in hard work; some students desire to obtain and maintain best grades has become a dominant wheel that rolls their education with so much emphasis placed on outcome grades, rather than education, have become the major focus of many students entering Universities today. Their goals become simple: get in, survive, get the grade, and get out. Those with lofty thoughts should strive to work hard for success instead of participating in academic dishonesty to succeed, but conversely they don't believe in hard work; of whom Newberger, (2003) stated that the yearnings for good and sustainable grades is key to their education with so much emphasis placed on outcome grades, rather than education, and such has become the major focus of many students entering Universities today.

Students with low academic self-efficacy and low achievement need cannot contend with cheating when faced with difficult tasks. Students who think low about themselves more often blame their inability on external factors and self-handicapping behaviors like making excuses, looking at themselves as unsuccessful, resorting to cheating, and are more likely to perform low miniature representation of the society, the activities in the school replicate those in the society, stressing that the moral decency or indecency of schools reflects in students' behavior in school, and motivates students' participation in academic malpractice so as to do well, without merit. Academic malpractice in school stems from the permissive behavior of schools that supports and glorifies cheats. Smith (2005) also affirms that the degree of cheating in a school depends on the moral atmosphere of the school. In the same spirit. The moral tendency of the school affects students' behavior negatively or positively. The explanations offenders advance for their acts is assorted and often contradictory. They

deny wrongdoing or even seem not to know the wrong, or they affirm that they will be at a competitive drawback should not act dishonestly as others do. Fear of failure, pressures from family, friends, and teachers are often advanced as reasons for academic dishonesty. Students often expect and accept dishonest behavior and practice it.

Ignorance of what constitutes ethical behavior is often a root cause of academic misconduct. Social policies in many countries are directed at drawing members of less privileged classes into the educational and social mainstream and thereby reducing the effects of class privilege and past discrimination and deprivation.

Educational policies are a prime means of achieving this. However, programs of 'positive discrimination' are frequently sabotaged by unfair use and those actions even defended. A common argument of individuals and groups accused of infractions of the rules is that they were merely "leveling the playing field" by using improper means to balance past and present inequities and the advantages of upper status, influence, and privilege held by others. Similar self-justifications are invoked when misconduct is defended by such statements as "Everyone cheats and takes advantage, so why shouldn't I," and "No one was there to stop me acting wrongly." Such protestations and arguments, sometimes not altogether spurious, are often put forward by individuals and social groups who feel disadvantaged by a history of discrimination. As a result of the increase in international academic communication and the movement of students and professionals, evidence of qualification is necessary not only for advancement in one's own country but also for migration to another – especially important for academics and other professionals from developing nations seeking to move to the developed world. Their visas and work permit in the host country may depend on the evidence they produce from their home country. Desperation and survival are often the motives for actions like fabrication of records, diploma fraud, and the like.

2.8 Types of Academic Dishonesty

With globalization, the need for being in touch with other cultures has increased, thereby making it easy for people to attend schools of their choice around the world for different experiences. The internet has also simplified and replaced prior hard work of copying a text by hand to accessing huge amounts of information through

"copy and paste" tendency. Despite the creation of the Turnitin system, through which originality checks are done on assorted books and write-ups as a guarantee for candid academic efforts, students still invent ways of cheating in academics. Several pieces of researches have been carried out on the relationship between individual academic malpractice, investigating the awareness and attitudes towards plagiarism among students and teachers. Others have attempted to separate perceptions of students by geographical locations toward academic dishonesty. All of which testify that academic malpractice is perceived in higher education as widespread and increasing among university students. The steady increase in academic malpractice in universities, can infest students who did not cheat in secondary school to adopt such practices in school and throughout their lives, thereby tarnishing the real image of university experience; and that if universities overtly display a nonchalant attitude towards arresting academic dishonesty, students will tend to believe that there is no need for values like integrity and honesty in academics. These studies also observed that academic dishonesty presents a false picture of our graduates before their employers in the labor markets. In the words of Idiegbeyan-ose, Nkiko and Osinulu, (2016), this unwelcoming academic behavior 'is a clear demonstration of the culture of mediocrity, with the greatest inclination of crowning shallowness in knowledge'. As earlier stated, these problems are being aggravated by the new developments in electronic communication gadgets that offer learners access to devices that aid cheating. Plagiarism is heightened by websites such as the 'Evil House of Cheating' (www.cheathouse.com) where already-prepared papers are sold to students. Examination authorities and civil authorities are only beginning to respond irregularly and occasionally to these new developments by way of vigilance, new security measures, and such deception revealing programs as www.turnitin.com. Knowledge abounds on the fact that the infrastructures for backing up fraud-resistant examination systems, choosing career people, and certification of students are often deficient, and that there is the paucity of restrictions and controls on academic dishonesty. Academic malpractice has been a severe and broadly condemned outbreak destroying institutions of higher learning around the world. Several attempts have been made by the management of the various institutions to arrest this ugly incident. The efforts had led to the formulation of institutional plagiarism or academic dishonesty policies. Idiegbeyan, Nkiko, and Osinulu (2016), noted a number of academic malpractices which were previously unknown nor identified and all international universities have

adjusted to fit into the international scenario. Academic dishonesty takes place in different forms at different levels just as dishonesty presents itself in other sectors of the society beside the academic environment, encompassing the involvement of professionals in the public, educational administrators, teachers, and students with its international dimension made possible by the migration of people among nations.

2.9 Examination

The commonest of academic dishonesty are cheating in examinations, done by administrators, students, parents, and teachers. There are also forms of professional misconduct such as plagiarism and fraud in research which portrays well-intentioned educational reform policies unknowingly making ways for dishonest behaviors. Cheating in tests is what is commonly found in education, mostly done by smuggling illegal items like tiny notes or writing on their body, which is the least sophisticated method, into the examination room into the examination halls. Small electronic devices now facilitate the practice within an exam room or to other places within and outside the country, transforming simple cheating to fraud on a more orderly and bigger level. In the USA, studies were carried out on high school students showing high levels of misconduct. These contributed greatly to the existing body of knowledge of the forms and incidence of misconduct by students, as well as a rationale for such behavior. 75-80 percent of students were found to copy others work or sneak items into tests or exams halls. A good percentage had plagiarized. The widespread nature of this practice has earned for it the description as the epidemic.

These academic crimes may seem less serious and victimless, but cheating on 'high stakes' examinations that determine entry into a higher, selective level of schooling and to professional status is not. For instance, where invigilators and examiners are given bribes, the hiring of people to write exams for students (impersonation), forgery and fabrication of results, leaking of information on exam papers are well-known. Most times the degree at which these practices are carried out cannot be ignored and corruption in the system becomes glaringly obvious particularly in national or provincial assessments. For instance, the British 1988 Education Act's initiation of a national curriculum and consistent achievement tests after noticing that Educational personnel had opened examination papers before the examination time. In England, teachers have confessed relaxing the rules in national tests due to persistent demands

on them and pressure to produce good results". The education correspondent for The Guardian newspaper sees nothing wrong with cheating since "everyone in school learns to cheat." (Williams, 2001). Teachers and schools on a yearly basis are making efforts to improve their results in the annual national assessment tests. Similar cases of misconducts abound across the globe, in both developing and developed countries, many of which may be lacking in infrastructures for efficient and reasonable management of education or perhaps public hopes and attitudes necessary for efficient management may be lacking. Misconduct is, however, an age long issue and well-documented by many subjective records.

It is reported that two thousand South African school leavers were in jeopardy of robbing themselves of their university places as education officials confessed altering results. In the US cities, students are being helped in writing standardized achievement tests. Administrators are said to manipulate data in state tests in the Austin, Texas school district (Keller, 2002). Though what constitutes malpractice and how it can be dealt with are still vague. For instance, many teachers in New York City schools were found assisting students to cheat on tests, the report on them, however, was criticized as biased and inaccurate. In the USA, government agents investigated Impersonators carrying documents belonging to foreign students to write English proficiency as citizens to be allowed a permanent stay in the USA. Commenting on this act, a Justice Department official has this to say "This type of document fraud is a threat to our national security" (New York Times, 2000: p26). Prestigious institutions like Oxford University are not left out of the game of personal dishonesty as academics from a member college, accused of taking bribes from students face compulsory resignations "Oxford 'cash for places' resignations." BBC News. 25 March 2002. Most of the happenings may be masked by tight security and handy supervision. For instance, because of the seepage in the time of the process of producing the examination papers, some examining panels in Africa and arranged for it to be carried out elsewhere. Delivery from the central examination board may be delivered by the police. Candidates going in for exams at examination sites are mandated to show their proof of identity. Invigilators of the examinations are also instructed to prevent candidates from stealing from each other's answers, also from smuggling in information to examination hall, talking one with another and with others without the exam hall.

All of these things happen: buying off of personnel charged with the preparation and sharing of examination papers and also of monitors and graders is rampant in rising nations, where inadequacies in the running of the process are intensified by a shortage of the supports and the personnel needed.

Graders who work for extra pay which may be delayed have been known to hold back students' marks intentionally so as to achieve their pay first. Without the doubt, such incidence can be seen in developed lands as well. It seems uneasy to approximate the level of academic delinquency by professionals, basically because the general exercise is to give reports and results of investigations with great confidentiality. The US Office of Research Integrity posited that an average of 130 to 200 assertions of misconduct in a year are done in medical and biomedical investigations and about one-third have been confirmed. However, more serious than the extent is the fact that misconduct of many kinds occurs, and that it tends to remain covert (Decoo, 2002; The Baltimore Sun, 2001).

Varieties of academic fraud have explained many different kinds of behavior which in turn represent different degrees of seriousness, in how they affect the integrity of their respective academic settings. Some are acts by individuals, others are the products of organized or commercial fraud, and yet others are the result of systemic misconduct involving insiders in the education system such as professionals, administrators, and other functionaries. Expansion of education to increased numbers of candidates, particularly at the more advanced levels, and the geographical spread of educational opportunity around the world are two recent developments that have spurred opportunities for examination malpractice and the motivations for academic fraud in general. Every level of the general examinations in rising nations is exposed to the malfeasance of this or the other form. For instance, prior to the real administration of general exams on which hangs the dependence of so much, seepage of material is common, probably when the questions were being framed or when the question papers were printed and disseminated to the examination venues. While at their destination, papers may be viewed before time, imitated and traded. Impersonating a candidate, sneaking in information to the examination hall, and secret transfer of answers among candidates, and even conveying of information from the exterior of

the examination hall, are all possible. This acting up is also possible in the course of grading and announcing of grades or mark, lastly, annals and credentials like certificates or diplomas can be forged. The individual chances of candidates rely on the grades, but also an educator and proprietor's ratings. Important knowledge, however, is that susceptibility to deceitful practices is never limited to rising countries, although the preventive setups may be scarce.

Settings in Malawi are typical of less advanced countries and usually tough to manage. In this trifling African nation, once a British colony, all such misbehaviors of different kinds labeled above are common at national school examinations. The scarce practice of issuing rewards for excellence, such as stirs intense competition among candidates. Because of these situations, success can deliver vast chances for progress in education and in the general public, although formal controls on this misbehavior have inadequate results. This an anecdote of a former examiner allotted a rural site to supervise a national examination shows some of the gravities levied by parents and local spectators: he was disallowed to implement necessary security measures by intimidation from communal people and students and even subjected to physical threats. The shameful attitude in the conduct of national examinations even forced Malawi's President to send away top proprietors from office and set up a governmental panel to inspect and endorse the right action.

2.9.1 Plagiarism

Literature often uses the terms academic dishonesty cheating and plagiarism interchangeably. Plagiarism is the act of consciously or purposefully taking other writers work with no recognition accorded them as original sources, and parading themselves as sources. Plagiarism encompasses an array of academic malpractice like using public pictures and tables, copying texts without first seeking permission from their producers, and others. Plagiarism is the intentional or unintentional use of another's work or ideas, published or unpublished, without clearly acknowledging the source of that work or idea. Popoveniuc,2018) argued that with the ambiguity in the definition of plagiarism, it is impossible for any individual to claim the knowledge of all his/her ideas, not even great philosopher Shakespeare, adding that the only formal

feature of ethical behavior in academic instruction and writing are too confusing for quantitative standards to be able to improve.

Plagiarism has become very common in academics and professional activities as the call for faculty productivity grows alongside the demand for voluminous publications. There are ready-made academic products like course papers and even doctoral theses, which learners at all levels of education buy on the Internet. A study In Britain found that a good percentage of students investigated had either cheated by paraphrasing the work of others or making use of programmed calculators in the exam hall. Yet many are not certain of what should be called acceptable, honest activities, and what is unlawful. Legally, students are allowed to do the proper thing by obtaining information from expert sources and acknowledging same in their work. (Chronicle of Higher Education, 2000). The guilt of misconduct in academics is found among even experts in the field, who with whatever excuses- carelessness, deliberate actions or neglect, destroy their reputation, as in the case involving famous authors

2.9.2 Fraud in Research

Bias, self-interest, and conflict of interest are said to be responsible for most instances of fraudulent investigations by experts. Investigator gets motivated by the prestige that is associated with a scientific finding, or the monetary benefits of marketing new products. As professionals strive to strike on uniqueness such unprofessional behavior occurs such as the creation of test results (Laurance, 2001). A distinguished USA based research lab withdrew a research paper which publicized the discovery of two new elements and dismissed its primary author for fabricating and mishandling data (Morgan, 2002; Johnson, 2002). A report has also been made by the US Office of Research Integrity that averagely, an annual investigation of 35-40 such cases is done. (New York Times, 2002). Manufacturing maintains its place as a popular variety of academic dishonesty, as well as falsification of data and of records and certificates.

2.9.3 Diploma Mills and False Credentials

Prior to this time, the world of higher education gave appointments and promotions based on personal recommendations. This has been largely replaced by the proofs of diplomas employment records, and certificates. Documentations of this kind are valuable for career advancement and status, which makes the demand for credentials

high and false credentials together with the proliferation of illegal means of getting genuine ones. Across the globe instances of lying and misrepresentation lying are the well-known practices of professional misconduct. Constant supervisions of personnel records uncover doubtful statements applicants submit to claim academic positions never earned, and publications that were not made. Frequent upgrading of past employment always shows conflicting data in individual curriculum vitae, and verification of such credentials could be very difficult especially if they are claimed to have a foreign origin (Lagos Post Express, 2001) Forged documents from Tokyo universities like graduation certificates and transcripts, sold in China and are believed to have been used in job applications in China and Japan.

The sale of academic qualifications on a large scale is the highest-level academic dishonesty can get to. Internet advertisements by www.fakedegrees.com sell fake credentials from trustworthy universities and colleges in the USA (Carnevale, 2002). Disregard by the educational authorities who should be supervising and accrediting in the USA, coupled with the lack of legal constraints, have allowed the growth of an industry of fake colleges and universities, limiting the capacity of State education authorities to control the practice. In the 1980s and 1990s, laws and actions were introduced, with the Federal Bureau of Investigation taking action against academic misconduct (Potter, 2003). On the contrary, a report was made on the study conducted by the US General Accounting Office, which disclosed the fact to some quarter that "obtaining counterfeit diplomas is fast, easy, and potentially effective". As most places around the world hold US credentials in high esteem, their sale has grown commensurately with the ability of the advertisers through the internet (Noah & Eckstein, 2001). The importance of qualifications for students' professionals looking for an appointment to institutions in foreign countries, many have been fooled into thinking that they have obtained trustworthy certificates from respectful schools.

2.9.4 Preventive Strategies for Academic Malpractice

Preventing academic malpractice entails schools viewing it as an institutional problem, then as a community, work collectively to solve the problem and transform the school. It is common to see schools trying to prevent academic malpractice through the use of legislation and structural arrangements during examinations, not caring to know students' reasons for their acts which often does not produce a good result. Schools

and policymakers should help students to develop a culture of integrity and morality through school programs. While there might not be a "silver bullet" to totally eradicate academic malpractice and dishonest behavior among students, Chima (2015) proffers some of the foregoing ways of reducing them as much as possible. It is noteworthy that, malpractice is not only a property of students, staff malpractice is unintentionally involved, they also compromise the procedure of evaluation and the integrity of any qualification. Teachers, students, parents, including the society should be unceasingly reminded and made aware of the harmful effects of malpractice. Workshops and seminars will further stress the importance of hard work and assiduousness as the only true path to achieving educational success, and all parties should come to the realization that it is better to fail honorably than to pass dishonorably then malpractice will be reduced.

All heads of education centers, the senior leadership team (SLT) and teachers should be on deck to deal with students' malpractice in the correct and appropriate manner, students found engaging in any behavior/actions needs to be dealt with in the appropriate manner. Senior leaders must ensure that they are clear over what awarding bodies expect when dealing with such instances which also means that these authorities be aware of processes related to dealing with malpractice and the procedure for investigating occurrences accordingly. Provision of qualified teachers will be necessary to ensure that a training student in schools is in the hands of qualified and certified for standard, as well as ensuring that their welfare properly catered for.

In the case of examinations within which are found the commonest malpractices, internal exams can be used to familiarize students with exam conditions, letting them know that during their external examinations a breach of the instructions or advice of an invigilator constitutes malpractice. This can be started with internal mock examinations. Assemblies should be convened exam rules will be stressed throughout all academic years, highlighting the consequences of bad behavior in the exam room with examples, and the importance of invigilators to students. Leaders should assist with the calm entry of students into the exam halls as well as create a calm atmosphere before the commencement of the exam. A computer-based examination

should be introduced to reduce answer booklet swapping, copying, bribery of examiners, and question leakage. As earlier stated, academic malpractice should not be seen as affecting only the school system, but as an institutional issue that affects the school and the society at large. It is advisable also to involve parents must ensure that their children and wards are both getting the best teaching studying hard for any academic activity to make academic malpractice unattractive. They should also be made aware of rules, regulations, and expectations, making them and their children sign an agreement which confirms an understanding of what is expected of both them. Examination officers are supported in dealing with instances when these rules are breached.

In the USA, testing agencies have discovered that students taking the same examination planned for different times, guarantees passing information among then in different areas. The USA Educational Testing Service employs an array of question papers nation-wide achievement tests to prevent potential abuse due should administration time at different areas across the country differ. Due to international time differences, the Examination boards in England, in charge of administering examinations all over the world, have been alerted about overseas students taking the same examination at different intervals. This is so to forestall distributed papers at one point, being transferred by mobile phones and the Internet to other centers across the world (Owen & Peek, 2001). Impersonation is another common form of academic dishonesty which is the act of writing examinations by an impostor believed to perform better. The perpetrators of this act are often from within the education sector, mostly teachers and examination officials, who are familiar with examination procedures, thus representing a systemic misconduct. Fraud may be well planned along business purposes, for instance in New York City, in the year 1993, a 'Total Test Center' was exposed that supplied impersonators for an assortment of public examinations: examinations for admission to graduate studies (the GRE), licensing tests for various occupations and university admissions tests (Noah & Eckstein, 2001).

Also commonly practiced are, theft, tampering with records and bribery. Though very evident both in developed and developing countries, security regulations and ways of implementation are entirely lacking and often ineffective. Smith (2005) also discovered that students who cheat may or may not have been punished at all. It is therefore worthy of suggestion that a moderate degree of discipline is meted on

students who participate in academic malpractice activities, to encourage those who adopt moral values of honesty in their school work. Ukpekpi et al (2012) observe that moral traditional education which focused on moral training is slowly being replaced by a morality that has no benefits. Lack of moral instruction or values education in school has led to the upsurge of a standard without virtue in schools, a reflection of the societal values of unhealthy competition and greed, of which Ukpekpi stated that students unencumbered by the old bag of virtues, arrive toting a ragbag of virtues whose contents may roughly be itemized as follows: Psychological egoism (the belief that the primary motive for actions is selfishness), moral relativism (the doctrine praiseworthy or things are a matter of cultural conditioning), and to be culturally and socially aware is to understand and excuse the punitive wrongdoer). ‘The bag also contains the conviction that the throne of responsibility is not rooted in individuals but in society and its institutions,’ (p.9). Meaning that familiar virtuous culture has been replaced with self-centeredness and cultural conditioning that is at ease with pardoning those who do wrong.

2.9.5 Benefits of Good Academic Success

A widely used maxim that says “if you can’t beat them, join them” is not in the dictionary of the Makerere University which fears the undermining of its long-standing reputation should they be involved in such misconduct. Employers are frustrated with the quality of graduates they employ. The society seeks institutional protection to counter fraudsters. Many degrees conferred was even cancelled years after following the detection faulty admission. (*Africa News Service*, 2001). The Australian universities fear that in the nearest future, most of their new intakes will come from overseas, such foreign students with language barriers already targeted by web sites, and may end up producing sub-standard graduates (*Sydney Morning Herald*, 2001).

Academic achievement is so important because it is sturdily related to the optimistic results we rate as important. People with good academic performances have higher chances of been employed, getting steady work, have more work prospects compared to those with lower academic performances also do the former receive greater income, its more possible that they are given health insurance, also are they made to depend less on communal aid, therefore are they unlikely found to engage in criminal actions, so therefore are they more lively as citizens and are benevolent volunteers also, they

are in good health and cheerful too.

Success in academics remains important as working people need higher levels of education to handle the technologically demanding works. Adolescents who have higher self-esteem excel academically, have minor degrees of downheartedness and worry, are socially inclined, and are less likely to abuse alcohol and engage in substance abuse. Positive self-worth confidence is essential in commitment to academic success. Parents who sponsored their children's learning and family activities witnessed positive results behavior change, academics and social interactions. So also, people who master rudimentary reading, writing and skills in calculation, would not easily fail in school and are expected to cultivate thinking skills necessary for graduating from high school and post-secondary school. In all instances of academic malpractice and fraud, ethical standards are compromised, and the most upheld principle for education is contravened.

Academic malpractice offers trump cards to lazy and no do wells who may end up having better certificates or grades, recognition at job markets than genuinely intelligent ones; such opportunities eventually frustrate good students and rob a country of any chances of engaging the best brains in any form of development. Points out that a good number of graduates can no longer defend their certificates. Psychological problems can arise when these unduly favored students cannot meet the expectations of employers. This situation reduces the goals of education, rendering it worthless and engendering collapse in the education system, as displayed in the general quality and standards of services in a country. Such educational systems also produce nothing better than half-baked graduates who lack the competences, skills and knowledge, to explore and exploit available resources. The Gross Domestic Product (GDP) of the country experiences unavailability of jobs, a poor national image emerges along with an unproductive society. Allowing this scenario to play on unattended will land the nation to lawlessness and disorderliness. Prior studies carried out in previous years have plainly stressed the negative impact of dishonesty on the political, social and economic development of nations, because they increase transaction costs, reduce the efficiency of public services, distort the decision-making process, and undermine social values. Dishonesty has also been observed to contribute to the reinforcement of discriminations, by placing a disproportionate economic burden on the poor and limiting their access to public services. The more

reason why fighting corruption is key to policymakers involved in development; especially now that international aids are diminishing due to growing tensions on public resources within donor countries, dishonesty has become the main concern in the agenda of countries and of international agencies of development co-operation. In the words of The Drafting Committee of the World Education Forum, "Dishonesty is a major drain on the effective use of resources for education and should be drastically curbed" (UNESCO, 2000).

2.10 Belief Systems in Academic Environment

Belief systems can be defined as structures of norms which are interconnected but vary on the bases of the extent to which they are systemic or universal (Nescolarde and Uso-Domenech., 2013), in that there is an existing connection between several beliefs which include cultural, religious, secular and spiritual (Polavieja, 2015; Ross, 2014; Holloway & Moss, 2010). Beliefs define the individual's senses of reality and moral conducts (Imran, & Nordin, 2013). That is each person has a belief system through which the world is interpreted and understood. Belief system encompasses beliefs, values, and attitudes; organized societies in order to create a social institution or society (La Cour & Hvidt, 2010). Also, core beliefs include personal experiences, strengthened through social interaction, offshoots of experience, intertwined with reason, so much that experience uses prior beliefs and reason to get assimilated, while reason is formed by experience just as beliefs need reason. People may also have irrational beliefs which are reinforced by theology, culture, stereotypes, political ideologies, and experience. A belief system may not be realistic but can be held as long as it provides adequate explanations for events and stimulus to a particular people. In the educational setting, beliefs are convictions, tents, philosophy, or opinions about teaching and learning (Haney et al., 2003). However, most recent studies focus on the teacher beliefs system on students (Graus, & Coppen, 2016; Jones & Tang, 2017; Ahmad, 2019; Ottenhoff-de Jonge et al, 2019) and mostly for motivation behaviour such efficacy, psychological needs and corrective feedbacks. Therefore, core knowledge on beliefs system in learning environment are still missing- religiosity and spirituality and the concept of religious and spiritual beliefs need to be investigated to improve on knowledge and moral development.

2.10.1 Religious Beliefs in Learning Environment

Belief systems are in part concerned with the existence or non-existence of certain conceptual entities. Religion explains supernatural beliefs, devotions, and rituals at universal level also as variable across cultures (Atran, & Henrich, 2010). Religion is a most disputed concept by many writers, even religious studies scholars, sociologists, psychologists, and anthropologists because in any way religion is portrayed, there is a bias- an artificial concept whose definition attracts some features of prejudice (Smith, 1990; Gervais et al, 2011). Braun and McCutcheon (2000) suggested that religion as a phantom-like category, a spector, be considered as comprising objective social interactions, rituals and language, and an institution that has an irregular form difficult to grasp. Belief systems associated with non-European societies/cultures include religious beliefs like Animism, Christianity, Jewish, Shinto, Confucianism, Hinduism, Buddhism, Islam, atheism, and pantheism. e.g., Asians religion emanate from animism, the oldest known type of belief system in the world (Århem, 2015; Dasgupta, 2016). The animists practice nature worship and beliefs that ancestors watch over the living from the spirit world, believing that shamans converse with the divine for the living and believe in God that controls our natural features. Also, Indian belief systems include the practice of Hinduism, the worship of polytheistic gods, reincarnation, reaching nirvana and a rigid caste system (David, 2012). Arabs belief systems include Islamic teachings that rationalize holy wars (Putra & Sukabdi, 2014). Major religions in the world believe in powers that are above humans like mono or polytheistic Gods, as beliefs are believed to be the strongest influence in determining behaviour, values and beliefs.

Previous studies on religious studies have benefited many who have in turn offered a considerable record of research tackling issues such as the nature of religious belief systems in learning environment. For example, individuals who are religious tend to avoid unsafe behaviours in learning environment get involved in positive activities (Bridges & Moore, 2002). Smith and Faris (2002) state religious individuals are less likely to take risks, or be found wanting in dangerous, violent behaviours among students and most likely not play truancy nor find themselves in issues that call for suspension, expulsion, or even detention. The involvement of religious in educational activities correlate due to underlying mutual reasons. An evaluation of both religious and public schools on students' cognitive morality and actual moral behavior was conducted, the result showed low correlation was shown among various procedures of

moral cognition and moral behavior, where religious subjects exhibited higher levels of moral reasoning, but could not counter-attack attraction much on an assessment of definite cheating. Muller and Ellison (2001) also found links between the individual's religious involvement and desired behaviors in school activities. It was found that religious work ethic encouraged more advanced academic achievement and students who are religious find themselves in essentially less dangerous behavior that endangers academic performance. In the same vein, Regnerus and Elder (2003) found that individuals who are active in church avoid unpleasant behavior that has harmful effects on schooling. Recent studies also show the involvement of religious beliefs in diversify learning cognitive process. Moore, Brooks & Cotner (2011) examine the link students' view on evolution to their self-described religious beliefs and the result of the finding shows the students' religious views extends beyond the conservative end of the religious spectrum. Quigley (2016) debate on climate change based on student religious beliefs and express different concepts include various and common point of view. From the study observation "students would join together to oppose an uncomfortable notion, and that I could join them if there was not a clear victor but there was a clear adversary". Hirsto (2019) examine students' experiences in social-learning environment in relating to their individual world-view and their view on religious worship. Therefore, religious beliefs/practices are backups of what is shown to be as satisfactory to a particular group of people, the same form the groundwork for acceptable beliefs, values and attitudes that lead to behaviours, actions, and practices of each individual pursuit of emotional state especially in learning environment.

2.10.2 Spiritual Beliefs in Learning Environment

Spiritual beliefs are closely connected to religious beliefs in a more contentiously growing list of academic literature than religion (Sutcliffe & Bowman 2000; Swinton, 2001; Fiala, Bjork & Gorsuch 2002; Carrette, Carrette & King 2005; Heelas et al, 2005; Knoblauch, 2010; Holloway & Moss, 2010) with its beginnings deeply rooted in religious tradition/mysticism which emphasize the direct experience of oneness with reality, (King 2009). Though both are separate concepts, there is an interface, as definitions of spirituality are indirectly religious. Swinton (2001) suggested that spirituality is a 'slippery concept'; It is common among people to think that religion and its organizations have destructive connotations yet cling on to that which is spiritual. It is a widespread component of all humanity, and the existence of the

mortal being depended on the human spirit, which is the essential life-force that motivates and supports human life. Spirituality being the precise responses individuals and communities make to the experience of the spirit' (Swinton, 2001). Cook (2004) defines spirituality as a characteristic, possibly inspired and common dimension of human experience that is an offshoot of the individual's subjective awareness within communities, traditions, social groups. Spirituality is also understood on the basis of themes such as holism, a quest for the sacred, a focus on meaning and purpose and being anti-authoritarian (Sheldrake 2015). Nevertheless, there are several researches that have been done on spiritual beliefs or spirituality but alone few reflect in academic environment (Nelson et al 2017;). Among the few include refer to conceptions or convictions about aspects of education, such as teaching, learning, knowledge, students, or teacher qualities. According to Barkathunnisha et al, (2019) the integration of spiritual beliefs into learning environment helps promote new pedagogic learning that is creative and innovative within the academic environment in order to encourage empirical learning that helps in critical thinking and new educational development. Also, the empirical study by Pong, (2018) findings supported the differences in the development (experiences) of spiritual well-being of students and added that students' religious activities might bring happiness, peace, sense of responsibilities that will add value to their lives.

2.10.3 Academic Dishonesty in Learning Environment

Over the past years, the issue of academic dishonesty has become glaring to educators and worrisome for all well-meaning individuals for schools (universities) and society. Global concerns on the issue of dishonesty are demonstrated in all facets of human endeavour, documenting the worldwide and international concern on its occurrence. A list of the types of academic malpractices was provided, while Onyechere (2006) investigated the different methods used for cheating in the academic environment, masked with different code names and further explain that academic dishonesty/malpractice could come about as a result of fear of failure, undue emphasis on paper qualification and lack of resources for teaching and teacher-related factors. Academic dishonesty is the most problematic issue in higher education, its alarming increase across all countries threatens the development of a good quality education

(Finchilescu & Cooper, 2018). Academic dishonesty is already becoming a culture in educational scene because it is been condoned by most parents, students, teachers and lecturers (Ojerinde, 2010). The regular occurrence of academic dishonesty connotes a state of hopelessness and feebleness. Akinrefon, Ikpah & Bamigbala, 2016). The increase is not limited to the prevalence alone but also in the number of participants-human and material involved in this social ill (Eba & Emaikwu, 2007). Most of the students are rough to the extent that they abduct their teachers, heads of institutions without any punishment. A good number of recent investigations reveal that majority of students admitted into institutions of high learning are products of academic malpractice (Leask, 2006; Martin, Rao & Sloan 2011; Peled & Khaldi, 2013). It is ascertained that academic malpractice/dishonesty is an age long culturally dependent common problem relate to what is right or wrong. Institutions are no longer regarded with dignity as the citadels of excellence they were known for, since the sanctity of assessment procedures practiced then have been thwarted and bastardized with a lot of malpractices. Consequent upon the frequency of occurrence of academic malpractices/dishonesty in the academic environment, society no longer trusts the certificates conferred on graduates of some institutions and evaluation bodies (Eba & Emaikwu, 2007).

Unfortunately, academic malpractice/dishonesty remains a major issue in education, to the dimension of being adopted, legalized and considered by many as a normal route to educational attainment. (Yang, Huang & Chen, 2013). It continues to be influential in the academic environment and as majority of students have taken part in it in one way or the other in their academic life (Szabo, Larkin & Sinclair, 2018). Tyokyaaa (2016) asserted that in the past the situation was different as the relationship between schools and their learners was based on trust, respect that won blind faith for the schools from parents and their children, as these institutions were highly esteemed and the public had no doubts about the quality of learning experiences these schools offered. Though the desire to participate in dishonest acts to achieve success is as old as humanity itself, and a0000s a fragment of life from creation, in years past, academic malpractice was a shameful thing to be found involved in. Nowadays, academic dishonesty has become so rampant that the penalties that were associated with it no longer have any effect on its perpetrators (Gullifer & Tyson, 2010). The disaster brought about by academic

dishonesty/malpractice rest on both the havoc it wrecks on educational systems, the slow but steady introduction of the younger generation to the practice of deception. Academic dishonesty/malpractice has captured the attention of several researchers. For instance, Makarova (2019) attempted an analysis of individual motivational and contextual factors that contribute to students' misconduct, using a cross-cultural research approach to academic ethics. Peled et al, (2019) studied a new structural model for factors of academic dishonesty, correlating students; attitude, cultural backgrounds and personality traits as determinants, using a survey method. Many others have asserted that belief systems are actively influential in educational motivation and learning among students. Emaikwu (2012) assessed the impact of examination malpractices on the measurement of ability using a survey method came out with the finding that examination malpractices are prevalent in universities and further observed that there is an outcry on the poor quality of education being that its image has been critically tarnished by malpractice. Generally, the understanding of superficial structures of day-to-day actions and operation in an institution is pertinent to understanding student's beliefs, values and assumptions that form the bed rock of their learning. This belief systems are the determinants of both emotions and behaviour and students' beliefs, values, and attitudes to knowledge acquisition, and styles of learning can lead to academic challenges.

2.11 Teachers' Examination Anxiety

Anxiety is a very sensitive and difficult issue that re-occur in all human endeavour 2010. Sucuoğlu, Nawaila and Shimave (2017) defined anxiety as an intense worry and self-consciousness that concern the immediate and anticipated circumstances. Horwitz (2010) termed anxiety as a multi-faceted and psychological science that consists of numerous types of anxiety-like traits, state, achievement, and facilitative-debilitative anxiety. Also, Freud (1977), used the psychoanalytic theory of Sigmund Freud to explain that human nature and behaviour are controlled by factors such as irrational forces, unconscious motivations, biological and instinctual drives/forces. The theory proposes many constructs among is anxiety. This theory states that anxiety occurs as a result of the clash or conflict among other sets of constructs within the theory. Corey (2015) also stated that anxiety should comprise fear and grasp as a

situation that triggers further effective action on anxiety. As a result, anxiety can be language anxiety, speech anxiety, social anxiety trait, and personality anxiety and it occurs in an accidental test-related contingency called examination anxiety. Examination anxiety is defined as an anxiousness experience in an assessment or an examination period (Putwain, Woods & Symes, 2010). Lyness (2013) explained that examination anxiety is not the same as unsatisfactory performance in any specific test, and further based the issue on individual's character. Individual's anxiety can easily be controlled but difficult to manage other anxiety traits and is categorized into various forms based on the environment it occurs.

Component of examination anxiety were seen as cognitive and affective-physiological factors. As cognitive factors occur when negative thoughts arise during the examination period - worries, irrelevant thinking and self-deprecating. While the affective-physiological factors occur based on the subjective perceptual experiences that involuntarily occur before the examination period such as lack of learning time and procrastination. Further, many studies have established the fact that the anxiety during assessment cannot be defined as a threatening situation. (Hodapp, Rohrmann & Ringeisen, 2011), usually influenced by personal characteristics before, during or after the evaluation process. For instance, habitual, irrelevant, negative thoughts during the assessment period were identified as primary causes of test anxiety. Hughes (2003) explained the causes and procedures of measuring language teachers' skills and knowledge based on examination anxiety. Bekdemir (2010) stated that anxiety and embarrassment are positively affected by the teacher-focused approach of the test situation and academic stress arises from expectations and pressures (Ang & Huan, 2006; Putwain, Daly, Chamberlain, & Sadreddini, 2016). Saracaloglu, Dincer and Gerceker (2018) also analysed the relationship between teachers' examination postponement attitude and anxiety using genders, score levels and time table as factors and the results implied that male experiences more academic postponement attitude and low examination anxiety scores than female level of anxiety. As mentioned earlier, most studies on causes of teacher examination anxiety focus on personal characteristics of the test situation: gender factors, level of difficulty, worry, procrastination, stress, negative experiences, diverse forms of anxiety, competences and skill level (In'nami, 2006; Putwain et al., 2016; Oladipo & Ogungbamila, 2013). Therefore, examination anxiety affects learning, changes test performance, and causes

academic self-esteem which practically repeals the aim of assessment and performance.

2.12 Pre-Examination Anxiety

The three concepts of teachers' examination anxiety that are widely used to describe are teachers' pre-examination anxiety (Stöber, 2004), teachers' anxiety during examination (Grills-Taquechel, Norton & Ollendick, 2010) and teachers' post-examination anxiety. There are few intensive studies on key principles and models on teachers' pre-examination anxiety within the academic environment (e.g., Bekdemir, 2010; Stöber, 2004; O'Carroll & Fisher, 2013). The examination of teachers are mostly influenced by level of anxiety and their overall performance rather than teacher-oriented pre-exam anxiety (Núñez-Peña, Bono & Suárez-Pellicioni, 2015; Dal, 2018). Pre-examination anxiety occurs as a result of different factors before the examination. These include teacher' personal traits before examination such as individual's character, previous performance, incorrect choice of courses, location and time span of examinations, intimidation either short-term or long-term test anxiety, social pressure, worry, irrational thoughts, interference and lack of confidence (Putwain, Woods & Symes, 2010; Hoferichter, Raufelder, Ringeisen, Rohrmann & Bukowski, 2016). Moreover, lack of confidence and experiences (Machida, 2016). According to Sucuoğlu, Nawaila and Shimave (2017), to reduce the effects of examination anxiety among teachers is to prime interest in their personal development, examination standard and evaluation system, excessive course load, lack of time to revise before the exam and lack of systematic studies (McKeachie & Svinicki, 2013). Moreover, it was suggested that short-term and long-term anxiety by instructors can lead to regulate feelings (somatic) and thoughts (cognitive) that lead to worry/anxiety before the examination. Stöber, (2004) researched on the pre-exam anxiety conditions and uncertainty. The study measured individual dimensions of coping with pre-exam anxiety - task-orientation and preparation, seeking social support, irrelevant thinking, avoidance. The results of the study showed that different dimensions of test anxiety specify the relationships among diverse ways of coping with pre-exam anxiety.

However, the influence of task-orientation and preparation, seeking social support, avoidance and the level of test anxiety among students as well as teachers indicate that strategies are useful for pre-exam anxiety (Stöber, 2004; Putwain, Woods &

Symes, 2010; Hyseni Duraku & Hoxha, 2018). Therefore, this study is not just concerned with the causes of teacher anxiety or dimensions of coping with pre-exam anxiety among teachers but also with the exploration of coping strategies for anxieties related to teachers' evaluation system so as to improve their skills and competences. The primary purpose for this study is the shared ground between the teachers' anxiety and dimensions of coping with pre-exam anxiety in the educational domain. In preference, the Nigerian National Policy on Education (2014) mandates that all teachers should improve on their teaching qualification as part of the contribution towards educational development, teachers should be empowered for the process of educational growth, build-up acquisitions, and ethical qualities through improving the knowledge and skills needed to overcome anxieties at every level of educational development (Chiu & Churchill, 2016). and that teachers must engage in in-service training to promote professionalism, anxiety and competencies in the educational system. Therefore, this study explores based on relationships between causes of teacher examination anxiety, and dimensions of coping with teacher pre-exam anxiety with respect to causes, approaches and perspectives (Hyseni Duraku & Hoxha, 2018, Putwain et al, 2016; Von der Embse et al., 2017; Contreras-Soto et al., 2019).

2.13 Summary

This chapter summarized the beliefs systems and identified the multidimensional types of beliefs systems. The literature focused primarily on spiritual and religious beliefs and academic dishonesty. The concept of academic dishonesty is a challenging factor in the educational environment. Second, the study, focused on teacher examination anxiety and pre- examination and intended to develop a model on the relationship between causes of teacher examination anxiety and dimensions of coping with pre-exam anxiety.

CHAPTER III

Methodology

3.1 Design

This study was carried out as a quantitative methods research. The choice of quantitative method approach was informed by the researcher's knowledge claims which are based on practical and logical views (Creswell, 2010). According to this standpoint, quantitative method approach involves the gathering of both numeric and text information at the end of which a database that yields quantitative information is produced. In ancient times strategies of investigation related to quantitative research were those that invoked the post positivist viewpoints. Inquiries here included the true experiments with the random allocation of subjects to treatment conditions and the less rigorous experiments called quasi-experiments, correlation studies, and specific single-subject experiments. Before now, quantitative strategies encompassed complex studies with numerous variables and treatments and intricate structural equation models that combine causal traits and the documentation of the joint strength of multiple variables (Creswell, 2010), which is the strength of this study, and reason for the choice of the design.

3.2 Population

The target population for this study was international students of the Near East University, Turkish Republic of North Cyprus. The international students' population was identified using statistics provided by the international students' office. The statistics revealed that international students were mainly found in the pharmacy faculty (693), engineering faculty, faculty of economic and administrative studies faculty (1373), faculty of civil and environmental engineering (936), faculty of medicine (556), faculty of architecture (555), faculty of dentistry (552), vocational schools (school of tourism and hotel management) (407) faculty of health sciences (342), faculty of law (319), and faculty of performing arts (309). While all faculties have international students, the faculties were chosen because they have high international student populations. Three hundred and twenty (320) teachers from four unity secondary schools in Nigeria completed the questionnaire.

Table 1. *Population of the Study.*

SN	Faculties	No of students
1	Engineering	1,709
2	Economics and Administrative Sciences	1,373
3	Civil and Environmental Engineering	936
4	Pharmacy	693
5	Medicine	556
6	Architecture	555
7	Dentistry	552
8	Tourism and Hotel Management	407
9	Health Sciences	342
10	Law	319
11	Performing Arts	309
	Total	7751

Source: Near East University International Office 2018.

3.3 Sample and Sampling

This study was carried out using a quasi survey study with a quasi-convenience snowballing sampling technique to gather data from total population by faculties. Convenience sampling is a method researcher adopt in collecting data from a conveniently available pool of respondents. A sampling technique commonly used sampling for it's economical, uncomplicated and incredibly prompt attributes. In most instances, subjects are readily approachable to form part of the sample. The convenience sampling technique is used in situations where the researcher has no need for additional contributions for the principal research. There are no criteria required for choosing the sample, and so, including elements in it poses no challenges, Also, components of the population

are qualified, giving that their choice is dependent upon the researcher's closeness to get involved in the sample. Thus, members are chosen, merely based on proximity, irrespective of their representation of the entire population. The technique aids in a quick observation of habits, viewpoints and opinions in the easiest possible way, (QuestionPro Survey Software (2020).

Convenience sampling is the most commonly used sampling technique, chosen on the basis of the researcher's comfort and convenience, in most cases, on the basis of the availability of the subjects at the right place at the right time. It is most commonly used in clinical research where patients who meet the inclusion criteria are recruited in the study. The technique is less expensive, and a list of all the population elements is unnecessary (Acharya, Prakash, Saxena, & Nigam, 2013).

To account for the differences between the groups of international students at Near East University, subgroups of individuals, Africans, the Middle-Eastern and the Middle East groups were selected. These divisions by faculty also accounted for the differences in beliefs that can occur because of the inferred nature of knowledge from their viewpoint of facts influenced by their field of expertise. The technique is also time-saving. The researcher selected eleven faculties using the same sampling technique. The faculties selected were Faculty of Economics and Administrative Sciences (243), Faculty of Engineering (375), Faculty of Civil and Environmental Engineering (113), Faculty of Pharmacy (61), Faculty of Medicine (40), Faculty of Architecture (39), Faculty of Dentistry (39), Faculty of Health Sciences (15), School of Tourism and Hotel Management (21), Faculty of Law (13), and Faculty of Performing Arts (12). Also, 320 teachers were selected from 10 unity secondary schools in Nigeria

Table 2. *Sample Population*

Sn	Faculties	No of Students
1	Faculty of Economics and Administrative Sciences	243
2	Faculty of Engineering	375

3	Faculty of Civil and Environmental Engineering	113
4	Faculty of Pharmacy	61
5	Faculty of Medicine	40
6	Faculty of Architecture	39
7	Faculty of Dentistry	39
8	Faculty of Health Sciences	15
9	School of Tourism and Hotel Management	21
10	Faculty of Law	13
11	Faculty of Performing Arts	12
	Total	971

Source: Near East University International Office 2018.

3. 4 The Proposed Model for Belief Systems in Academic Environment.

Prior studies on beliefs system are a multidimensional subject as shown in the literature review chapter. The present study is a combination of two studies that have used the Structural Equation Modelling technique to test the proposed hypothesized relationships and analyze models related to the factors influencing academic dishonesty (religious and spiritual beliefs); teacher exam anxiety and copying with pre-examination anxiety. The use of Structural Equation Modelling (SEM) has increased in education, business and management fields over these years. SEM is an updated and advanced version of linear modelling and mostly used for testing and estimating causal relationships among relationships, and latent variables. SEM used because of its advantage when analyzing and understanding the structure of correlational/covariance among a set of variables.

3.4.1 Justification for the use of SEM

SEM is one of the best approaches for analysis based on the following reasons:

1. the use of SEM for this study is because it fits the study approach on the use of latent constructs. The SEM is an appropriate approach to analysis in reference to this study because the constructs in the proposed model are latent variables.
2. SEM is used to compare the causal relationship between constructs, and adequately reduce error in measurement and to improve on the accuracy of any findings (Kline, 2015). The use of SEM in this study enables the researcher to examine the conceptual relationships between the latent variables in order to address the research purposes and to achieve the research targets.
3. SEM helps to improve on the analysis outcomes in a specified model. In this study, the researcher worked on relationships of two entities of interrelated fields to which traditional regression analysis has limited capability of regression analysis to assess the relationship between constructs or the exogenous and endogenous constructs in a model.

Of all these advantages of SEM, many studies still criticize the methodology and its challenges in recent years. For instance, SEM is now in an era of easy to run analysis without proper background and understanding of statistical method. Many studies attest to the fact that this causes an empirical defect in analyzing SEM among many studies. others also noted the imperativeness of understanding the usage SEM in an appropriate statistical environment which is crucial for many researchers, to understand the its basis, as well as the proper and suitable interpretations from methodology to statistical inferences and to outcomes. However, the criticisms and limitations of SEM are at the same time, the strength of the study that brings robustness of approach to the proposed model.

3.4.2 Relationship between Religious Beliefs and Academic Dishonesty

Works of early founders of religious studies, Emile the Durkheim, Max Weber, and Karl Marx, have benefited many researchers who have in turn, offered a considerable record of research, tackling issues such as the nature of religious belief systems and disproportions of religiosity. Millicent, Matrecia, James, Miles, Daniel, Morrell & Sally Sledge (2016) posited that religiosity and spirituality influence an individual's attitudes, views, decisions, and ultimately behaviors. An evaluation of both religious and public schools on students' cognitive morality and actual moral behaviour showed low correlation among various procedures of moral cognition and moral behaviour. The academic dishonesty of students from a religious school system was also evaluated to determine to what extent students from a religious school system engage in academic cheating. It was revealed that students perceived cheating to be a problem in schools and society.

A comparison of the awareness of religious and secular school students about examination malpractice was done, with no significant difference between them; it was thus concluded that the danger hovers over all students under any canopy. A study on the influence of students' perception and attitude on cheating behaviour at a Christian based University, came up with relationship between students' perception and their attitude towards cheating behaviour, further showing that immoral students are more inclined to negative attitude toward cheating. They see themselves as not being able to cope with their problems, and resort to cheating. A strongly negative relationship between students' perception and actual cheating behaviours was also observed.

Religion occupies an eminent position in the social life of people and cultures all over the globe. Individuals who are Religious tend to avoid unsafe behaviours and get more involved in positive activities. Millicent, Matrecia, James, Miles, Daniel, Morrell & Sally Sledge (2016) Religious individuals are less likely to take risks, or be found wanting in dangerous, violent behaviours, with the police. They may most likely not play truancy nor find themselves in issues that call for suspension, expulsion, or even detention. They are known by healthy behaviours. Several studies found that students who admitted that religion is an important, approach education with a better attitude, than the negative aspect of religiosity. Links were also found between the individual's religious involvement and desired behaviours in school. In a data analysis in social class, gender, and type of school, Religious work encouraged

more advanced academic achievement and students who are religious find themselves in essentially less dangerous behaviour that endangers academic performance. In the same vein, Regnerus and Elder (2003) found that individuals who are active in church avoid unpleasant behaviour that has harmful effects on schooling. These studies have found links between religiosity and other variables.

H1: impact of religious beliefs on academic dishonesty among international students.

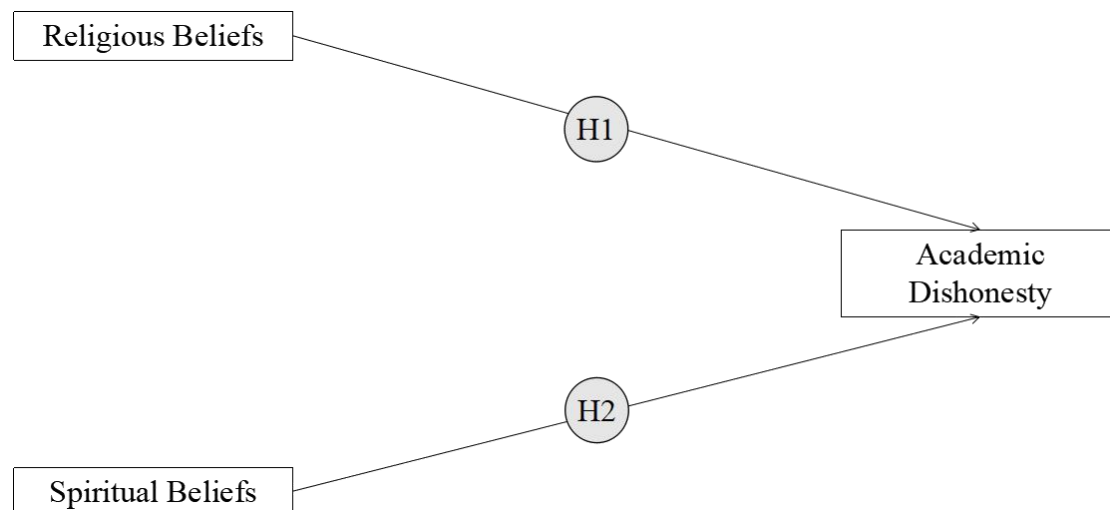
3.4.3 Relationship between Spiritual Beliefs and Academic Dishonesty

Spiritual development is a process during which the psychological welfare rooted is intuitive thinking with purpose to foster positive situations (Chen & Tang, 2013; James et al., 2011). Several studies on relationship between religious beliefs and unethical behaviour, with a focus on college students. However, all the researches had a minute harmony with the problem being investigated: the dimensions/systems of beliefs, how epistemological beliefs might connect to disciplinary beliefs, and what the linkages might be to self-efficacy, academic dishonesty and performance. Again, no attempts have been made to conceptually integrate the epistemological beliefs to newer cognitive approaches such as self-beliefs as causal effect. This research attempts to examine the nature of the relationship between belief systems, self-efficacy and find out their impact on academic performance of international students in Near East University, Accordingly, the following hypothesis was posited

H2: impact of spiritual beliefs on academic dishonesty among international students.

This study focuses on the relationship between specific variables of religious and spiritual beliefs and academic dishonesty i.e. two independent variables (religious beliefs and spiritual beliefs and two dependent variables (academic dishonest). Thus, the two aforementioned hypotheses are examined through structured, literature-based questionnaires. The hypothesized model is shown in Figure 1 below:

Figure 1. *Proposed Model of Religious and Spiritual Beliefs and Academic Dishonesty*



3.4.4 Respondents and Procedure of Proposed Model for Belief Systems in Academic Environment

Based on the study, the researcher used quantitative analysis, and convenience sampling. The questionnaires were distributed among 285 international students out of 350 students from different departments across the university. The data collection, spanned through a period of four months from October 2018 - to February 2019. During which questionnaires were administered. Participants were 176 male international students (61.8%), female 109 (38.2%), Christians with 137 (48.1), Muslims 135 (47%) and others with 13 (4.6%). Spiritual beliefs instrument was developed by Connor, Davidson, and Lee, (2003). This instrument used a 5-item Likert scale ranging from strongly disagree to strongly agree, having a reliability score of 0.95, and the sample item includes “I believe in the existence of a spiritual being.” Religious beliefs instrument was developed by Sutton and Huba (1995). The instrument was used to obtain students’ religious participation. This measure comprises a 4-item Likert scale, with a reliability score of 0.81 and the sample item includes “To what extent has religion played a major role in your life?” The Examination Malpractice Assessment and Management inventory by Tyokyaa (2016) was designed to measure the prevalence, causes, and strategies of managing academic malpractice. The Examination Malpractice Assessment and Management inventory (EMAM) was used to analyse academic malpractice among university students.

3.4.5 Respondents and Procedure for Teachers’ Examination Anxiety

To establish the objectives of the study, the researcher designed a questionnaire from previous studies that focuses on teachers' anxiety towards examination and it was distributed to the target population of three-hundred and twenty teachers from ten secondary schools in Nigeria during the promotion examination exercise for in-service teachers. Data was collected through a self-administered questionnaire survey method using a quasi-convenience snowball sampling method and a total of 320 respondents returned the questionnaire. The demographic respondent included 100% (320). Most of the respondents were female teachers 240 (75%) and Male (25%); (66.7%) of the teachers held an undergraduate degree, (29.5%) held a master's degree and (3.8%) held a doctorate; just over 40.2% of the teachers had 10 – 20 years working experience and 21 – 35 years working experience.

3.5 Instrument Design and Measurements

This study developed measurement items for data collection including Twenty-one items with six constructs of the proposed model which were adopted from previous studies. The measurement items were modified based on the study and the items were divided into two parts - teacher examination anxiety and dimensions of coping with pre-exam anxiety. The structured linear relationships and model fits were analysed using JASP (Jeffreys's Amazing Statistics Program) version 10.0.2.0.

3.5.1 Teacher Exam Anxiety Inventory

The Teacher Test Anxiety (TTA) inventory was developed based on existing instruments (e.g., Fujii, 1993; Serrano-Pintado & EscolarLlamazares, 2014; Mowbray, Jacobs & Boyle, 2015). The 12-item TTA consist of three items – general test worrying, test irrelevant thinking, and negative emotions as shown in Table 3. According to In'nami (2006), the instrument was obtained from the theory of test-relevant and test irrelevant thinking which was designed to measure the psychosomatic aspects of exam anxiety. The TTA was modified by In'nami (2006) with consistency reliability (CR) > 0.80.

3.5.2 Pre-Exam Anxiety Inventory

The 13-item Pre-Exam Anxiety Inventory (PEA) was developed by Stöber (2004) from the COPE inventory (Buchwald & Schwarzer, 2003). The study adopted three control items for the study measurement. The first item is task-orientation and

preparation, emphasizing planning, and suppression of competing activities. The second item is seeking social support with emphasis on instrumental reasons for assisting teachers in obtaining facts and the relationships among them. The third measure focuses on avoidance through anxiety suppression, denial, and trivialization as shown in Table 3. The PEA has been examined and validated with several dimensions of examination anxiety through different relationships and approaches to educational psychology. The PEA was modified by Stöber (2004) with $CR > 0.87$.

Table 3. *TTA and PEA items and factor loadings*

Items	Factor loadings
Teacher Test Anxiety	
<i>General test worrying (GTW)</i>	
Even when I am well prepared for a test, I feel very anxious about it.	0.900
I start feeling very uneasy just before examination	0.893
I wish examinations did not bother me so much	0.856
It seems to me that examination periods ought not to be made the tense situations which they are	0.896
<i>Test Irrelevant thinking (TIT)</i>	
Before the exams I find myself thinking of things unrelated to the actual course material	0.874
I find myself thinking of how much brighter the others are than I am	0.867
Before the exams I find myself thinking of the consequences of failing	0.850
Before the exams I sometimes wonder if I would ever get through it	0.861
<i>Emotion (EMO)</i>	
I get nervous before the exams	0.933
I feel uneasy before the exams	0.865
I feel my heart beating very fast before the exams	0.913
PEA - Pre-Exam Anxiety	
<i>Task-Oriented and Preparation (TOP)</i>	
I think about how I can best prepare for the exam.	0.819
I concentrate on how I am going to deal with the exam and, if necessary, let other things slide	0.850
I cut back on my leisure time to prepare for the exam	0.808
<i>Seeking Social Support (SSS)</i>	
I ask people who have had similar experiences what they did/would do in this situation.	0.837
I discuss my feelings with someone.	0.856
I try to get advice from someone about what to do.	0.846
<i>Avoidance (AVO)</i>	
I convince myself that it is not all bad.	0.967
I put thoughts of the exam out of my mind.	0.966
I try not to think about the exam.	0.951
I turn to other activities for diversion.	0.972

3.6 Summary

This chapter clearly outlined the ways in which research was organized and carried out. It described the workings of the data collection methods, the tools for data collection, analysis methods and strategies for achieving trustworthiness and ethical considerations for doing research were considered.

3.7 Ethical consideration

The preconditions for carrying out any research and at the same time preserving the right and self-worth of the participants, is cognizance of ethical issues and concerns. Going by the demands of the Near East University Ethics Committee guidelines, the researcher started by seeking approval from the ethics committee of the university in which an ethical approval form was filled and submitted to the Ethical committee, attached to the application were participant information sheet, informed consent form and the scales to be used for the study. Approval from the Ethics Committee is included in the appendices.

CHAPTER IV

Results

4.1 Results of Proposed Model for Belief Systems

4.1.1 Descriptive Analysis

From the result of Table 3, the mean result for each construct ranges from 2.37 to 3.73 and Standard Deviation (SD) ranges from 0.72 to 0.80. So, religious beliefs produced a moderate mean value of 3.16 with a SD of 0.76. Likewise, spiritual beliefs scored the lowest mean value of 2.37 with a standard deviation of 0.72, which implies that students with some level of commitment and academic dishonesty scored an average score of 3.73 with SD of 0.80 as the highest mean value and SD among the constructs.

Table 4. *Descriptive Statistics- Mean and Standard Deviation*

Variables	Number of Items	Cronbach's Alpha	Mean	Standard. Deviation	1	2	3
Religious beliefs	10	.742	3.16	0.76	1	.709**	.642**
Spiritual beliefs	8	.715	2.37	0.72	.709**	1	.694**
Academic dishonesty	6	.877	3.73	0.80	.642**	.694**	1

4.1.2 Test for Normality and Common Method Bias

The researchers measured the level of normality with Kolmogorv–Smirnov and Shapiro–Wilk tests, and the result shows that data significant p-value is < 0.05 . Also, the result of all Kaiser–Meyer–Olkin (KMO) value is 0.673, which indicates 67.3% which is $> 50\%$ as suggested by Leech, Barrett, and Morgan (2005) and the purpose of KMO is to determine the study sampling’ adequacy. I also determined the common method bias through IVF values as recommended by Kock (2015) and the result ranges between 2.04 to 3.29. This shows a significant amount of the variance highly correlated variables in the data. The study measured the internal consistency of variables to determine the reliability of each variable. The reliability of each variable (Cronbach’s alpha) must > 0.7 as recommended by Hair et al, (2010). As shown in Table 3, the values of Cronbach’s alpha is > 0.7 .

Table 5. *Model Test Results*

	R	R Square	Adjusted R Square	Std. Error	Sum of Squares	Df	Mean Square	F	Sig.
Religious beliefs and academic dishonesty	.409	.167	.165	.064	.335	1	.335	80.549	.000
Spiritual beliefs and academic dishonesty	.642	.413	.411	.051	.720	1	.720	281.860	.000

4.1.3 Hypotheses Testing for Proposed Model on Belief Systems

The study measures the correlation matrix among religious beliefs, spiritual beliefs and academic dishonesty in Table 4, a significant positive correlation between religious beliefs and academic dishonesty ($r = .642$; $p < 0.01$) and between spiritual beliefs and academic dishonesty ($r = .694$; $p < 0.001$) was observed. Also, the connection between religious beliefs and spiritual beliefs (r

= .709; $p < 0.01$). In addition, the correlation matrix found that there was a positive and significant relationship of 70.9% between religious beliefs and spiritual beliefs. With the p-value significant at 0.01, the study accepted the alternative hypothesis. Also, the correlation matrix found a significant positive relationship of 64.2% between religious beliefs and academic dishonesty with the p-value significant at 0.01. The correlation analysis between spiritual beliefs and academic dishonesty found a significant and positive relationship of 69.4% between spiritual beliefs and academic dishonesty with the p-value significant at 0.01. Furthermore, the constructs of religious beliefs regressed on academic dishonesty and the result reveals that there is a 40.9% good fit for the prediction of religious beliefs and academic dishonesty and the result also shows that religious beliefs explain 16.7% of the variation in academic dishonesty as shown in Table 4. Also, Table 4 shows the F ratio in the ANOVA reveals that the overall model is a good fit because, religious beliefs significantly predict academic dishonesty, $F(1, 375) = 80.55$, $p < 0.05$. Therefore, the overall result on these findings, supported H1. According to H2, Table 2 predicts the constructs of spiritual beliefs regressed on academic dishonesty and the model summary reveals that it is 64.2% acceptable for prediction of spiritual beliefs on academic dishonesty. Also, model summary shows that spiritual beliefs explain 41.3% of the variation in academic dishonesty. The F ratio in Table 2 reveals that the overall regression model is acceptable and the result shows that the spiritual beliefs significantly predict academic dishonesty, $F(1, 375) = 281.86$, $p < 0.05$. Therefore, the overall result on these findings, supported H2.

4.2 Results on Causes of Teacher Examination Anxiety and Dimensions of Coping with Pre-Exam Anxiety

To test the measurement model and the structural model, the study adopted a two-stage analytical procedure suggested by Hair, Ringle and Sarstedt, (2011). The purpose of this research is to assess the measurement model and measure the model fit to establish the correlations among the constructs based on the psychometric standard instrument used for the analysis.

4.2.1 Measurement Model

The purpose of the measurement model is to test the reliability, convergent validity and discriminant validity. This study used ADANCO 2.0.1 to analyze the data and the first step, exploratory factor analysis (EFA) to evaluate the reliability, convergent and discriminant validity

of the proposed linear relationships. The convergent validity is the extent to which different measures of the same construct are significantly related to one another, while discriminant validity statistically measures factors that are distinct from each other. Accordingly, Table 5 shows the Cronbach's Alpha (α), Composite Reliability (CR), and Average Variance Extracted (AVE) - convergent validity of the measurement model with constructs used for measurement model (Fornell & Larcker, 1981). The results show that all the measurements can be greater than the minimum levels. For CR, it ranges from 0.773 to 0.938 and AVE from 0.682 to 0.929 which indicates an acceptable convergent validity.

Table 6. *Convergent Validity of the Measurement Model*

Construct	Composite Reliability	Average variance extracted	Cronbach's alpha(α)
GTW	0.938	0.786	0.910
EMO	0.892	0.817	0.888
TOP	0.773	0.682	0.767
AVO	0.976	0.929	0.975
SSS	0.786	0.546	0.714
TIT	0.890	0.745	0.886

Also, the discriminant validity statistically examined factors to determine the differences between each other (Anderson & Gerbing, 1988) and this can be confirmed by checking the total square root of AVE if greater than the correlation of the constructs. As shown in Table 6, the discriminant validity of the measurement model result shows that the square root of the AVE is greater than the correlation of the constructs and with other constructs, which indicates a good discriminant validity.

Table 7. *Discriminant Validity of the Measurement Model*

Construct	GTW	EMO	TOP	AVO	SSS	TIT
GTW	0.786					
EMO	0.007	0.817				
TOP	0.023	0.161	0.682			
AVO	0.000	0.156	0.000	0.929		
SSS	0.027	0.053	0.272	0.000	0.546	
TIT	0.003	0.097	0.002	0.235	0.013	0.745

Squared correlations; AVE in the diagonal.

4.2.2 Structural Model and Hypotheses Testing

The second step after measurement model testing is to test linear relations and to determine the model fit of the given linear relationships. Henseler, Ringle, and Sarstedt, (2015) insisted that model estimates of constructs must be greater than recommended values. The linear relations among the constructs were thus tested using JASP (Jeffreys's Amazing Statistics Program) version 0.9.2.0 to determine the model fit. The results in Table 7 indicated that the model provides a precise fit (Hair, et al., 2011). All the indicators of goodness of fit ($\chi^2/df = 2.44$, RMSEA = 0.060, SRMR = 0.68, TLI = 0.967, CFI = 0.972) were greater than minimum values. This shows that the linear relationship between TTA and PEA is acceptable which further explains the connection between the causes of teachers' anxiety and pre-exam anxiety.

Table 8

Sample Coefficient	X ²	df	P	X ² /df	RMSEA	TLI	CFI
Model fit	439.877	180	< .001	2.44	.060	.967	.972

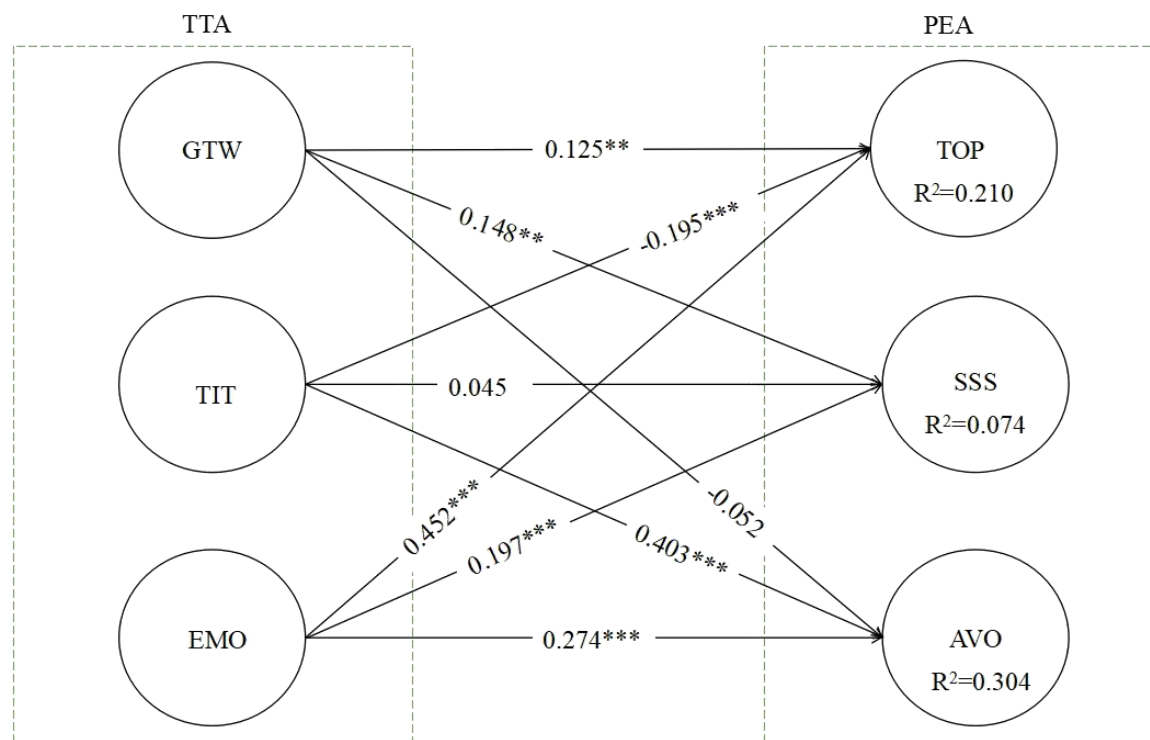
Also, Table 8 summarizes the linear relationship testing which shows that general test worrying ($\beta = 0.126$, $p < 0.001$) is positive and significantly associated with teacher's task-orientation and preparation for the evaluation; emotion ($\beta = 0.452$, $p < 0.001$) is positive and significantly associated with teacher's task-orientation and preparation for the evaluation; and test irrelevant thinking ($\beta = -0.195$, $p < 0.001$) is negatively associated with teacher's task-orientation and preparation for the evaluation

Table 9. *Summary of the Hypotheses Testing*

Effect	Original coefficient		
		t-value	p-value (2-sided)
GTW -> TOP	0.126	2.917	0.004
GTW -> AVO	-0.052	-1.034	0.301
GTW -> SSS	0.145	2.699	0.007
EMO -> TOP	0.452	8.773	0.000
EMO -> AVO	0.274	5.150	0.000
EMO -> SSS	0.205	3.427	0.001
TIT -> TOP	-0.195	-3.604	0.000
TIT -> AVO	0.403	6.841	0.000
TIT -> SSS	0.042	0.760	0.447

emotion ($\beta = 0.274$, $p < 0.001$) is positively and significantly associated with teacher's avoidance for undertaking examinations; and test irrelevant thinking ($\beta = 0.403$, $p < 0.001$) is positive and significantly associated with teacher's avoidance for undertaking examinations. Moreover, the study perceived a negatively significant effect between general test worrying ($\beta = -0.052$, $p < 0.001$) and teacher's avoidance of pre-examination anxiety. General test worrying is positive and significantly associated with teachers seeking social support for taking pre-exam anxiety ($\beta = 0.145$, $p < 0.001$); emotion ($\beta = 0.205$, $p < 0.001$) is positively and significantly associated with teacher's seeking social support for taking pre-examination anxiety. The result reveals an insignificant relationship between the test Irrelevant thinking ($\beta = 0.042$, $p = 0.447$) and teachers seeking social support for pre-examination anxiety. The final model is indicated in Fig. 2. The R-Square (R^2) indicates that the predictor variables (general test worrying, emotion, and test irrelevant thinking) explained 21% of teacher's task-orientation and preparation of pre-exam anxiety and 30% for the avoidance of pre-exam anxiety respectively.

Figure 2. *Structural Model Testing*



CHAPTER V

Discussion

5.1 Discussion on Proposed Model for Belief Systems

According to the results of the study, both religious and spiritual beliefs provided a precise impact on academic dishonesty. This suggests that both religious and spiritual beliefs dimensions/systems are absolutely connected to disciplinary beliefs and positively influence academic dishonesty, even though, both concepts are portrayed, and artificial in nature. The findings demonstrated the significance of belief system (religious and spiritual beliefs) on academic dishonesty on top add to the body of knowledge by providing a more comprehensive explanation on the relationship of religious and spiritual beliefs on academic dishonesty. The belief systems in any institution represent an opportunity to support learning and helping students inculcate understanding, respect, and relationship between individuals and groups of individuals. Such occasions allow students to exercise respect, analyse, explore, and empathize with other people's personal beliefs and values. In preference, the result of the variation ratio of spiritual beliefs on academic dishonesty is more significant than that of religious beliefs on academic dishonesty since spiritual beliefs comprise traditional components of mortal nature, and spirituality has attracted many religionists, scholars/researchers and others stakeholders (Giordan, 2007).

Second, the result shows that spiritual beliefs predict academic dishonesty; to prove the relevance of spiritual beliefs especially on academic dishonesty. According to Alleyne and Phillips, (2011), spiritual beliefs are significant factors of students' behavioural intent to involve in academic dishonesty especially cheating and lying. Therefore, these results align with the previous study on spiritual beliefs and academic dishonesty especially when spirituality increase, there is always spiritual development and awareness. Thus, reduce dishonesty in students' attitudes and increase interactivity (Oluwajana, Nat & Fadiya, 2019). More so, previous studies indicated that factors such as academic dishonesty; attitude, cultural backgrounds and personality traits are factors that influence belief systems and are actively influential in various educational factors common among students (Peled et al, 2019; Rao & Sloan, 2011). Interestingly, students with good religious backgrounds are most likely, to be honest in their behaviour because most religions do not accept dishonesty as a character worthy of emulation. Therefore, the level of

participation in religious activities likely helps build a positive and moral behaviour among students, as well as preserve their ethical, societal, and religious values.

5.2 Discussion on Causes of Teacher Examination Anxiety and Dimensions of Coping with Pre-Exam Anxiety

The study tested linear relations and model fits to confirm teachers' perspectives on examination anxiety, their strategic approach towards pre-exam anxiety as well as the relationships between specific causes of examination anxiety and coping with pre-exam anxiety among teachers which are in line with previous studies (Senler, 2016; Von der Embse et al., 2017). Previous studies acknowledged that there is relationship between causes and pre-exam anxiety among teachers (Von der Embse et al., 2017; Contreras-Soto et al., 2019). Therefore, this study findings further add to the body of knowledge by providing a more detailed explanation of the causes of teacher examination anxiety and their strategic approach towards pre-exam anxiety to which factors of anxiety are interconnected with one another as indicated by six key dimensions of teacher exam anxiety and the pre-exam anxiety in the current study. Furthermore, the relationship between causes of examination anxiety and coping with pre-exam anxiety among teachers as the results indicate the increase in general test worrying, the more task - orientation and more preparation for exam. This is similar to Arana and Furlan, (2016) findings that peoples' personal worry helps in maintaining task - orientation and preparation effectively with supplementary psychological features for efficiency during the examination.

In addition, the positive and significant effect of general test worrying helps teacher's seeking social support from people around. Based on these current examination worry issues, educators are in deed helped to gain more and positive experiences (Ho, 2015). Therefore, factors of test anxiety such as worry, tension, and bodily symptoms components are significant to social support, and avoidance. The result also shows that positive emotions increase task - orientation and preparation for examinations. Specifically, positive emotions such as happiness, confidence, euphoria, and interest predicted task - orientation and preparation for examinations are critical to educational development (Doron, Stephan, Maiano & Le Scanff, 2011; Ketonen, Malmberg, Salmela-Aro, Muukkonen, Tuominen & Lonka, 2018). Also, emotions predicted teacher's seeking social support; as they prove to be relevant factor in pre-test anxiety especially on avoidance. Self-handicapping (procrastination, avoidance and strategic withdrawal of effort) is

positively associated with test anxiety. Therefore, these results align with relationships between causes of test anxiety and pre-examination anxiety factors.

However, teacher's irrelevant thinking supports correlative relationships with task - orientation and preparation; as part of cognitive anxiety, the task - orientation and preparation and teacher's irrelevant thinking are among components of anxiety that are highly correlated, consistent with the theoretical framework of anxiety (Danthony, Mascaret & Cury, 2019). Also, the present study identifies negative findings: the relationship between teacher's irrelevant thinking and teachers seeking social support, which is contrary to the practice aforesaid. The result confirmed a negative impact of teacher irrelevant thinking towards seeking social support from others and test-irrelevant thoughts indicate insignificant effect on seeking social support from others. The result also identified a strong relationship between general test worry and other factors of test anxiety that have been found to provide a positive correlation with avoidance coping strategy (Putwain et al., 2012). However, the results are inconsistent towards measuring general coping strategies, especially those that focus on coping with examination pressure and measuring other forms of coping strategies when testing for pre, during and post stages (Putwain et al., 2012; Putwain et al., 2016).

CHAPTER VI

Educational Implications and Conclusions

6.1 Education Implication on Proposed Model for Belief Systems

The educational implications of this study show that religious and spiritual beliefs influence the academic behaviour and performance of students in the multicultural/national environment. It provides a more precise understanding of academic dishonesty; the extent of widespread events examines students' religious and spiritual beliefs and how these influences and restrain academic dishonesty. Furthermore, the theoretical implication of this study tends to support and recognize the nature of religious and spiritual beliefs among students. This aligns suggestions to address the religious and spiritual beliefs of students by providing more engaging and effective measures to check academic dishonesty. Universities might need to provide awareness programs on students' perceptions of academic dishonesty to properly equip with ways of encouraging students to uphold their beliefs. Institutions must be highly alerted on methods of promoting consciousness of academic malpractice. This is to find a better means of lessening happenings that might want to change or interfere with students' belief systems. It is positively encouraged that universities not only offer growth in knowledge for students but should also foster moral development among their students.

6.2 Education Implication on Proposed Model on Causes of Teacher Examination Anxiety and Dimensions of Coping with Pre-Exam Anxiety

Extensively, these findings provided theoretical evidence on teacher exam anxiety as one of the subject matters that helps improve teachers' skill and competence development especially its impact on diverse forms of anxiety in educational environments. The knowledge of teacher test anxiety is susceptible to social activities and established different activities within the environment (Von der Embse et al., 2015). Therefore, causes and pre-exam anxiety among teachers might experience inconsistent anticipated results. On the local level, teachers lack

proper awareness of the causes of anxiety and then turn it to problem-solving opportunities to lower the level of test anxiety.

On the global scale, educational administrators and policy-makers should improve on diverse methods of anxiety that help in reconstructing and combating test anxiety in educational settings through the prevention of pre-exam anxiety among teachers also supporting teachers with anxiety issues. Also, the educational implications of this study showed that educational and professional development in the teacher and teaching profession needs the attention of teacher examination anxiety. Also, psychological improvement in the theoretical knowledge on the cause and coping with pre-exam anxiety among teachers might provide a better understanding of teachers' anxiety and the development of teacher anxiety interventions through contributions towards research on issues concerning the diverse forms of anxiety among teachers as added knowledge to the theory of psychology. Also, teachers' preparation for examinations, coupled with dimensions and controls of anxiety remains complex tasks that need multiple hands from educational stakeholders like the counsellor, psychology and educational consortium to enormously involve in finding solutions to anxiety among teachers. In addition, the undivided attention of counselling psychologists should be subtly engaged to teacher examination anxiety and the specific need to support practical strategies that positively enhance program adoption and advocate for the value, to increase the level of academic competencies, and standardize the established teacher profession. Finally, the current study shows the theoretical root cause of teacher anxieties and teacher's pre-exam anxiety in the educational system.

6.3 Limitations and Future Research for Proposed Model on Belief Systems

There are several limitations in the study: representing the use of self-report questionnaires among selected faculty within the institution which might produce a biased result due to cultural or societal factors. Also, the cross-sectional approach used in this study was limited to the same educational community. So, the certainty of the results of this research cannot be generalized. Also, other approaches such as longitudinal study can be used to perceive the trending approach of beliefs system on academic dishonesty in the learning environment. This can help develop meaningful interventions or behaviour adjustment among students. Furthermore, the deduced results and conclusions based on the relationship among three constructs cannot be over-generalized. Other factors of beliefs' systems such as secular, cultural, or societal beliefs should

be considered for future study. In conclusion, this research will enable institutions to identify the needs of their students, and design interventions to remedy academic malpractice problems related to religious and spiritual beliefs among students.

6.4. Limitations and Future Directions on Causes of Teacher Examination Anxiety and Dimensions of Coping with Pre-Exam Anxiety

One of the study limitations is the use of self-report data which might produce a bias such as the ability for respondents unable to answer accurately, available populations unwilling to participate in the survey and broad instrument of survey research (MacKenzie & Podsakoff, 2012) which might reflect on the outcomes of the results. Furthermore, further studies may focus on qualitative analysis - through teacher detail experiences or phenomenological means to capture the core objective of causes and pre-examination anxiety among teachers. Second, the use of a cross-sectional approach for this study cannot be generalized or conclusively concluded based on two constructs through the mutual relationship that exists between examination anxiety and predict pre-examination anxiety among teachers. Therefore, other approaches such as longitudinal studies are needed to explore unique dynamics and trends on relationships between cause and pre-anxiety among teachers in future work.

6.5 Conclusion and Recommendation

The study concludes by investigating the connection of religious and spiritual beliefs on academic dishonesty among international students and the result reveals that religious and spiritual beliefs are significant factors for the prediction of academic dishonesty and good fit for the model hypotheses. The result showed a significant positive correlation between religious beliefs and academic dishonesty and between Spiritual beliefs and academic dishonesty. The study provides an empirical evidence and offers insights into how religious and spiritual beliefs can facilitate and promote a positive impact on academic dishonesty in educational environment. The recommendation for this study is that research focusing on the development of the development of a common definition of academic dishonesty and belief system within the educational sector be done.

More research should focus on the effect of instructors and students' academic dishonesty through their beliefs. Further exploration on the effect of instructors and students' academic

dishonesty through their beliefs as related to both instructors and student perceptions and attitudes of academic dishonesty, the effect of students' beliefs status based on attitudes towards examination dishonesty, the moderating effect of the student or instructors' age on their beliefs system toward academic malpractices, and the moderating effect of the students' beliefs system based on their perceptions of academic dishonesty should also be considered. These areas should be focal points to make a significant effect on further exploration on this study which might eventually help contribute toward increasing understanding the effect or impact of students' beliefs and perceptions toward academic dishonesty.

Also, the study looked at the relationship between causes of teacher examination anxiety, proposed and validated an adapted model that examines relationship between causes of teacher examination anxiety and coping with pre-exam anxiety. The results of the study indicate that the two factors (teacher anxiety and coping with pre-exam anxiety) are interconnected. The results also, indicate teachers' preparation for examinations coupled with various dimensions of anxiety is a complex task that demand educational stakeholders to constantly improving on causes of examination anxiety among teachers for better academic and ethical development.

However, it remains a crucial question, which ways or approaches, teachers should experience during test anxiety as a cause or effect and the ways of coping with anxiety and the uncertainty in exam anxiety which is as well, important to examination. For instance, it seems more plausible that task-orientation and preparation and high levels of avoidance prior to exams will lead to causes of examination. At least it suggests high impact is experience to cope with pre-exam coping strategies during a pre exam anxiety. Therefore, this study presents findings on the important implications and recommendation for examination anxiety as it should recommend different and other dimensions of examination anxiety for teachers to explain specific or different relationships on different ways of coping with pre-exam anxiety. Moreover, it can be recommended for the need for gender differences in coping with test anxiety as it remains a global issue in academia. Further exploration on gender differences in test anxiety and other dimensions should be consistently explored in both school-age and old- age teachers across difference cultures.

Finally, this study is an empirical contribution by providing theoretical evidence on the connection of religious and spiritual beliefs on academic dishonesty among international students. Also, teacher exam anxiety and coping with pre-exam anxiety among teachers be considered as one of the subject matters that helps improve teachers' skill, competence and development especially its impact on diverse forms of issues in educational environments.

It is an empirical contribution by providing theoretical evidence on teacher exam anxiety as one of the subject matters that helps improve teachers' skill and competence development especially its impact on diverse forms of anxiety in educational environments. Basically, teachers lack proper awareness of the causes of anxiety and then turn it to problem-solving opportunities to lower the level of test anxiety

References

- Acharya, A. S., Prakash, A., Saxena, P., & Nigam, A. (2013). Sampling: Why and how of it. *Indian Journal of Medical Specialties*, 4(2), 330-333.
- Assendelft, W. J., Dekker, F. W., & Kramer, A. W. (2019). From critic to inspirer: four profiles reveal the belief system and commitment to educational mission of medical academics. *BMC medical education*, 19(1), 268. <https://doi.org/10.1186/s12909-019-1665-0>
- Ahmad, Z. (2019). Teacher Beliefs about Students' Use of Cohesion in Writing: What Does the Textual Evidence Reveal? *Journal of Language and Education*, 5(4), 9-24. <https://doi.org/10.17323/jle.2019.9708>
- Anderson, J. C., & Gerbing, D. W. (1988). Structural equation modeling in practice: A review and recommended two-step approach. *Psychological bulletin*, 103(3), 411.
- Alivernini, F., & Lucidi, F. (2011). Relationship between social context, self-efficacy, motivation, academic achievement, and intention to drop out of high school: A longitudinal study. *The journal of educational research*, 104(4), 241-252.
- Alleyne, P., & Phillips, K. (2011). Exploring academic dishonesty among university students in Barbados: An extension to the theory of planned behaviour. *Journal of Academic Ethics*, 9(4), 323. <https://doi.org/10.1007/s10805-011-9144-1>
- Anderson, J. C., & Gerbing, D. W. (1988). Structural equation modeling in practice: A review and recommended two-step approach. *Psychological Bulletin*, 103(3), 411-423. DOI: <https://doi.org/10.1037/0033-2909.103.3.411>.
- Arana, F. G., & Furlan, L. (2016). Groups of perfectionists, test anxiety, and pre-exam coping in Argentine students. *Personality and Individual Differences*, 90, 169-173, DOI: <https://doi.org/10.1016/j.paid.2015.11.001>
- Artino, A. R. (2012). Academic self-efficacy: from educational theory to instructional practice. *Perspectives on medical education*, 1(2), 76-85.
- Atran, S., & Henrich, J. (2010). The evolution of religion: How cognitive by-products, adaptive learning heuristics, ritual displays, and group competition generate deep commitments to prosocial religions. *Biological Theory*, 5(1), 18-30. https://doi.org/10.1162/BIOT_a_00018
- Bandura, A. (1977). Self-efficacy: toward a unifying theory of behavioral change. *Psychological review*, 84(2), 191.

- Bandura, A. (2000). Cultivate self-efficacy for personal and organizational effectiveness. *Handbook of principles of organization behavior*, 2, 0011-21.
- Barkathunnisha, A. B., Diane, L., Price, A., & Wilson, E. (2019). Towards a spirituality-based platform in tourism higher education. *Current Issues in Tourism*, 22(17), 2140-2156. <https://doi.org/10.1080/13683500.2018.1424810>
- Beck, A. T., & Weishaar, M. E (2008). Cognitive Therapy. *Current psychotherapies*, 263-294
- Beck, A. T. (2008). The evolution of the cognitive model of depression and its neurobiological correlates. *American Journal of Psychiatry*, 165(8), 969-977.
- Beilock, S. L., Gunderson, E. A., Ramirez, G., & Levine, S. C. (2010). Female teachers' math anxiety affects girls' math achievement. *Proceedings of the National Academy of Sciences*, 107(5), 1860-1863. DOI: <https://doi.org/10.1073/pnas.0910967107>
- Bekdemir, M. (2010). The pre-service teachers' mathematics anxiety related to depth of negative experiences in mathematics classroom while they were students. *Educational Studies in Mathematics*, 75(3), 311-328. DOI: <https://doi.org/10.1007/s10649-010-9260-7>.
- Bodas, J., & Ollendick, T. H. (2005). Test anxiety: A cross-cultural perspective. *Clinical Child and Family Psychology Review*, 8, 65–88. doi:10.1007/s10567-005-2342-x
- Borg, S. (2003). Teacher cognition in language teaching: A review of research on what language teachers think, know, believe, and do. *Language teaching*, 36(2), 81-109.
- Borg, S. (2011). The impact of in-service teacher education on language teachers' beliefs. *System*, 39(3), 370-380. <https://doi.org/10.1016/j.system.2011.07.009>
- Boyacioglu, N., & Kucuk, L. (2011). Irrational beliefs and test anxiety in Turkish school adolescents. *The Journal of School Nursing*, 27(6), 447-454. DOI: <https://doi.org/10.1177/1059840511417631>
- Boyacioglu, N., & Kucuk, L. (2011). Irrational beliefs and test anxiety in Turkish school adolescents. *The Journal of School Nursing*, 27(6), 447-454. <https://doi.org/10.1177/1059840511417631>
- Braun, W., & McCutcheon, R. (Eds.). (2000). *Guide to the Study of Religion*. Bloomsbury Publishing.
- Buchwald, P., & Schwarzer, C. (2003). The exam-specific strategic approach to coping scale and interpersonal resources. *Anxiety, Stress & Coping*, 16(3), 281–291. DOI: <https://doi.org/10.1080/1061580031000095434>

- Butler, D. L., & Winne, P. H. (1995). Feedback and self-regulated learning: A theoretical synthesis. *Review of educational research*, 65(3), 245-281.
- Carnevale, D. (2002). *Organizational development in the public sector*. Westview Press.
- Carrette, J. R., Carrette, J., & King, R. (2005). *Selling spirituality: The silent takeover of religion*. Psychology Press.
- Chen, J. A., & Pajares, F. (2010). Implicit theories of ability of Grade 6 science students: Relation to epistemological beliefs and academic motivation and achievement in science. *Contemporary Educational Psychology*, 35(1), 75-87. <https://doi.org/10.1016/j.cedpsych.2009.10.003>
- Chiu, T. K., & Churchill, D. (2016). Adoption of mobile devices in teaching: Changes in teacher beliefs, attitudes and anxiety. *Interactive Learning Environments*, 24(2), 317-327. DOI:<https://doi.org/10.1080/10494820.2015.1113709>
- Chudzicka-Czupała, A., Grabowski, D., Mello, A. L., Kuntz, J., Zaharia, D. V., Hapon, N., & Börü, D. (2016). Application of the theory of planned behavior in academic cheating research—cross-cultural comparison. *Ethics & Behavior*, 26(8), 638-659. <https://doi.org/10.1080/10508422.2015.1112745>
- Cliteur, P. (2010). Religion and violence. In *Freedom of religion* (pp. 235-249). Brill.
- Connor, K. M., Davidson, J. R., & Lee, L. C. (2003). Spirituality, resilience, and anger in survivors of violent trauma: A community survey. *Journal of traumatic stress*, 16(5), 487-494. <https://doi.org/10.1023/A:1025762512279>
- Contreras-Soto, A., Véliz-Campos, M., & Véliz, L. (2019). Portfolios as a Strategy to Lower English Language Test Anxiety: The Case of Chile. *International Journal of Instruction*, 12(1), 181-198. DOI: <https://doi.org/10.29333/iji.2019.12112a>
- Corey, G. (2015). *Theory and practice of counseling and psychotherapy*. Nelson Education.
- Cornelius-Ukpepi, B. U., & Enufoha, O. I. (2012). A Perception of Examination Malpractice and Pupil's Academic Performance in Primary Science in Cross River State, Nigeria. *Journal of Education and Learning*, 1(2), 21-31.
- Creswell, J. W. (2010). Mapping the developing landscape of mixed methods research. *SAGE handbook of mixed methods in social & behavioral research*, 2, 45-68.
- Crossette, B. (2002). Population estimates fall as poor women assert control. *New York Times*, 10.

- Dabone, K. T., Graham, Y. A., Fabea, I. B., & Dabone, A. (2015). The perception and reasons of examination malpractice among students. *International Journal of Innovative Research and Development*, 4(4), 145-148.
- Dal, N. (2018). The Big Five Personality Traits and Narcissism as the Predictors of Anxiety and Confidence before Archery Class Final Exam. *Universal Journal of Educational Research*, 6(12), 2875-2879. DOI: <https://doi.org/10.13189/ujer.2018.061222>
- Danthon, S., Mascaret, N., & Cury, F. (2019). Development and Validation of a Scale Assessing Test Anxiety in Physical Education. *Journal of Teaching in Physical Education*, 1–32. DOI: <https://doi.org/10.1123/jtpe.2018-0282>
- De Dreu, C. K., & Weingart, L. R. (2003). Task versus relationship conflict, team performance, and team member satisfaction: a meta-analysis. *Journal of applied Psychology*, 88(4), 741.
- Decoo, W. (2002). *Crisis on campus*. The MIT Press.
- Disner, S. G., Beevers, C. G., Haigh, E. A., & Beck, A. T. (2011). Neural mechanisms of the cognitive model of depression. *Nature Reviews Neuroscience*, 12(8), 467-477.
- Doron, J., Stephan, Y., Maiano, C., & Le Scanff, C. (2011). Motivational predictors of coping with academic examination. *The Journal of Social Psychology*, 151(1), 87-104. DOI: <https://doi.org/10.1080/00224540903366768>
- Dozois, D. J., & Dobson, K. S. (2001). A longitudinal investigation of information processing and cognitive organization in clinical depression: Stability of schematic interconnectedness. *Journal of Consulting and Clinical Psychology*, 69(6), 914.
- Dobson, K. S., & Dozois, D. J. (2001). Historical and philosophical bases of the cognitive-behavioral tradition. *Handbook of cognitive-behavioral therapies*, 3-39.
- Dzurgba, A. (2010). *Management and Resolution of Conflict: Local and International Perspectives*. Ibadan: John Archers (Publishers) Limited.
- Federal Ministry of Education (2014). *National Policy on Education*. Lagos: NERDC.
- Fenning, B. E., & May, L. N. (2013). “Where there is a will, there is an A”: examining the roles of self-efficacy and self-concept in college students’ current educational attainment and career planning. *Social Psychology of Education*, 16(4), 635-650.

- Ferla, J., Valcke, M., & Schuyten, G. (2010). Judgments of self-perceived academic competence and their differential impact on students' achievement motivation, learning approach, and academic performance. *European Journal of Psychology of Education*, 25(4), 519-536.
- Fiala, W. E., Bjorck, J. P., & Gorsuch, R. (2002). The religious support scale: Construction, validation, and cross-validation. *American Journal of Community Psychology*, 30(6), 761-786. <https://doi.org/10.1023/A:1020264718397>.
- Finchilescu, G., & Cooper, A. (2018). Perceptions of academic dishonesty in a South African university: a q-methodology approach. *Ethics & Behavior*, 28(4), 284-301. <https://doi.org/10.1080/10508422.2017.1279972>
- Fornell, C., & Larcker, D. F. (1981). Evaluating structural equation models with unobservable variables and measurement error. *Journal of marketing research*, 18(1), 39-50. DOI: <https://doi.org/10.1177/002224378101800313>
- Freud, S. (1977). *Introductory lectures on psychoanalysis*. WW Norton & Company.
- Fujii, Y. (1993). Construction of a test influence inventory (TII). *Shinrigaku kenkyu: The Japanese journal of psychology*, 64(2), 135-139. DOI: 10.4992/jjpsy.64.135.
- García, O., & Wei, L. (2014). Language, bilingualism and education. In *Translanguaging: Language, bilingualism and education* (pp. 46-62). Palgrave Macmillan, London.
- Garver, R. (2019). Evaluative relationships: teacher accountability and professional culture. *Journal of Education Policy*, 1-25. DOI: <https://doi.org/10.1080/02680939.2019.1566972>
- Gentilucci, J. L. (2004). Improving school learning: The student perspective. In *The Educational Forum* (Vol. 68, No. 2, pp. 133-143). Taylor & Francis Group.
- Giordan, G. (2007). Spirituality: From a religious concept to a sociological theory. *A sociology of spirituality*, 161-180.
- Giluk, T. L., & Postlethwaite, B. E. (2015). Big Five personality and academic dishonesty: A meta-analytic review. *Personality and Individual Differences*, 72, 59-67.
- Gitelson, G., Bing, J. W., & Laroche, L. (2001). The impact of culture on mergers and acquisitions. *CMA Management*, 41-4.
- Gonzalez-Prendes, A. A., & Resko, S. M. (2012). Cognitive-behavioral theory. *Trauma: Contemporary directions in theory, practice, and research*, 14-41.

- Graus, J., & Coppen, P. A. (2016). Student teacher beliefs on grammar instruction. *Language Teaching Research*, 20(5), 571-599. <https://doi.org/10.1177/1362168815603237>
- Grayling, A. C. (2016). *The age of genius: the seventeenth century and the birth of the modern mind*. Bloomsbury Publishing.
- Green, M., Angoff, N., & Encandela, J. (2016). Test anxiety and United States medical licensing examination scores. *The clinical teacher*, 13(2), 142-146. DOI: <https://doi.org/10.1111/tct.12386>
- Grills-Taquechel, A. E., Norton, P., & Ollendick, T. H. (2010). A longitudinal examination of factors predicting anxiety during the transition to middle school. *Anxiety, Stress, & Coping* 23(5), 493-513. DOI: <https://doi.org/10.1080/10615800903494127>
- Gullifer, J., & Tyson, G. A. (2010). Exploring university students' perceptions of plagiarism: A focus group study. *Studies in Higher Education*, 35(4), 463-481. <https://doi.org/10.1080/03075070903096508>
- Güven, E. (2017). Levels of music performance anxiety and test anxiety of Turkish prospective music teachers in piano exams. *International Journal of Music Education*, 35(2), 154-164. DOI: <https://doi.org/10.1177/0255761415620530>
- Hair, J. F., Anderson Jr, R. E., Tatham, R. L., & Black, W. C. (2010). *Multivariate data analysis* 7th Ed. (Global Edition).
- Hair, J. F., Ringle, C. M., & Sarstedt, M. (2011). PLS-SEM: Indeed, a silver bullet. *Journal of Marketing Theory and Practice*, 19(2), 139-151. DOI: <https://doi.org/10.2753/MTP1069-6679190202>
- Hanushek, E. A., & Woessmann, L. (2011). Sample selectivity and the validity of international student achievement tests in economic research. *Economics Letters*, 110(2), 79-82.
- Herald, S. M. (2001). Travelling North'. *The Sydney Morning Herald (Editorial)*, 14.
- Henseler, J., Ringle, C. M., & Sarstedt, M. (2015). A new criterion for assessing discriminant validity in variance-based structural equation modeling. *Journal of the academy of marketing science*, 43(1), 115-135. DOI: <https://doi.org/10.1177/1094428114526928>
- Ho, S. K. (2015). Relationships among humour, self-esteem, and social support to burnout in school teachers. *Social Psychology of Education*, 19(1), 41-59. DOI: <https://doi.org/10.1007/s11218-015-9309-7>

- Hoferichter, F., Raufelder, D., Ringeisen, T., Rohrmann, S., & Bukowski, W. M. (2016). Assessing the multi-faceted nature of test anxiety among secondary school students: An English version of the German Test Anxiety Questionnaire: PAF-E. *The Journal of psychology*, 150(4), 450-468. DOI: <https://doi.org/10.1080/00223980.2015.1087374>.
- Hollon, S. D. (2011). Cognitive and behavior therapy in the treatment and prevention of depression. *Depression and Anxiety*..
- Holloway, M., & Moss, B. (2010). *Spirituality and social work*. Macmillan International Higher Education.
- Horwitz, E. K. (2010). Foreign and second language anxiety. *Language Teaching*, 43(2), 154-167. DOI: <https://doi.org/10.1017/S026144480999036X>
- Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign language classroom anxiety. *The Modern language journal*, 70(2), 125-132. DOI: <https://doi.org/10.1111/j.1540-4781.1986.tb05256.x>
- Hyseni Duraku, Z., & Hoxha, L. (2018). Self-esteem, study skills, self-concept, social support, psychological distress, and coping mechanism effects on test anxiety and academic performance. *Health psychology open*, 5(2), 2055102918799963. DOI: <https://doi.org/10.1177/2055102918799963>
- Idiegbeyan-Ose, J., Nkiko, C., & Osinulu, I. (2016). Awareness and Perception of Plagiarism of Postgraduate Students in Selected Universities in Ogun State, Nigeria. *Library Philosophy and Practice*.
- Idoko, A.A. (2014). Inequality of Educational Opportunity and Examination Malpractice in Nigeria. In M.O. Aduloju, & O. Obademi, (eds). *Essentials of Sociology of Education*. Makurdi: Sabo Printers.
- Imran, A. M., & Nordin, M. S. (2013). Predicting the underlying factors of academic dishonesty among undergraduates in public universities: A path analysis approach. *Journal of Academic Ethics*, 11(2), 103-120. <https://doi.org/10.1007/s10805-013-9183-x>
- In'nami, Y. (2006). The effects of test anxiety on listening test performance. *System*, 34(3), 317-340. DOI: <https://doi.org/10.1016/j.system.2006.04.005>

- Jeynes, W. H. (2009). The relationship between biblical literacy, academic achievement, and school behavior among Christian-and public-school students. *Journal of Research on Christian Education*, 18(1), 36-55.
- Kam, C. C. S., Hue, M. T., & Cheung, H. Y. (2018). Academic dishonesty among Hong Kong secondary school students: application of theory of planned behaviour. *Educational Psychology*, 38(7), 945-963. <https://doi.org/10.1080/01443410.2018.1454588>
- Ketonen, E. E., Malmberg, L.-E., Salmela-Aro, K., Muukkonen, H., Tuominen, H., & Lonka, K. (2018). The role of study engagement in university students' daily experiences: A multilevel test of moderation. *Learning and Individual Differences*. DOI: <https://doi.org/10.1016/j.lindif.2018.11.001>
- Kock, N. (2015). Common method bias in PLS-SEM: A full collinearity assessment approach. *International Journal of e-Collaboration (ijec)*, 11(4), 1-10.
- Kurian, S., Ramanathan, H., & Andrljic, B. (2018). Perception of educators on the mediation role of ease of use in predicting the relationship between teacher competence and use behaviour. *International Journal Vallis Aurea*, 4(2), 5-18. DOI: <https://doi.org/10.2507/IJVA.4.2.1.51>
- Leech, N. L., Barrett, K. C., & Morgan, G. A. (2005). *SPSS for intermediate statistics: Use and interpretation*. Psychology Press.
- Liou, Y. H., Daly, A. J., Canrinus, E. T., Forbes, C. A., Moolenaar, N. M., Cornelissen, F., & Hsiao, J. (2017). Mapping the social side of pre-service teachers: connecting closeness, trust, and efficacy with performance. *Teachers and Teaching*, 23(6), 635-657. DOI: <https://doi.org/10.1080/13540602.2016.1218329>
- Lyness, D. (2013). *Anxiety, Fears, and Phobias*. Retrieved September 19, 2015, from <http://m.kidshealth.org/parent/emotions/feelings/anxiety.html>
- Machida, T. (2016). Japanese elementary school teachers and English language anxiety. *TESOL Journal*, 7(1), 40-66. DOI: <https://doi.org/10.1002/tesj.189>
- MacKenzie, S. B., & Podsakoff, P. M. (2012). Common method bias in marketing: Causes, mechanisms, and procedural remedies. *Journal of retailing*, 88(4), 542-555. DOI: <http://dx.doi.org/10.1016/j.jretai.2012.08.001>.
- MacWilliams, M. W. (2002). Virtual pilgrimages on the Internet. *Religion*, 32(4), 315-335.
- McLeod, J. (2013). *An introduction to counselling*. McGraw-hill education (UK).

- Magno, C. (2010). The role of metacognitive skills in developing critical thinking. *Metacognition and learning*, 5(2), 137-156.
- Maison, S., & Syamsurizal, T. (2019). Learning Environment, Students' Beliefs, And Self-Regulation In Learning Physics: Structural Equation Modeling. *Journal of Baltic Science Education*, 18(3), 389. <https://doi.org/10.33225/jbse/19.18.389>.
- Makarova, M. (2019). Factors of Academic Misconduct in a Cross-Cultural Perspective and the Role of Integrity Systems. *J Acad Ethics* 17, 51–71. <https://doi.org/10.1007/s10805-019-9323-z>
- Maulana, R., Opdenakker, M. C., & Bosker, R. (2016). Teachers' instructional behaviors as important predictors of academic motivation: Changes and links across the school year. *Learning and Individual Differences*, 50, 147-156. DOI: <https://doi.org/10.1016/j.lindif.2016.07.019>
- McKeachie, W., & Svinicki, M. (2013). *McKeachie's teaching tips*. Cengage Learning.
- Millicent F. Nelson, Matrecia S. L. James, Angela Miles, Daniel L. Morrell & Sally Sledge (2016): Academic Integrity of Millennials: The Impact of Religion and Spirituality, Ethics & Behavior, DOI: 10.1080/10508422.2016.1158653
- Moshman, D. (2011). *Adolescent rationality and development: Cognition, morality, and identity*. Taylor & Francis.
- Mowbray, T., Jacobs, K., & Boyle, C. (2015). Validity of the German Test Anxiety Inventory (TAI-G) in an Australian sample. *Australian Journal of Psychology*, 67(2), 121-129. DOI: <https://doi.org/10.1111/ajpy.12058>.
- Nelson, M. F., James, M. S., Miles, A., Morrell, D. L., & Sledge, S. (2017). Academic integrity of millennials: The impact of religion and spirituality. *Ethics & Behavior*, 27(5), 385-400. <https://doi.org/10.1080/10508422.2016.1158653>
- Nisbett, R. E., Peng, K., Choi, I., & Norenzayan, A. (2001). Culture and systems of thought: holistic versus analytic cognition. *Psychological review*, 108(2), 291.
- Nescolarde-Selva, J. A., & Usó-Doménech, J. L. (2013). Topological structures of complex belief systems. *Complexity*, 19(1), 46-62. <https://doi.org/10.1002/cplx.21455>

- Novak, E., & Tassell, J. L. (2017). Studying preservice teacher math anxiety and mathematics performance in geometry, word, and non-word problem solving. *Learning and Individual Differences*, 54, 20-29.4, DOI: <https://doi.org/10.1016/j.lindif.2017.01.005>
- Núñez-Peña, M. I., Bono, R., & Suárez-Pellicioni, M. (2015). Feedback on students' performance: A possible way of reducing the negative effect of math anxiety in higher education. *International Journal of Educational Research*, 70, 80-87. DOI: <https://doi.org/10.1016/j.ijer.2015.02.005>
- O'Carroll, P. J., & Fisher, P. (2013). Metacognitions, worry and attentional control in predicting OSCE performance test anxiety. *Medical Education*, 47(6), 562-568. DOI: <https://doi.org/10.1111/medu.12125>
- Oladipo, S. E., & Ogungbamila, A. (2013). Academic level and student's faculty as factors of test anxiety among undergraduates in Nigeria. *International Journal of Development and Sustainability*, 2(2), 704-710. DOI: <https://doi.org/10.5296/ijld.v3i1.3133>
- Oluwajana, D., Nat, M., & Fadiya, S. (2019). An Investigation of Students' Interactivity in the Classroom and within Learning Management System to Improve Learning Outcomes. *Croatian Journal of Education: Hrvatski časopis za odgoj i obrazovanje*, 21(1), 77-102. <https://doi.org/10.15516/cje.v21i1.30856>.
- Onuka, A.O.U. (2013). Learning Society for the Promotion of Academics and Research Excellence (SPARE). Mokola, Ibadan: Esthom Graphics Prints.
- Onu, D. U., Onyedibe, M. C. C., Ugwu, L. E., & Nche, G. C. (2019). Relationship between religious commitment and academic dishonesty: is self-efficacy a factor? *Ethics & Behavior*, 1-8. <https://doi.org/10.1080/10508422.2019.1695618>
- Otting, H., Zwaal, W., Tempelaar, D., & Gijsselaers, W. (2010). The structural relationship between students' epistemological beliefs and conceptions of teaching and learning. *Studies in Higher Education*, 35(7), 741-760.
- Peled, Y., Eshet, Y., Barczyk, C., & Grinautski, K. (2019). Predictors of Academic Dishonesty among undergraduate students in online and face-to-face courses. *Computers & Education*, 131, 49-59. <https://doi.org/10.1016/j.compedu.2018.05.012>
- Polavieja, J. G. (2015). Capturing culture: A new method to estimate exogenous cultural effects using migrant populations. *American Sociological Review*, 80(1), 166-191. <https://doi.org/10.1177/0003122414562600>

- Pong, H. K. (2018). Contributions of religious beliefs on the development of university students' spiritual well-being. *International Journal of Children's Spirituality*, 23(4), 429-455. <https://doi.org/10.1080/1364436X.2018.1502164>
- Popoveniuc, B. (2018). Plagiarism and the crisis of Higher Education. *Revista Românească pentru Educație Multidimensională*, 10(3), 1-5.
- Post, B. (2000). Bullish time for shrimps. *Bangkok Post*, 20.
- Purzer, Ș. (2011). The relationship between team discourse, self-efficacy, and individual achievement: A sequential mixed-methods study. *Journal of Engineering Education*, 100(4), 655-679.
- Putwain, D. W., Daly, A. L., Chamberlain, S., & Sadreddini, S. (2016). 'Sink or swim': buoyancy and coping in the cognitive test anxiety–academic performance relationship. *Educational Psychology*, 36(10), 1807-1825. DOI: <https://doi.org/10.1080/01443410.2015.1066493>
- Putwain, D. W., Woods, K. A., & Symes, W. (2010). Personal and situational predictors of test anxiety of students in post-compulsory education. *British Journal of Educational Psychology*, 80(1), 137–160. DOI:10.1348/000709909x466082. 2020
- QuestionPro Survey Software | 800-531-0228
- Ramirez, G., & Beilock, S. L. (2011). Writing about testing worries boosts exam performance in the classroom. *science*, 331(6014), 211-213.
- Regnerus, M. D., & Elder, G. H. (2003). Religion and vulnerability among low-risk adolescents. *Social Science Research*, 32(4), 633-658.
- Samuel, A. O., & Adekunle, A. O. (2019). Teacher Preparation and Teaching Professional Competence among Federal Colleges of Education Graduates in South West-Nigeria. *Journal of Education and Human Development*, 8(1), 93-105. DOI: <https://doi.org/10.15640/jehd.v8n1a11>
- Saracaloğlu, A. S., Dinçer, B., & Gerçeker, C. S. (2018). The Relationship between Music Teacher Candidates' Academic and General Procrastination Tendencies and Test Anxiety. *Journal of Education and Training Studies*, 6(9), 174-183. DOI: <https://doi.org/10.11114/jets.v6i9.3456>.
- Senler, B. (2016). Pre-service science teachers' self-efficacy: The role of attitude, anxiety and locus of control. *Australian Journal of Education*, 60(1), 26-41. DOI: <https://doi.org/10.1177/0004944116629807>

- Serrano-Pintado, I. & Escolar-Llamazares, M.C. (2014). Description of the General Procedure of a Stress Inoculation Program to Cope with the Test Anxiety. *Psychology*, 5, 956-965. DOI: doi: 10.4236/psych.2014.58106.
- Sheldrake, P. (2013). *Spirituality: A brief history*. John Wiley & Sons.
- Sommer, M., De Rijke, J. M., Van Kleef, M., Kessels, A. G. H., Peters, M. L., Geurts, J. W. J. M., ... & Marcus, M. A. E. (2008). The prevalence of postoperative pain in a sample of 1490 surgical inpatients. *European Journal of Anaesthesiology (EJA)*, 25(4), 267-274.
- Soni, A., & Kumari, S. (2017). The role of parental math anxiety and math attitude in their children's math achievement. *International Journal of Science and Mathematics Education*, 15(2), 331-347. DOI: <https://doi.org/10.1007/s10763-015-9687-58>.
- Suleiman, N. (2013). Examination Malpractice: Stumbling Block to Educational Development. Retrieved on 26th June 2014. <http://www.gamji.com/article800/NEWS8619.htm>.
- Stöber, J. (2004). Dimensions of test anxiety: Relations to ways of coping with pre-exam anxiety and uncertainty. *Anxiety, Stress & Coping*, 17(3), 213-226. DOI: <https://doi.org/10.1080/10615800412331292615>
- Sucuoğlu, Nawaila & Shimave (2017). Gender difference and test anxiety: A case study of first year psychology and nursing students. *Ponte* 73(5):230-243 DOI: <https://doi.org/10.21506/j.ponte.2017.5.21>
- Spahn, E. K. (2013). Implementing global anti-bribery norms: from the foreign corrupt practices act to the OECD anti-bribery convention to the UN convention against corruption. *Ind. Int'l & Comp. L. Rev.*, 23, 1.
- Schwarzer, R. (2014). Everything you wanted to know about the General Self-Efficacy Scale but were afraid to ask. *Documentation of the General Self-Efficacy Scale*, 1-11.
- Timoštšuk, I., Kikas, E., & Normak, M. (2016). Student teachers' emotional teaching experiences in relation to different teaching methods. *Educational Studies*, 42(3), 269-286. DOI: <https://doi.org/10.1080/03055698.2016.1167674>
- Tribune, N. (2010). 'uproar in the Senate over allocation of N5bn to non-existent agency,'.

- Tyokyaa, C.I. (2014). Examination Malpractices Management in School Administration. In M.O. Adulogu, & O. Obademi, (eds). *Essentials of Sociology of Education*, Makurdi, SaboPrinters.
- Tyokyaa, C.I. (2016) Form and causes of examination malpractice in secondary schools in Nigeria. *International Education & Research Journal* 2 (1) 99-104.
- Wang, H., & Rosenau, J. N. (2001). Transparency international and corruption as an issue of global governance. *Global Governance: A Review of Multilateralism and International Organizations*, 7(1), 25-49.
- Vaz, C. J., Pothiyil, T. D., George, L. S., Alex, S., Pothiyil, D. I., & Kamath, A. (2018). Factors Influencing Examination Anxiety among Undergraduate Nursing Students: An Exploratory Factor Analysis. *Journal of Clinical & Diagnostic Research*, 12(7). DOI: <https://doi.org/10.7860/JCDR/2018/35878.11817>
- Von der Embse, N. P., Schoemann, A. M., Kilgus, S. P., Wicoff, M., & Bowler, M. (2017). The influence of test-based accountability policies on teacher stress and instructional practices: A moderated mediation model. *Educational Psychology*, 37(3), 312-331. DOI: <https://doi.org/10.1080/01443410.2016.1183766>
- Von der Embse, N. P., Schultz, B. K., & Draughn, J. D. (2015). Readyng students to test: The influence of fear and efficacy appeals on anxiety and test performance. *School Psychology International*, 36(6), 620-637. DOI: <https://doi.org/10.1177/0143034315609094>
- Von der Embse, N., Jester, D., Roy, D., & Post, J. (2018). Test anxiety effects, predictors, and correlates: A 30-year meta-analytic review. *Journal of Affective Disorders*, 227, 483–493. DOI: <https://doi.org/10.1016/j.jad.2017.11.048>
- Van Dinther, M., Dochy, F., & Segers, M. (2011). Factors affecting students' self-efficacy in higher education. *Educational research review*, 6(2), 95-108.
- Warner, L. M., Ziegelmann, J. P., Schüz, B., Wurm, S., Tesch-Römer, C., & Schwarzer, R. (2011). Maintaining autonomy despite multimorbidity: Self-efficacy and the two faces of social support. *European Journal of Ageing*, 8, 3-12. doi: 10.1007/s10433-011-0176-6
- Yukhymenko-Lescroart, M.A. (2013) A Cross-Cultural comparison of undergraduate students in Ukraine and United States. *Journal of Academic Ethics* 12:29-41

Zeidner, M. (2010). Test anxiety. *The Corsini encyclopedia of psychology*, 1-3. DOI: <https://doi.org/10.1002/9780470479216.corpsy0984>

APPENDICES

A

20.10.2020

Dear Shimave Stella Mseer

Your application titled “Correlating belief systems, self-efficacy, academic malpractice and academic performance: A critical exploration of the prevalence and rational behind academic malpractice among university students.” with the application number YDÜ/EB/2020/439 has been evaluated by the Scientific Research Ethics Committee and granted approval. You can start your research on the condition that you will abide by the information provided in your application form.

Assoc. Prof. Dr. Direnç Kanol

Rapporteur of the Scientific Research Ethics Committee



Note: If you need to provide an official letter to an institution with the signature of the Head of NEU Scientific Research Ethics Committee, please apply to the secretariat of the ethics committee by showing this document

B

Curriculum vitae

PERSONAL INFORMATION

Stella Mseer Shimave

(Nigeria)

+90558824379

stellashimave1@gmail.com

Sex Female | **Date of birth** 04/04/1960 | **Nationality** Nigerian (Nigeria)

OCCUPATION: Teaching

WORK EXPERIENCE

Taught English language and French

04/01/1982–29/03/1982 Teacher

Saint Louis Secondary School, Jos, Plateau State (Nigeria)

Teaching Practice to teach French (Teaching practice- Educational training)

01/01/1983- September 1983

Taught English language in Government Teachers College, Zaki-Biam (Ni05/02/1983–
30/11/1983 Teacher

05/02/1983–30/11/1983 Teacher

Government Girls Secondary School, Yola (Nigeria)
Taught English language and French

05/02/1983–30/11/1983 Teacher

Government Science Secondary School, Jalingo (Nigeria)
English Language with the responsibilities of producing lesson plans, presenting course material and
assessing students' performance

06/07/1995–Date: Teacher

Taraba State Polytechnic, Jalingo (Nigeria)
Education Courses and currently teach general studies which combines dimensions of sociology, philosophy, Civic and Citizenship Education studies that make for an experience in the interconnectedness of knowledge for students. Supervision of students on teaching practice is also a yearly routine

EDUCATION

08/08/1968–26/06/1973 First School Leaving Certificate

St. Mary's primary school, Wukari (Nigeria)

06/08/1973–27/07/1978 West African School Certificate [WASC]

Queen of the Rosary secondary school Gboko, Benue State (Nigeria)

04/06/1979–27/06/1982 Nation Certificate of Education [N.C.E]

Advanced Teachers College Zaria, Zaria (Nigeria)
Majored in English and French.

28/05/1988–17/09/1999 Bachelor of Education Degree

Ahmadu Bello University, Zaria. Nigeria (Nigeria)

Major: Language Arts.

05/08/1999–18/06/2012 Masters in Guidance and Counseling

University of Maiduguri, Maiduguri (Nigeria)

05/02/2016 PHD in Education

Near East University, Turkish Republic of Northern (Cyprus)

Guidance and Psychological Counseling

PERSONAL SKILLS

Mother tongue(s) English, Tiv

Foreign language(s) UNDERSTANDING SPEAKING WRITING

Listening Reading Spoken interaction Spoken production

English C1 C1 B2 B2 B1

French B2 B2 B2 B2 B2

Turkish A1 A2 A2 A1 A1

Levels: A1 and A2: Basic user - B1 and B2: Independent user - C1 and C2: Proficient user

Common European Framework of Reference for Languages

Communication skills Excellent communication skill gained through my experience as a teacher

Organisational / managerial skills 2019 Alumni Association of Government Science Secondary School, Jalingo, Nigeria Distinguished Educator.

As an educator, I aim to help students develop a life-long love of learning by inculcating in them the desire for knowledge, not just for the sake of passing a test or earning a grade, but for the benefit of an all-round and total development.

Job-related skills- Member of:

National Union of Teachers (NUT)

Women in Technical Education (WITED)

Women in Colleges of Education (WICE)

B

C

Please answer the following questions as honestly as possible.

If you consent to participate in this study please tick the following boxes

1. Age_____

2. Gender

Male ☐ Female☐

3. Program of study_____

4. Year of study_____

5. Nationality_____

6. Religion

Christian ☐

Muslim ☐

Other ☐ Specify_____

7. Academic performance

Please tick the appropriate box

General Self-efficacy Scale

Not at all true Barely true Moderately true Exactly true

1. I can always manage to solve difficult problems

if I try hard enough

2. If someone opposes me, I can find means and

ways to get what I want

3. It is easy for me to stick to my aims and accomplish my goals
4. I am confident that I could deal efficiently with unexpected events
5. Thanks to my resourcefulness, I know how to handle unforeseen situations
6. I can solve most problems if I invest the necessary effort
7. I can remain calm when facing difficulties because I can rely on my coping abilities
8. When I am confronted with a problem, I can usually find several problems
9. If I am in a bind, I can usually think of something to do
10. No matter what comes my way, I'm usually able to handle it

EPISTEMIC BELIEFS INVENTORY

Please indicate how strongly you agree or disagree with each of the statements listed below.

Please tick the answer that best corresponds to the strength of your belief.

Strongly

Disagree

DA

Neutral

Agree

Strongly

Agree

1. It bothers me when instructors don't tell students the answers to complicated problems.
2. Truth means different things to different people.
3. Students who learn things quickly are the most successful.
4. People should always obey the law.
5. Some people will never be smart no matter how hard they work.
6. Absolute moral truth does not exist.
7. Parents should teach their children all there is to know about life.
8. Really smart students don't have to work as hard to do well in school.
9. If a person tries too hard to understand a problem, they will most likely end up being confused.
10. Too many theories just complicate things.
11. The best ideas are often the simplest.
12. People can't do too much about how smart they are.
13. Instructors should focus on facts instead of theories.
14. I like teachers who present several competing theories and let their students decide which is best.
15. How well you do in school depends on how smart you are.
16. If you don't learn something quickly, you won't ever learn it.
17. Some people just have a knack for learning and others don't.
18. Things are simpler than most professors would have you believe.
19. If two people are arguing about something, at least one of them must be wrong.
20. Children should be allowed to question their parents'

authority.

21. If you haven't understood a chapter the first time through, going back over it won't help.

22. Science is easy to understand because it contains so many facts.

23. The moral rules I live by apply to everyone.

24. The more you know about a topic, the more there is to know.

25. What is true today will be true tomorrow.

26. Smart people are born that way.

27. When someone in authority tells me what to do, I usually do it.

28. People who question authority are trouble makers

29. Working on a problem with no quick solution is a waste of time.

30. You can study something for years and still not really understand it.

31. Sometimes there are no right answers to life's big problems.

32. Some people are born with special gifts and talents.

ACADEMIC MALPRACTICE QUESTIONNAIRE

SA AG DA SD

What is the prevalence of examination malpractice in universities?

1. Students frequently indulge in examination malpractice

2. Lecturers frequently indulge in examination malpractice.

3. Malpractice occurs before, during and after examination

What are the types of examination malpractice being perpetuated in universities?

4. Leakages

5. Impersonation
6. Continuous assessment malpractice
7. Script swapping
8. Bringing in 'foreign materials'
9. Altering of marks and grades
10. Collusion to cheat/coping from one another
11. Marking malpractice by teachers

What are the causes of examination malpractice?

12. Undue paper qualification
13. Fear of failure
14. Inadequate preparation
15. Lack of resources for teaching
16. Teacher related-factors
17. Societal related-factors

What is the impact of examination malpractice?

18. Half-baked graduates
19. Lack of confidence on our educational system
20. High dropout rates from universities
21. Discouragement of hard work
22. Lowers the standard of education
23. Decreases validity and reliability of measurement process
24. Breeds a generation of fraudsters and other social vices

What are the solutions to the problem of examination malpractice in the universities?

25. Provision of adequate teaching resources
26. Inculcation of moral values and instructions
27. Reduction of emphasis on paper qualification
28. Guidance and counseling services
29. Implementation of the relevant decrees

D

TTA and PEA items and factor loadings

Teacher Test Anxiety	
<hr/>	
<i>General test worrying (GTW)</i>	
Even when I am well prepared for a test, I feel very anxious about it.	0.900
I start feeling very uneasy just before examination	0.893
I wish examinations did not bother me so much	0.856
It seems to me that examination periods ought not to be made the tense situations which they are	0.896
<i>Test Irrelevant thinking (TIT)</i>	
Before the exams I find myself thinking of things unrelated to the actual course material	0.874
I find myself thinking of how much brighter the others are than I am	0.867
Before the exams I find myself thinking of the consequences of failing	0.850
Before the exams I sometimes wonder if I would ever get through it	0.861
<i>Emotion (EMO)</i>	
I get nervous before the exams	0.933
I feel uneasy before the exams	0.865
I feel my heart beating very fast before the exams	0.913
PEA - Pre-Exam Anxiety	
<i>Task-Orientation and Preparation (TOP)</i>	
I think about how I can best prepare for the exam.	0.819
I concentrate on how I am going to deal with the exam and, if necessary, let other things slide	0.850
I cut back on my leisure time to prepare for the exam	0.808
<i>Seeking Social Support (SSS)</i>	

I ask people who have had similar experiences what they did/would do in this situation.	0.837
I discuss my feelings with someone.	0.856
I try to get advice from someone about what to do.	0.846
<i>Avoidance (AVO)</i>	
I convince myself that it is not all bad.	0.967
I put thoughts of the exam out of my mind.	0.966
I try not to think about the exam.	0.951
I turn to other activities for diversion.	0.972
