

Effectiveness of Kenya National Examinations Council Measures in Curbing National Examination Malpractices in Public Secondary Schools in Kisii County

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Abstract

The study investigated how effectively the Kenya National Examination Council (KNEC) measures are implemented to curb examination malpractices in secondary schools in Kisii County. The population of the study consisted of 104,649 participants drawn from 237 public secondary schools in the County. Stratified and simple random sampling techniques were used to select a sample of 867 subjects who responded to the Examination malpractices, Examination measures and Attitude Questionnaire. Data collected was analyzed with ANOVA and Chi-square statistics. The key findings indicated that there is a relationship between examination malpractices and school category. Also, the malpractices begin at class level influencing the malpractices that occur during KCSE. The inferential statistics results were; $\chi^2 (12) = 0.035 p < 0.05$, $F (2, 109) = 0.863 P < 0.05$ and $F (3, 108) = 6.298 p < 0.05$ for hypothesis one, two and three respectively. In hypothesis one, the result indicated that there is a relationship between examination malpractices and school category. Hypothesis two implied that that the teachers' attitudes towards KNEC measures for curbing examination malpractices depended on the type of school where the teacher worked while hypothesis three implied that examination malpractices in Kisii County were so much dependent on whether the school is national, county or sub county in terms of category. Therefore it was recommended that the education system should consider using the assessments carried out in school to contribute to a student's final grade instead of emphasizing on the final examinations only.

Key words: *Effectiveness, Kenya National Examinations Council, Malpractices, National Examinations, Kenya, Public Secondary Schools.*

Introduction

Examination malpractice is a serious problem in many educational systems in the world. Examination malpractices constitute one of the most disturbing problems facing the secondary schools in Kenya today and they are constantly manifested and reported every year when examination results are released. According to Kithuka (2004), examination malpractice in Kenya

has attained a frightening proportion given that it is not only sophisticated but also institutionalized. The value and functionality of any educational system lies in its ability to actualize the goals of education. One of the aims of education and training is to instill the importance of integrity, honesty, respect for others and hard work (Republic of Kenya, 2012). Examination malpractices work against this aim of education. Examination malpractices impact adversely on the anticipated standard of any educational system. They affect the integrity of the learning process, an individual's long-term behavior and the ability of academic institutions to achieve their stated objectives.

Ruwa (1997) describes examination malpractices as acts that involve non compliance with an organization's rules and regulations. This involves manipulation, falsification, forgery or alteration of documents. Ikupa (1997) views examination malpractice as an illegal or unethical behaviour by somebody in the process of testing an examinee's ability or knowledge by means of question. The World Bank Group (2002) define malpractice in public examinations as a deliberate act of wrongdoing contrary to official examination rules that is designed to place a candidate at an unfair advantage.

Ragaa (2001) notes that examination malpractices have been reported in the Kenyan education system every year since 1995. Liman (1996) notes that with such occurrences, ethical standards for examinations are being compromised hence are becoming a cause for concern among stakeholders in the education sector globally. Data in Table 1 gives a summary of the malpractice trend in the country for some of the years showing the number of students involve

Table 1 Examination Malpractice Trend in Kenya

Year	No. of Candidates Affected
2011	2,927
2010	2393
2009	1711
2007	1,875
2006	679
2005	375
2004	1,874
2003	1,022
2002	1,265
2001	1,208
2000	2,880
1999	985
1998	2,141
1997	2,461
1996	1,847
1995	1,698

Although the number of students who engage in examination malpractice might look small from face value when compared to the overall candidature annually, the figures are statistically significant and are therefore worth investigating. Among the counties that have consistently recorded examination malpractices is Kisii.

In 2000, the candidates involved in examination malpractice in Kenya were 2,880. Nyanza province to which the current Kisii County belongs had 21 centres affected out of 100 centers affected countrywide. Kisii Central, North Kisii and Kisii South sub counties led in the examination irregularities during this period according to Saitoti (2001). Ragaa (2001) added that these sub counties had reported irregularities for five consecutive years.

In 2001, a total of 121 centres were involved in the examination malpractices in Kenya. Nyanza province had 22 centres affected by the examination malpractice (Nyambala, 2002). In 2002, 1,265 candidates were involved in examination malpractices in Kenya with the then Nyanza province having 368 students involved (Ragaa, 2003). In 2003, 1,022 cases of examination malpractice were recorded in Kenya with the province having 40 schools involved in examination malpractice. The leading sub counties were Kisii Central, Gucha and Kisii North that had 12, 10 and 8 schools respectively involved in the examination malpractices (Gakunga, 2004). The three

sub counties; Kisii Central, Kisii North and Gucha are currently part of Kisii County and are still recording cases of examination malpractice.

In 2004, over 1,874 students had their results cancelled in Kenya (Masava, 2005) with Nyanza province alone producing half of the reported cases. Kisii Central, Kisii North and Gucha topped the list of the centres with results of 951 candidates nullified. In 2006, the cases of examination malpractice reported in Kenya were 679 (Ndung'u, 2007). In 2007, the cases reported were 1,875 with Kisii central sub county which is part of the current Kisii County having 439 students affected (Republic of Kenya, 2008).

In 2010, the education Minister noted that there was a significant decrease in malpractices from 1,711 to 534. The minister as well noted that the numbers may appear low when compared to the candidature but it is a painful experience when results of even one candidate are cancelled due to cheating (Muindi, 2012). Muindi also noted that in 2011, 2,927 candidates in 154 examination centres had their results with Kisii County having 7 schools affected by examination malpractice. In 2012 Nyanza province had 32 schools whose examination results were cancelled (Miruka, 2013).

Based on this premise of high examination malpractice, the present study sought to examine the effectiveness of the Kenya National Examination Council measures in curbing examination malpractices in secondary schools in Kisii County. Finally, the study sought to establish the reasons behind the continuous examination malpractice in spite of the stringent measures put in place by the Kenya National Examinations Council to curb the problem. Some of these measures are *inter alia* cancellation of candidate's work, disciplining of teachers seconded by Teachers Service Commission as examination officials and a two year ban from participating in examinations organized by the council.

The present study is anchored on the Theory of Planned Behavior (TPB) that seeks to explain why people perform certain actions (Ajzen, 2005).

Materials and Methods

The study adopted a mixed paradigm research approach. The study used a combination of both quantitative and qualitative approaches. Greene, Caracelli and Graham (2008) describe mixed methods as a research plan where the researcher includes at least one quantitative method to gather numbers and one qualitative method to collect words. Survey research design was deemed appropriate because data was mainly collected from a sample that was drawn from a predetermined population. Data was collected by means of questionnaires which had both structured and semi structured questions.

The population of the study consisted of 104,649 participants who included principals, teachers and students in public secondary schools in Kisii County. It also included Sub county Education Officers (SEOs) and the Police officers, whose services are usually sought during the examination process.

Purposive sampling was used to select the principals, Sub county Education Officers (SEOs) and the Police officers. Simple random sampling was used to select the teachers. Both simple random and stratified sampling techniques were used to select the sample sizes of students and schools. This allowed for selection of subjects in such a way that identified sub-groups of the population such as school type and gender were represented in the sample.

The research instruments used were a questionnaire, interview guide and focused group discussion guide. The questionnaire consisted of 37 items divided into five sections. Examination Malpractices and Action taken section had 11 items; Extent to which Different Factors Influence Examination Malpractices section had 12 items; Teachers' Attitude towards KNEC Measures for Curbing Examination Malpractices section had 11 items; Challenges Facing Teachers in Implementing KNEC Measures for Curbing Examination Malpractices section had 2 items while Strategies to Enhance Effectiveness of KNEC Measures in Curbing Examination Malpractices in Schools section had 1 item. The five-point Likert scale was used in the instrument with responses Strongly Agree (SA) = 5 points; Agree (A) = 4 points, Undecided (U) = 3 points, Disagree (D) = 2 points and Strongly Disagree (SD) = 1 point. All the items were constructed by the researchers.

The items were validated using 20 students and ten teachers and their reliability index was also ascertained. The Cronbach Alpha was used to determine the measure of internal consistency which was indicative of construct validity and internal reliability (Okorodudu, 2004). The received responses were subjected to the Cronbach's alpha formula that was applied separately to section four, item sixteen (16) for the teacher questionnaire and item thirteen (13) for the student questionnaire. These yielded reliability indices of 0.73 and 0.74 respectively. These indices were indicative of high construct validity and reliability.

Face and content validity were ascertained by three experts from the department of Post Graduate Studies at the Catholic University of Eastern Africa (CUEA). Data collected by means of the instrument was analyzed using cross tabulation analysis of independent variables while hypotheses were tested using Chi-Square and one way ANOVA at 0.05 level of significance.

Results

The first research question sought to establish the examination malpractices and the measures taken to curb them in public secondary schools in Kisii County.

Table 3 shows the responses of the teachers in public schools.

Table 3: Malpractices in school according to teachers

Malpractice	Frequency	Percent
Copying answers on pieces of paper	30	26.8
Exchanging papers	101	90.2
Total	101	90.2

Data in Table 3 show that majority (90.2%) of the teachers affirmed that students indulge in examination malpractice. On the other hand, 82% of teachers affirmed that students copy examination answers on pieces of paper while only 26.8% indicated that copying either on desks or walls was common.

Table 4 shows the responses of the students in public schools

Table 4: Malpractices in school according to students

Malpractice	Frequency	Percent
Collusion of teachers and students	8	6.3
Examination leakage from examination room	54	42.2
Copying answers on paper	17	13.3
Writing on thighs	7	5.5
<i>Girraffing</i>	3	2.3
Using of cell phones	12	9.4
Writing on desks	4	3.1
Total	105	82.0

Results in Table 4 show that 42.4% of the students were aware that examination papers leaked from the examination. On the other hand, 21.1% indicated that copying either on walls or thighs occurred while 9.4% indicated that students stored information on cell phones. Only 6.3% reported that students collude with subject teachers to have prior information on the examination papers and a paltry 2.3% indicated that girraffing occurs during examinations. In this case, girraffing means the act of a student copying another student work without their consent.

The measures taken to curb the malpractices are shown in Table 5.

Table 5 Action taken on the offenders according to teachers

Punishment	Frequency	Percent
Mopping class	6	5.4
Collecting litter	21	18.8
Cancelled entire results	27	24.1
Sent for parent	25	22.3
Cancelled particular paper	24	21.4
Total	100	89.3

Data in Table 5 shows that 24.1% of the teachers reported that the entire result of the student was cancelled while 22.3% indicated that the students were sent home for their parents, 21.4% indicated that particular paper in which a student was caught cheating was cancelled. Those who reported that students were given punishment that involved collecting litter around the school compound accounted for 18.8%. Only 5.4% of the respondents indicated that the students were given punishment that required them to mop their classes.

Table 6: Action taken on the offenders at class level according to students

Punishment	Frequency	Percent
Suspension	54	42.2
Changing student positions during examinations	30	23.4
Denied an opportunity to continue with examination	14	10.9
Canning by principal	18	14.1
Total	116	90.7

From Table 6, it is evident that 42.2% of the students indicated that those involved in examination malpractice were suspended from school for a given period of time while 14.1% indicated that those involved were made to switch their sitting positions during the examination. Whereas 14.1% of the students reported that those caught were canned by the principal but allowed to continue with the examination, 10.9% of them reported that those caught were discontinued from the examination.

The second research question sought to determine the extent to which the implemented measures have curbed incidences of examination malpractices in public secondary schools in Kisii County.

Table 7 shows results on the extent to which the implemented measures curbed incidences of examination malpractices as reported by the teachers.

Table 7 Outcome after action was taken according to teachers

Stopped	F	%	Reduced	F	%	Persisted	F	%
Writing on thighs	78	69.6	Girraffing	42	37.5	Writing of paper	14	12.5
Collusion	20	17.9	Copying answers on paper	15	13.4	Copying from others	58	51.8
Girraffing	3	9.8	Writing on walls and desks	21	18.8	Use of cell phones	40	35.7
Copying answers of paper	11	2.7	Leakage of examinations	13	11.6			
Total	112	100.0		112	100.0		112	100.0

Data in Table 7 show that majority (78%) of the teachers indicated that after the students were punished, writing on thighs stopped while 20% of them reported that collusion stopped. Whereas 11% of the respondents reported that 'girraffing' stopped, only 3% indicated that copying from pieces of papers stopped

Table 8 Outcome after action was taken according to students

Stopped	F	%	Reduced	F	%	Persisted	F	%
Copying answers on the desk	71	55.5	Taking written piece of papers to examination room	6	4.7	Use of cell phones	30	23.4
Using written papers in examinations	34	26.6	Exchanging of papers	94	73.4	Leakage from examination room	17	13.3
Exchanging papers during examinations	23	18.0	Collusion between teachers and students	8	6.3	Asking for answers from each other in an examination room	15	11.7
						Copying answers on the desk	44	34.4
Total	128	100.0		128	100.0		128	100.0

From Table 8, data show that 55.5% of the students reported that copying answers on desks stopped while 26.6% indicated that writing answers on pieces of paper stopped. Only 18% of the students reported that exchanging pieces of paper with answers in the examination room stopped. Research question three sought to establish the extent to which different factors influence examination malpractices in public secondary schools in Kisii County.

Teachers' responses on the causes of the malpractices are as presented on Table 9.

Table 9 How different factors influence examination malpractices according to teachers

n=112

Factors	Large Extent		Some Extent		Little Extent		No Extent	
	f	%	f	%	f	%	f	%
Pressure to pass from parents	74	66.1	20	17.9	10	8.9	8	7.1
Pressure to pass from teachers	64	57.0	28	25.0	14	12.5	6	5.3
Culture of cheating in schools	60	53.8	22	19.6	17	15.2	14	12.5
Poor preparation by students	59	53.1	42	37.5	7	6.3	4	3.5
Inadequate syllabus coverage	53	47.7	39	38.8	12	10.7	8	7.1
Student competition	51	45.5	49	43.8	10	8.9	2	1.8
Imitating friends who cheat	50	44.5	45	40.2	5	4.5	12	10.7
Poor invigilation	47	42.2	49	43.8	12	10.7	4	3.5
Congestion in classes	45	40.6	48	42.9	12	10.7	7	6.3
Lack of self confidence	43	38.0	45	40.2	13	11.6	11	9.8
Competition for university opportunities	41	36.6	48	42.9	18	16.1	5	4.5
Indiscipline among students	32	28.8	12	10.7	10	8.9	58	51.8

From Table 9, results show that 66.1% of the teachers reported that pressure from parents, pressure to achieve high grades and fear of failing in the exams caused the students to engage in malpractices while 60% indicated that a school's cheating culture was the cause. Poor preparation by students was cited by 59% of the teachers while 45.5% of them indicated inadequate syllabus coverage. Student competition was reported by 44.7% while students imitating friends who cheat was cited by 44.5% of the teachers. Whereas poor invigilation during exams was reported by 42.2%, congestion in classes was cited by 40.6% of the teachers. Lack of self confidence by students was cited by 38.0% of the respondents. Competition for limited opportunities and student indiscipline were reported by 36.6% and 28.8% of the teachers respectively.

Table 10 How different factors influence examination malpractices according to students
n=128

Factors	Large Extent		Some Extent		Little Extent		No Extent	
	F	%	f	%	f	%	f	%
Competition for university opportunities	78	60.9	38	29.7	8	6.3	4	3.1
Pressure to pass from teachers	72	56.3	26	20.3	14	10.9	16	12.5
Pressure to pass from parents	68	53.1	33	25.8	17	13.3	10	7.8
Student competition	67	52.3	38	29.7	14	10.9	9	7.0
Inadequate syllabus coverage	65	50.8	34	26.6	13	10.2	16	12.5
Poor preparation by students	64	50.0	29	22.7	15	11.7	20	15.6
Congestion in classes	61	47.7	49	38.3	7	5.5	11	8.6
Culture of cheating in schools	60	46.9	28	21.9	21	16.4	19	14.8
Lack of self confidence	59	46.1	46	35.9	20	15.6	3	2.3
Poor invigilation	57	44.5	49	38.3	12	9.4	10	7.8
Imitating friends who cheat	56	43.8	48	37.5	16	12.5	8	6.3
Indiscipline among students	40	31.2	32	25.0	30	23.4	26	20.3

Results in Table 10 show that 60.9% of the students reported that competition for the limited opportunities was the major cause exam malpractice unlike 56.3% of them who cited pressure from teachers. Pressure from parents was reported by 53.1%, poor preparations by students was cited by 50%, congestion in the classes by 47.7% and schools' cheating culture by 46.9% of the students respectively. Lack of self confidence was reported by only 46.1% of the students.

The fourth research question aimed at establishing the attitudes of the teachers and students towards the KNEC measures for curbing examination malpractices in public secondary schools in Kisii County.

Nine statements about the degree of agreement or disagreement with the KNEC measures for curbing examination malpractices in secondary schools were presented to teacher and yielded an attitude measure that ranged between 9 and 45 as indicated on Table 11.

Table 11 Mean attitude values for teachers and students

Attitude Measure	Mean Value Range
Very Unfavourable	9 - 17

Unfavourable	18 - 26
Favourable	27 - 35
Very Favourable	36 - 45

Upon taking calculations, the mean attitude value obtained for teachers was 23.3 and while that for the students was 26.1.

Research question Aimed at establishing the challenges that hinder implementation of KNEC measures for curbing examination malpractices in public secondary schools in Kisii County.

Principals and teachers responses on the challenges facing the implementation of the measures to curb examination malpractices are as presented in Table 12 and Table 13.

Table 12 Principals' responses on challenges facing the implementation

Response	Frequency	Percent
Transport of examination materials	26	100
Lack of adequate supervisors and invigilators	26	100
Lack of enough security personnel	26	100
Employment of supervisors and invigilators from neighbouring schools	24	92
Technology for instance the phones	23	88
Poor remuneration and delay in payments	22	85
Lack of adequate facilities like examination halls	18	69

Table 13 Teachers' responses on challenges facing the implementation

Response	Frequency	Percent
Non-implementation of the examination measures by KNEC	112	100
Dishonest supervisors/invigilators	110	98
Lack of credible leaders	108	96
Transport of examination materials	107	96
Knowledge of other schools having the papers	105	94
Technology for instance the phones	102	91
Lack of adequate facilities like examination halls	98	88
Subject experts	96	86

Data in Tables 12 and 13 show that all 100% the principals and 96% of the teachers cited the problem of transport, 100% of the principals cited lack of adequate supervisors and invigilators and lack of enough security personnel. Employment of supervisors and invigilators from neighbouring schools was mentioned by 92% of the principals which was related to the invigilation of dishonest supervisors as indicated by 98% of the teachers. Technology for instance the use of phones was mentioned by 88% of the principals and 91% of the teachers, Lack of adequate facilities like examination halls was mentioned by 69% of the principals and 88% of the teachers. Poor remuneration and delay in payments was indicated by 85% of the principals while 96% of the teachers indicated that leaders in place especially in schools lack credibility.

The sixth research question aimed at establishing the strategies should be employed to effectively curb examination malpractices in public secondary schools in Kisii County. Strategies to address the challenges were suggested by principals, teachers and students as follows:

Table 14 Principals suggested strategies

Principals	Frequency	Percent
KNEC to implement the measures it has stipulated	26	100
Identify and prosecute the KNEC officials involved in leakage	26	100
Change promotion policy	26	100
Remunerate those involved in examination process well and on time	26	100
KNEC to provide metal detectors to check on phones	25	96
KNEC to Stop ranking schools	24	92
KNEC to give adequate funds to solve transport problems	24	92
KNEC to introduce biometric machines to curb impersonation	22	85
KNEC officials be deployed to other ministries to avoid overstaying in the council	21	81
Set the KCSE examination from outside the country	20	77
Schools should be closed during examinations and only candidates remain in school	18	69

Results in Table 14, show that 100% of the principals suggested that KNEC should implement the measures it has stipulated and identify the officials involved in leakage and prosecute them. They also suggested that KNEC should remunerate those involved in examination process well and on time and that the Ministry of Education should change its promotion policy. From the findings, 96% of the principals suggested that KNEC should provide metal detectors to check on phones while 92% suggested that KNEC should stop ranking schools and that KNEC should give adequate funds to solve transport problems. A suggestion that KNEC should introduce biometric machines to curb impersonation was given by 85% of the principals. Most (81%) of the principals said that KNEC officials should be deployed to other ministries to avoid overstaying in the council. Most (77%) of them suggested that KCSE examination should be set from outside the country to minimize leakages as the council will contract a firm to deal with its examination. Also, majority (69%) of them were of the idea of closing schools early and that only candidates should remain in school during examinations.

Table 15 Teachers' suggested strategies

Teachers	Frequency	Percent
Identify and prosecute the KNEC officials involved in leakage	112	100
Remunerate those involved in examination process well and on time	112	100
KNEC to give adequate funds to solve transport problems	112	100
KNEC officials be deployed to other ministries	110	98
Adequate syllabus coverage by both teachers and students	108	96
KNEC officials to carry out random checks to see what happens in schools	102	91
KNEC to motivate teachers involved in preparation of practical papers	101	90
KNEC to introduce biometric machines to curb impersonation	97	87
KNEC to provide metal detectors to check on phones	96	86
Schools involved in malpractices be deregistered	82	73

From Table 15, it is evident that all (100%) of the teachers suggested that KNEC officials involved in leakage should be identified and prosecuted, and that KNEC should remunerate those involved in examination process well and on time. They also suggested that KNEC should give adequate funds to solve transport problems to avoid delays. Whereas 98% of the teachers said that KNEC should ensure that its officials are deployed to other ministries to avoid overstaying in the council,

87% were of the idea that KNEC should introduce biometric machines to curb impersonation and 86% suggested that KNEC should provide metal detectors to check on phones. Most (96%) of the teachers suggested that there should be adequate syllabus coverage by both teachers and students. Random checks during examinations by KNEC officials was cited by 91% while deregistering of schools involved in malpractices was suggested by 73%.

Table 16 Students' suggested strategies

Students	Frequency	Percent
Identify and prosecute the KNEC officials involved in leakage	125	98
Education system to consider other areas than academic achievement	126	98
Sensitize students on effect of cheating	124	97
Rotate supervisor and invigilators	121	95
Examiners be keen on handwriting to identify those who write for others	102	80

Data in Table show that when students were asked to indicate that could be put in place mitigate examination malpractices, the students suggested the following; identifying and prosecuting the KNEC officials involved in leakage 98%, the education system should consider other areas than academic achievement 98%, deliberate attempts should be made to sensitize the students on the effects of cheating in examinations 97%, supervisors and invigilators should be rotated from year to year to avoid familiarity 95% and examinations to be done when school are closed to avoid congestion in examination rooms 77% of the students.

Hypothesis 1: There is no significant relationship between examination malpractices and schools category in public secondary schools in Kisii County.

Null hypothesis one applied the chi-square test and the results were as tabulated in Table 17.

Table 17

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	22.275(a)	12	.035
Likelihood Ratio	25.614	12	.012
Linear-by-Linear Association	.262	1	.609
N of Valid Cases	108		

Table 17 shows chi square test results between examination malpractices and school category.

The results indicated that there is no significant relationship between malpractices and schools category in public secondary schools in Kisii County ($\chi^2 (12) = 0.035 p < 0.05$).

Hypothesis 2: There is no significant difference between mean attitudes of teachers towards the KNEC measures for curbing examination malpractices when categorized by schools in Kisii County. Testing of null hypothesis two adopted one way ANOVA. This method was appropriate as means of more than two groups were compared as tabulated in Table 18.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.726	2	.863	8.689	.000
Within Groups	10.827	109	.099		
Total	12.553	111			

Table 18 shows ANOVA table results for difference between mean attitudes of teachers towards the KNEC measures for curbing examination malpractices when categorized by schools. The results indicate that there is a significant difference in mean attitudes teachers according to school category ($F (2, 109) = 0.863 P < 0.05$).

Hypothesis 3: There is no significant difference between mean attitudes of students towards the KNEC measures for curbing examination malpractices when categorized by schools in Kisii County. Null hypothesis three was as well tested using one way ANOVA as tabulated in Table 19.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.869	3	.623	6.298	.001
Within Groups	10.684	108	.099		
Total	12.553	111			

Table 19 shows an ANOVA table results for difference between mean attitudes of students towards the KNEC measures for curbing examination malpractices when categorized by schools. The results indicate that there is a significant difference in mean attitudes students according to school category ($F(3, 108) = 6.298$ $P(.001) < 0.05$).

Discussion

The first research question sought to find out the examination malpractices that occur in schools and the measures taken to curb them. The results of the study reveal that there are different types of examination malpractices in public secondary schools in Kenya. Results in Table 3 show that the major types of examination malpractice include collusion to cheat/coping from one another, possessing '*foreign materials*' during examination, copying either on desks or walls, script swapping, copying on thighs, storing information on cell phones, colluding with subject teachers and leakages among others. The result of the study partially agrees with the findings in a study conducted by Aderogba (2011) who noted that '*giraffing*', copying from one another, taking handwritten materials and textbooks into the examination hall rank first among other types of examination malpractice at all levels of education in Nigeria.

On the action taken to curb the malpractices, the results of teachers on Table 5 show that in some cases, the entire examination of the student was cancelled or the students involved were sent home for their parents. In some cases, that particular paper in which a student was caught cheating was cancelled or in other instances, the students were given a punishment of collecting litter around the school compound while some were given a punishment of mopping their classes. The students' results on Table 6 show that those involved were either suspended from school for a given period of time or made to switch their sitting positions during the examination. On the other hand, some were canned by the principal and the allowed to continue with the examination while others were discontinued from the examination.

The punishment given to the offenders seemed severe enough to deter cheating. For instance, majority of the teachers said that the entire examination of the student was canceled. This was

actually in line with the KNEC action on offenders in national examinations (KNEC Act, 2012). Others said that the particular paper is cancelled which was bad enough as the cancelled paper as well contributed to a student's performance. As much as the punishment looks severe, the researchers observe that the malpractices keep occurring. This could be due to the way they some of them are implemented. For instance, collecting litter around the school or mobbing class rooms may not have been severe enough to stop a student from repeating same mistake. This study finding is similar to that of Adeyemi (2010) that outlined measures that were used to discourage cheating in Nigeria.

Research question two sought to find out the extent to which the implemented measures curbed incidences of examination malpractices. Table 7 showed that 78% of the teachers indicated that after the students were punished, writing on thighs stopped. On the other hand, 20% thought that collusion stopped while 11% said that girraffing stopped and 3% reported that copying from pieces of papers stopped. This meant that 89 % and 97% of the teachers respectively thought the other malpractices still occur. Table 8 gave the students' responses whereby 55.5% of the them indicated that copying answers on desks stopped. Whereas 26.6% said writing answers on pieces of paper stopped, 18% said exchanging pieces of paper with answers in the examination room stopped. This implied that of the students thought that the other malpractice still occurred. This therefore meant that the students were involved in more malpractices than the teachers thought.

Research question 3 sought to find out the extent to which different factors influence examination malpractices in public secondary schools. The results in Tables 9 and 10 show that majority of teachers and students accepted that the causes of examination malpractice include: pressure from parents, pressure to achieve high grades and fear of failing caused the students to engage in malpractices. This supports the findings in a study by McCabe (1992) who reported parental pressure is a factor that influences examination malpractices in schools. Similarly, McCabe,

Treviño and Butterfield (1999) found that pressure from parents, pressure to achieve high grades and fear of failing were factors many teachers cited as contributing to the student's decision to cheat. Other causes included: school's cheating culture whereby teachers see this as 'giving back' to society which according to them means helping the students to cheat just the way they were assisted. They therefore in a way encourage the students to cheat or even assist them to do so. The students being young look up to them as their role models and most of them will do anything to be like them. Bolin (2004) posit that people behave in ways consistent with their personal perceptions and evaluations. It is reasonable to argue that students who hold attitudes or definitions favorable to examination malpractice will engage in dishonest acts more frequently than their counterparts with more condemnatory attitudes or definitions. Others were inadequate syllabus coverage, student competition, students imitating friends who cheat, lack of strict invigilation, congestion in classes, lack of self confidence by students, competition for limited opportunities, student indiscipline and poor preparation by students. Okorodudu (2013) noted that students did not take their studies seriously and prepare adequately to write and pass examination.

The implication of such acts by the teachers who assist the students to cheat is that they paint a picture of a society with no values as they are supposed to be the mentors. To these teachers, the aim is just to pass the examinations and not to build a student with a vision beyond examinations. They impart the wrong values as their definition of giving back to society eventually will destroy the students instead of building them.

Research question four sought to find out the attitudes of the teachers and students towards the KNEC measures for curbing examination malpractices. The attitude of teachers largely determines the implementation of the KNEC measures. If the attitude is positive, they implement the measures in schools. If negative, they do not support their implementation. Nine statements were

assessed for attitude and they yielded an attitude measure that ranged between 9 and 45. Upon taking calculations, the mean value obtained for teachers was 23.3 and 26.1 for students. This signified that the prevailing teachers' and students' attitude towards the KNEC measures for curbing examination malpractices was not favourable. It was therefore concluded that it is not very easy for the measures to be effective in curbing the malpractices unless an intervention is put in place.

Hypothesis one tested the relationship between examination malpractices and schools category in public secondary schools. A chi-square test was adopted and the results implied that there is no difference in examination malpractices between school types. It was therefore concluded that the school categories influenced examination malpractices more than type of school.

Hypotheses two was tested for teachers attitudes and the results implied that the null hypothesis is rejected. It is therefore concluded that there is a significant difference in mean attitudes teachers according to school category.

Hypotheses three was tested for teachers attitudes and the results implied that the null hypothesis is rejected and conclusion that there is a significant difference in mean attitudes students according to school category be made.

Research question five looked at the challenges hinder implementation of KNEC measures for curbing examination malpractices in public secondary schools. Among the challenges cited by principals and teacher were: Transport of examination materials, lack of adequate supervisors and invigilators, inadequate security personnel, employment of supervisors and invigilators from neighbouring schools, technology for instance the phones, poor remuneration and delay in payments, lack of adequate facilities like examination halls, non-implementation of the

examination measures by KNEC, dishonest supervisors/invigilators, knowledge of other schools having the papers and use of 'subject experts' in the name of facilitators who sneak into the schools the leaked examinations.

Research question six sought to find out the strategies that should be employed to effectively curb examination malpractices in public secondary schools. The principals, teachers and students gave the following suggestions; KNEC to implement the measures it has stipulated, identify and prosecute the KNEC officials involved in leakage, change promotion policy, remunerate those involved in examination process well and on time, KNEC to provide metal detectors to check on phones, KNEC to Stop ranking schools, KNEC to give adequate funds to solve transport problems, KNEC to introduce biometric machines to curb impersonation, KNEC officials be deployed to other ministries to avoid overstaying in the council, adequate syllabus coverage by both teachers and students, KNEC officials to carry out random checks to see what happens in schools, education system to consider other areas than academic achievement, Sensitize students on effect of cheating

Conclusion

Teachers and students affirmed that there is high prevalence of examination malpractices in public secondary schools as the two groups have asserted that examination malpractice often occurs before, during and after examination in secondary schools. The major types of examination malpractice often witnessed in secondary schools include collusion to cheat/copying from one another, being in possession of foreign materials during examination, script swapping and leakages among others.

Teachers and students accept that the major causes of examination malpractice in secondary schools include: pressure to pass from parents, pressure to pass from teachers, student competition, congestion in classes, poor preparation by students among others. The prevailing

teachers' and students' attitude towards the KNEC measures for curbing examination malpractices was not favourable. This implied that hypothesis two was rejected while hypothesis three was accepted.

The challenges hinder implementation of KNEC measures for curbing examination malpractices in public secondary schools include; transport of examination materials, lack of adequate supervisors and invigilators, inadequate security personnel, employment of supervisors and invigilators from neighbouring schools, technology for instance the phones among others. The strategies that should be employed to effectively curb examination malpractices in public secondary schools should include KNEC implementing the measures it has stipulated, identifying and prosecuting the KNEC officials involved in leakage, changing promotion policy, remunerating those involved in examination process well and on time among others.

Based on the result of these findings, the following recommendations are suggested. First, school principals and teachers should be keen on having malpractice audit so as to track the malpractices that occur during assessments. Second, KNEC should implement the measures it has put in to the letter by having the perpetrators prosecuted as stipulated so as to create confidence in all the stakeholders that it is committed to implementing its policies. Awareness campaigns should be carried out on the effect of education malpractices. This can be done through having courses for teachers every term so that they are equipped with skills that can help them impart knowledge that instills moral values in the students. Further, the Ministry of Education should revise its promotion policy so that it is not only academic performance that is used as the yardstick for promotion. Also, Ranking of schools should be stopped once and for all. It is the ranking that pushes the principals to engage in examination malpractices so that their schools can be among the top schools. Finally, the council should consider having the national examinations set and printed by a contracted firm preferably from outside the country.

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