

UNIVERSITY OF NAIROBI
FACULTY OF ARTS
DEPARTMENT OF SOCIOLOGY AND SOCIAL WORK

**EXAMINATION RULES AND REGULATIONS AND EXAMINATION
MALPRACTICES IN SECONDARY SCHOOLS: (STUDENTS PERCEPTION)**
A CASE STUDY OF SCHOOLS IN BONDO, KENYA

BY
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DECLARATION

I declare that this research project is my original work and that it has not been presented in any other University for academic credit.

Signature: ----- Date: -----

Jane Oyieko

SUPERVISOR'S DECLARATION

This undertaking has been submitted for examination with my endorsement as the University Supervisor

Supervisor's Signature: ----- Date: -----

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DEDICATION

To my husband Joshua and our children; Janice, Jerry and Jared for their relentless support they gave me throughout the academic years in the University, for their love, sacrifices, unconditional encouragement and all that they have done to bring me this far. I also dedicate this project to my late Mum, Elseba and Richard for encouraging me to pursue higher education, your words of motivation continually rang through my mind as I soldiered on through this work.

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ABSTRACT

This research was set to investigate effectiveness of rules and regulations in eliminating examination malpractice in Kenya Certificate of Secondary Education. The study was conducted among students and teachers in secondary schools in Bondo sub-county. In this region, there have been numerous cases of examination irregularities at times leading to cancellation of results from particular schools, hence this research found schools in this geographical area a good target for the study.

The general purpose of this investigation was to ratify the efficacy of rules and regulations in eradicating academic dishonesty in secondary schools. In specific the study sought to find out the types, forms and causes of academic dishonesty and whether the rules and regulations set by KNEC are effective in eliminating examination malpractice in Bondo sub-county.

The study sampled 640 students and 25 teachers from 8 secondary schools in Bondo sub-county. The researcher used both probability and non-probability sampling method in the study. The study used stratified and simple random sampling technique to sample students and purposive sampling technique to sample teachers. The sample study comprised of 3 girls schools, 3 boys' schools and 2 co-educational schools in county, making a total of 8 schools out of which 2 were private schools comprising of 1 girls school and 1 boys school in the county. The researcher used semi structured interviews which is a mix of both structured and unstructured interviews. The study found that the most common modes of exam cheating by students include writing on body parts, prior leakage of examination questions to students, exchange of exam papers, assistance from invigilators, copying from other candidates and sneaking in unauthorized materials.

The study also established that students cheat in in exams because they want good grades, they are inadequately prepared for exams, they are pressured by parents, they lack confidence in themselves and they have stiff competition amongst themselves.

The study recommends interventions and mitigations such as; adhering to exam rules and regulations, reducing societal pressure and stakes attached to exams by using continuous assessments to compliment national examinations, introducing CCTV in exam rooms, reviewing the syllabus, instituting strict invigilation, encouraging honesty through guidance and counseling, ensuring adequate student preparation and improving teachers working conditions.

CHAPTER ONE: INTRODUCTION

1.1 Background

Learning generally begins at birth of an individual until death; hence schooling is as old as mankind. In Kenya before colonization, there was an education system in existence which was majorly customary, activity based and non-structured in nature. This mode of education was relevant during that period in time and met the aspirations of the society at that time. It was in tune with the African way of learning, where knowledge was basically empirical and practical. It was passed on orally through common and practical tests. In such a traditional set up, students had to simply commit to memory, learn by rote, or through observation (Ibia, 2006). Definitely, there was no need for certification, since education was viewed as a means to an end not an end itself (Akaranga and Ongong'a, 2013).

The coming in of the Christian Missionaries revolutionized the indigenous educational system and altered the mode of instruction from an informal way of teaching to the western way of teaching. The mind set changed and the general populace no longer preferred hard work, but preferred the acquisition of a certificate that opens doors to employment and supports livelihood (Ibia, 2006). Hence, the western education became instrumental in imparting skills to the general populace to enhance their productive lives in relation to their talent and interests. The intent and purpose of this system is to create an environment where highly gifted and average persons have equal chance to enhance their gifts. It does not only intend to offer ground for leadership training, but also aims to develop professional skills required to bring about progression and democracy within the society.

How we nurture and train our young ones in learning institutions and the significance we attach to it is reflected extensively to the character they carry over through out their lifetime.

The quality of education our youth acquire tend to shape their attitude over their lifetime. The classroom engagements of youth nurture their growth and eventually determines the nature and behavior of adult citizens of a nation. The institutions of education manifest themselves largely on the national life of citizens. We tend to appreciate both the short and long run effect of education once we go through the educational process. Antiquated Greece and Rome at their pinnacle of political grandness were places where people were educated and wellspring of scholarly direction and motivation for the rest of the world; however when scholarly debauchery struck, it assaulted the very structure holding the system together and Greece and Rome were no more. (Wilayat, 2009).

One of the major challenges the education sector is faced with today is exam malpractice. It is a worldwide challenge reported in all continents from Asia to Europe as well here in Africa. This challenge was initially noticed in Kenya for the first time with the introduction of computers by KNEC to aid in marking exams in the early 70's. At that time the results for KCPE were not recognized by the ministry of education as they cited monumental examination irregularities in one geographical region in Kenya. Though the affected region cried foul and blamed the advent of computers for its woes, since then, each examination season has been denoted by sophisticated and advanced ways of academic dishonesty. (Akaranga and Ongong'a, 2013).

Examination is therefore used as a framework for evaluating whether educational goals are being achieved. It is a tool teachers and instructors use to appraise or evaluate the student's knowledge or proficiency in a particular subject or skill.

National examinations or high stakes assessments are typically standardized tests used for purposes of accountability. It is a tool used by the state to make a nationwide assessment on whether students are enrolled in effective schools and are being taught by effective teachers. In general the test scores are used to make important decisions about students, educators and schools, in that, the scores are used to determine the award or penalty to the stakeholders. Hornby (1995) asserts that examination entails testing of an individual's knowledge and capacity in a particular area of interest in terms of responding to asked questions and any practical demonstrations when necessary. In addition, Sofenwa (1977) states that examination is used to measure the effectiveness of teaching strategy. Some of the basic roles of examination are to measure knowledge, ability and aptitude, and also to provide a basis for motivation, prediction and research. Balogun (1999) argues, that examination involves the process of evaluating students or testing the students in order to establish the quality and the significance of the knowledge acquired during the learning process.

National exams also define who will become a professional like a doctor that will operate on a member of society when they fall sick or a teacher to our children in the future. A Nation that cheats in examination can only hope to produce incompetent people who would later be entrusted with tasks beyond their ability and comprehension. Examination malpractice is unfair or deviant behavior that is employed by the examinees aimed at enabling them in scoring higher marks than their natural capacity and capabilities. According to World Bank Group (2002),malpractice

in examinations are intentional actions which involve wrong doing and deviate from the laid down examination rules that are meant to give candidates unfair advantage. This means that hard work and honesty is punished, deceit and dishonesty is rewarded. Exam malpractice happens in both internal and external evaluation of educational output. Examinations are modes of evaluation that are classified as either being internal examination or external examinations. Internal examinations majorly are administered by teachers and they involve testing, evaluating reports and examinations administered at the end of the term. Public examinations are administered in public interest by the examination authority which is the Kenya National Examination Council (KNEC). Examination outcome is useful since it acts as a guide in making decisions on the student's capabilities(Fasasi, 2006).

This means that the candidate is either promoted to the next level or awarded a certificate that allows him/her to be admitted into a learning institution or offered employment however this decisions may not be valid due to the fact that the students may have engaged in exam malpractice (Oniye and Alawaye, 2008). They further state that cheating is a serious issue which has continually and negatively affected the education system globally for many decades and substantive solutions for this vice have not been effected.

It is the duty of the stakeholders in the education sector to ensure equity by ensuring that evaluation is devoid of malpractices. Equity will guarantee fairness among the students thus the education standards will greatly improve. The magnitude of malpractice and the risks associated with them are known to the stakeholders as a national challenge that need immediate solutions. Kenya National Examination Council (KNEC) and the Ministry of Education, in 2012 revised rules and regulations

aimed at reducing and eventually eliminating cases of examination malpractice, this study aims at establishing whether these new rules and regulations are effective.

1.2 Statement of the problem

According to Kenya National Examination council (GOK, 2012), examination malpractice is any unlawful action conferred by an understudy without any help or as a team with others like; kindred understudies, guardians, instructors, Overseers, inspectors, publishers and anyone or a set of individuals, before, amid or following the examinations keeping in mind the end goal to non-merited grades. Methods used to execute this illicit act are diverse and may include getting unapproved items to the examination room, causing disruption during examination, purchasing examination papers, switching grades after evaluations have taken place and sitting for examinations on behalf of another person.

Examination malpractice is so rampant in most of the African countries (Adegoke, 2011) and Kenya is no exception despite rules and regulation by KNEC governing exam administration. There have been reports of increased incidences of malpractice in examinations in secondary schools in Kenya, which calls for a national concern. It is no wonder that in the current Kenya, one of the greatest concerns and challenges in the education sector is examination malpractice. The enormity of the challenge and the risks posed by the phenomenon have been highlighted by educational actors as a national problem that requires urgent and substantive solutions. Dread of failure, social pressure and lack of confidence in one's ability have been quoted in available literature as some of the grounds that lead students to involve themselves in exam cheating (Okoh, 1996). It is noticeable that Onuka and Obialo, (2004) highlighted that when students are questioned why they involve themselves in examination

malpractice, dread of failure ranked as one of the major causes for cheating. Fatai, (2005) observed that pressure to pass exams, desire for students to join prestigious universities, preference for certain degree courses and good grades associated with better lives contribute immensely to exam irregularities. He further states that schools and teachers who desire to be recognized as good performers due to selfish ambitions also abet exam malpractice. Not to mention the middlemen who are out to cash in on the demand for leaked exam papers.

The occurrence of examination malpractice violates the two basic assumptions that examinations are valid and reliable. An examination is said to be valid if it performs the functions which it is designed to perform. The concept of reliability refers to consistency of measurement. In actual fact, the prevailing system of examination and its mode of conduct defy both these assumptions hence the certificates issued are questionable. The numerous examination malpractice in secondary schools in Kenya have become a growing concern, the use of unfair means in examination has assumed a plague some proportion notwithstanding that cheating is as old as mankind and cuts across cultural and regions globally.

Ragaa (2001) notes that examination malpractices have been reported in the Kenyan education system every year since 1995. 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. 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. In 2004, over 1,874 students had their results cancelled in Kenya Masava (2005) the situation did not improve in 2006 when nyanza province recorded the highest cases of academic dishonesty. That year witnessed 951 cases in kenya and more than 50 % were recorded in Kisii Central, Kisii North and Gucha districts. The situation worsened in 2007 when 1,875 cases were reported of which kisii central dominated with 439 cases (Ndung'u, 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 is cancelled due to cheating (Muindi, 2012). Muindi, (2012) also noted that in 2011, 2,927 candidates in 154 examination centres had their results cancelled, with Kisii County having 7 schools affected by the malpractice. In 2012 Nyanza province had 32 schools whose examination results were cancelled (Miruka, 2013). Among the areas that have consistently recoded examination malpractices is Bondo Sub-County, based on this premise of high examination malpractice, the investigation undertook to examine the efficacy of the guidelines set by KNEC in curbing examination malpractices in Bondo secondary schools.

1.3 Research Questions

- i) What are the examination malpractices among students in Bondo secondary schools ?

- ii) Which factors lead to examination malpractices among students in Bondo secondary schools ?
- iii) To what extent are rules and regulations effective in curbing examination malpractices in Bondo secondary schools ?

1.4 General Objective

The general purpose of this study was to establish effectiveness of rules and regulations in eliminating examination malpractices in secondary schools.

1.4.1 Specific Objectives

1. To establish effectiveness of KNEC exam guidelines in curbing examination malpractice in secondary school according to students in Bondo Sub-County.
2. To establish whether the students are aware of exam rules and regulations.
3. To assess causes of academic dishonesty in secondary schools in Bondo sub-county, students perspective.
4. To validate the types and forms of examination malpractice in schools according to students in secondary school in Bondo Sub-County.

1.5 Scope/Limitations of the Study

The study was limited to effectiveness of rules and regulations in eliminating examination malpractice in Bondo Sub-County.

The study sought to find out how students cheat, what motivates them to cheat, and whether the rules and regulations stipulated by the examining body will indeed eliminate cheating in secondary schools in Bondo Sub-county. The study sampled high school students, and interviewed teachers as key informants.

The study targeted 640 student and 25 teachers from 8 schools in Bondo Sub-County. Theories guiding the study were deviance theories particularly Robert Merton's social strain typology-the goal means gap theory.

1.6 Definition of Terms

In view of the fact that different meanings can be assigned to one word, the meaning certain words as used in this research was as follows:

Examination: Process that involves test of innate ability

Malpractice: An act that contravenes the standard procedure.

Cheating: The act of trying to have undue advantage during examination.

Evaluation: To judge or to determine the significance, worth or condition.

Education: Is the process of learning or acquiring knowledge through schooling.

GOK: Government of Kenya

Guidance: This is an assistance given to an individual either by an adult or counsellor in order to help them discover themselves and cope with life situations.

Stakeholder: Any person who has a declared interest in the examination process.

KCSE: Kenya Certificate of Secondary Education is a certificate awarded indicating grades attained after taking a standardized test in the last year of high school in Kenya.

Examinee: A person who is tested by use of an intelligence test or an academic examination (Also known as a testee).

KNEC: Kenya National Examination Council

MOE: Ministry of Education

CHAPTER TWO: LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 Introduction

This chapter summarizes the findings from other researchers who have researched in the same field of study. The specific areas covered here are overview of effectiveness of rules and regulations in curbing examination malpractices in school, theoretical orientation, empirical review and finally the summary of the literature.

2.2 Historical Development of Formal Education

Kenya, like the rest of African countries has many ethnicities and indigenes (Dei, 2000). During the pre-colonial period, the localized and indigenous forms of knowledge was very significant in the administration and transmission of knowledge. Ideological conflicts were rampant during the British colonial period when formal education was fully introduced in Kenya due to the fact that this was a western-oriented education system which was mainly provided by the missionaries who were helped by the colonial government (Aullo, 2004). Upon gaining independence in 1963, a commission was formed to review and to make changes in the formal educational system. The main mandate for that commission was to initiate a national identification that was aimed at unifying the various types of ethnicities by subjects which were taught in school which included history, general knowledge, and the study of duties and rights of citizenry for the wider society. Between 1964 and 1985, the 7-4-2-3 education model was borrowed from British education system and adopted (Yussufu, 1985).

2.3 Examination Malpractice

Academic dishonesty is of great concern to educators worldwide. Czek (2000) reiterated that education malpractice is a global phenomenon which is independent of one's culture. He further observed that the perceived benefit associated with passing exams exacerbate exam malpractice. Czek (2000) found out three to five percent of students during exam are more likely to cheat with the probability of being caught being almost zero. Examination is the main criteria used to evaluate students' ability. It is the most important tool used to evaluate student's knowledge. Examination cheating is reported across the globe however the regulations which have been put in place to curb cheating have virtually remained ineffective

According to Fagbemi (2001), different types of examination irregularities have been cited across studies. General ways such as sneaking unauthorized materials, writing on clothes and body parts, copying from each other during examinations, replacements of answer sheets and fraudulent modification of examination marks (Jacob & Lar, 2001). Other reported forms are sitting for examinations on behalf of others, prior knowledge of examination questions by students, colluding with examination officials such as the supervisors and invigilators. In order to ensure that examinations possess transparency, integrity, validity and reliability, they are guided by a code of ethics, which is translated into rules and regulations.

Thus, any unethical action leading to the flouting of these rules and regulations, whether committed before, during or after an examination constitutes examination malpractice. Odia (2011) views examination malpractice as any act of wrong doing, which gives a candidate undue advantage over others in obtaining success in an examination and which tends to jeopardize the credibility of the certificates issued.

e further describes examination malpractice as a hydra headed phenomenon, which occurs when an individual abandons the rigors of studying and depends instead on fraudulent means to pass examinations, leading to a distortion in the assessment of students' academic performance.

Examination irregularities has already become a culture in many schools regardless of necessary measures that have been put in place aimed at minimizing it (Ojerinde, 2010).The numerous times in which examination malpractice is reported clearly indicates ineffectiveness of implemented measures. There is a colossal increase in the number of students and learning institutions muddled in this social sickness. Most of the time we are inclined to view academic dishonesty as only cheating in the examination room yet academic dishonesty comprises of a vast range of actions including but not limited to copying other tudents assignments, giraffing, having someone else sit the exam for you and passing someone else's work as yours i.e. plagiarism.

Cheating in examination is a real problem affecting quality of education in higher education institutions. According to Lin and Wen (2007) and Chapman and Lupton (2004), cheating was experienced in great extent among business major students. This was after they conducted studies in Taiwan, America and Hong Kong universities. Existing Literature reviewed points out that examination malpractice is a global problem that higher education institutions of learning are continually facing. Apart from being undesirable behavior in learning institutions, cheating accounts for two problems at institutional level. Brimble and Stevenson-Clarke (2005) states that the first problem is fairness and effectiveness of instruction: this makes it almost impossible to assess performance of students using examination as an evaluation tool

when examinees used dishonest means in the said exams. The second challenge is that deceivers in academics have no understanding of the subject matter they should have learnt and therefore are less equipped for advanced studies to work in their areas of specialization.

It is noted by Teixeira and Rocha (2006), that academic dishonesty is a worldwide challenge rapidly increasing in numbers and got complicated and sophisticated during the 90's. Cheating in examination affects the society negatively downwards. This observation was made by Happel and Jennings (2008), that being dishonest in society begins with cheating in a test. Trost (2009), postulates that there is a relationship between cheating in school and the corruption index of a country. It should be noted that national growth is crippled by lack of business ethics and corruption. Similarly Brimble and Stevenson-Clarke (2005), noted that students who cheat in examination are likely to lack professional ethics and would not uphold integrity either in their place of work or in their personal lives. They are bound to cheat their employers, spouses, supervisors, guardians and anyone else they relate with. Emaikwu & Eba (2007) assert that there is a great concern about the caliber of education in Nigeria. The face of Nigerian education has highly been tainted owing to exam malpractice that has infiltrated its institutions of learning. Maduabum (2009) says academic dishonesty like sneaking in handwritten materials, text books, giraffing, and use of technological devices such as phones, tablets are noticeable in all levels of school systems. Onyechere (2004) argued that the perpetrators of academic dishonesty use various ways disguised in many code names due to dread of failure unnecessary emphasis on paper qualification and other teacher related factors like laziness and lack of teaching facilities.

The innermost purpose of national examinations is to improve intelligibility, efficiency and effectiveness in making decisions about people. This may have incredible implications in their lives. There are several basic decisions made based on examination which includes: Job placement and training programs and selection of students for advanced education.

National examinations are lawfully prepared instruments of the state – by Acts of Parliament, intended to improve responsibility to the taxpayers by educators, and therefore levels of performance are better indicators of how well or badly an education system is working (Omari, 2012). National examinations are very competitive in and this has led to candidate and teachers to engage in academic dishonesty in order to enhance performance. prompting the government through KNEC to formulate more rules and regulations for governing examination (Wasanga et al., 2012).

In Kenya each year there are reported cases of exam cheating leading to cancellation of results with 2015 posting the highest number of incidences of malpractice. In 2014 and 2015 people were arrested and arraigned in court to answer charges related to examination irregularities. The table below summarizes the number of results that have been cancelled for the past ten years.

Table 2. 1: Cases of Previous Exam Cheating

Year	No. of results cancelled
2015	5,101
2014	2,975
2013	3,812
2012	2,927
2011	7,974
2010	2,393
2009	1,711
2008	1,419
2007	1,875
2006	679

The above table reflects cases of exam cheating (Wanyama H , 2016) and (Nyamoita and Otieno ,2016).From the table there is a clear indication that exam dishonesty is in the increase and this study endeavored to ratify the efficacy of exam guidelines set by KNEC in eradicating academic dishonesty in Bondo secondary schools.

In this study, we collected data from teachers and students in various secondary schools with the aim of:

1. Acquiring statistical data on how students cheat.
2. Finding out the causes of exam malpractice.
3. Finding out whether students are aware of the exam rules and regulations.
4. Finding out whether the rules and regulations put in place are effective or not.

The study used simple random sampling and purposive sampling to pick the respondents. The sample study comprised of 3 girls school, 3 boys schools and 2 co-

educational schools in Bondo Sub-County making a total of 8 schools out of which 2 will be private schools comprising of 1 girls school, 1 boys school.

2.4 Structural Social Problem leading to Examination Malpractices

According to Happel and Jennings (2008) the excessive drive for affluence that has emerged over the years impedes access to participation in and performance of students in educational activities. Chapman and Lupton (2004) also observed that in order to increase their wealth, people in developing countries such as Ghana and Kenya have adopted extreme negative values which have unfortunately crept into the school system. The students in secondary school indulge in unacceptable activities which take them away from their studies and return to their schools during examinations.

Other students, out of sheer laziness, poor time management or procrastination, pile up work until the examination time. It is at this time that they rush to copy notes, which they may not understand because of the pressure of examination, but they want to pass by hook or by crook.

The society is not blameless for the increased cases of cheating which have negatively affected our education sector. The society acts as catalyst in the advancement of exam irregularities, and eliminate it, a major awareness effort from the policy makers targeting students and other stakeholders need to be carried out aiming at transforming the perception of students and parents with respect to the real issues. For example the campaign should lay emphasis on good virtues like working hard, being disciplined and being self-reliant should be the highlights of the campaign. Sensitizing the students against academic vices ought to be serious, purposive, and

directed towards eliminating the urge/demand for exam cheating. In an economic system, the supply will always depend on the corresponding need, and when there is lack of need then the supply dwindles.

Examination bodies and government agencies share the blame for not adequately informing the candidates on the various types of conducts that form examination malpractice, they have also not adequately educated students on the guidelines and etiquette that is required of them amid and following the examinations. Due to the failure of the examination bodies and various government agencies in carrying out their duties diligently, the education sector is paying dearly as is evident from the recent reported cases of exam malpractice (Happel and Jennings, 2008). Therefore there is the need for the bodies that are in charge of examinations to partner with schools that present students for registration to organize public seminars which are aimed at continually promoting the desired codes of conduct for the examinations. (Cizek, 1999).

It is high time we recognize the students as major stakeholders in the education system and not as passive players, otherwise the society will continually suffer from examination irregularities.

Parents and guardians should try and avoid selecting careers for their children, instead the children should be allowed to make their own choices because it can be counterproductive. Parents ought to provide favorable learning conditions at home for their children, this will ensure the overall academic stability for their children. Every parent should give their children the opportunities to select careers of their choice even as they show interest in their children's academic work cum career path as this will have a direct bearing in their future career growth and development. Every child

has a passion, therefore they should be encouraged and supported by the parents and not discouraged. Care givers should shun the deep desire of making good academic performance a prerequisite for their wards by setting unachievable goals. (Mwandikwa & Ocharo, 2007).

Teachers play a significant role in the socialization process, they should therefore play their role adequately by imparting good moral values to their students. They should instill good discipline among their students that is in line with societal expectations and at the same time should show acceptance to the children and not rejection as they leave a long lasting impact in the Child's mind. (Levy and Rakovski, 2006). This is only achievable by the teachers if they ensure that they reduce the stress that is associated with education and develop good relations with their students as they are the first mentors in the society and hence have the capacity to boost students self – esteem.(Aullo, 2004).

Examination irregularities have a correlation to poverty and if poverty levels would be reduced then the incidences of cheating would be minimized. When income per capita in the society is enhanced, the importance attached to examinations by students would be reduced and the desperation attached to failing exams will be drastically reduced (Kithuka, 2004). It is believed that students engage in cheating due to lack of fees for registration to take another examination in case they fail and because they also perceive that the acquisition of higher education is a sure way of alleviating hunger, poverty, irrelevance and low standards of living. (GOK, 2010).

There are many notable reasons why of examination malpractice is very rampant in society. According to Aderogba (2011) , poor economy, the urge for credentials rather than education, system error, loopholes, teachers' status, upbringing of the children,

parents and family history, poverty, frustration, pride , quest for paper qualification and desire to be in business by proprietors of private schools and colleges as the prime factors. Due to moral decay within the society and as a result of this moral laxity, some individuals and institutions with moral shortcomings aid and abet fraud during the public examinations (Jekayinfa et al, 2011).

In a more comprehensive way Wasanga (2007) explained that the breakdown in the value system in countries such as Kenya is a primary cause of examination malpractice, according to him, moral scruples. The great emphasis society lays on achieving success-goals, regardless of the means employed in achieving these goals, has pressurized some actors in the academic sector to strain toward anomie by resorting to illicit methods in achieving good performance in examinations (Jimoh, 2009). Closely related to the problem of moral laxity, as a cause of examination dishonesty, is materialism and the tokens accruing to participants engaged in academic dishonesty is monumental and unimaginable.

Lack of adequate preparation for examination, poor school facilities, poor seating arrangements, socio-economic factors, certificate syndrome, political undertone, proliferation of private schools, poor invigilation procedure, supervisory role of school administrators and non-application of examination laws as the causative factors of the problem of examination malpractice in countries such as Zambia (Oduwaiye, 2005). The causes of examination malpractice are borne out of the attempt to avoid failure and consolidate one's excellent performances, and the financial greed on the part of school and examination boards' officials. Ojo (2011) identified parental factor as a cause of examination malpractice.

He argued that parents may persuade their children or wards to indulge in examination misconduct which can be linked to warm and supportive relationships between them and their parents. Mothers, according to Ojo (2011), may easily influence their children based on a solid relationship between them. The parents may provide their children money for mercenaries, purchase of leaked papers and payment of fees for special centers, where leakages of papers are expected. Parents go to the extent of bribing their way through to ensure that their children get assisted to acquire the best grade though teachers abet academic dishonesty due to laziness and lack of motivation to work hard yet they would like to be honored to have done a commendable job (Alutu & Aluede, 2006). Notably Omoluabi and Uzoka (cited in Alutu & Aluede, 2006), states that both youths and adults act without moral scruples due to broken down value systems hence both youths and adults can engage in examination malpractice regardless of the grave consequences it poses to social, political and economic structures of the nation. Value system in Nigeria has broken down completely and so adults and youths alike act without moral scruples. This is the reason why examination malpractice still thrives despite its grave consequences on the social political and economic structures of the nation

2.5 Use of Rules and Regulations in Curbing Examination Malpractices

To solve the problem of examination malpractice, the government must introduce effective and comprehensive legislation, providing for stringent penalties against the use of unfair means in examination (Onuka and Durowoju, 2012). Moreover, they advocated that examination agencies assist in building large examination halls in the society. Though examination malpractice is neither a recent phenomenon nor is it peculiar to many developing countries such as Kenya, the prevalence is alarming. Due

to the increase of reported cases of exam misconduct in secondary schools, the education sector focused and developed rules and regulations governing examination handling and administration.

According to Badamus (2006), states that the teacher's failure to adhere to exam rules as a principal factor to academic dishonesty.

Olatunbosun and Omoregie (2012) identified working conditions, societal pressure, poor remuneration as playing a key role and to a larger extent motivating teachers and other parties' involvement in perpetuating examination malpractice

Existing literature give credence to the fact that when students and schools have similar values on academic dishonesty, then there are behavioral and attitudinal outcomes because students are inclined to be in support of their school's goals. (Ambrose et al, 2007). Ambrose *et al*, (2007) noted that rules and regulations in any organization for instance the school act as the motivating factor for its members in developing certain ethical decisions and behaviors. The school has a significant capacity of improving the standards of examinations by adhering to set regulations governing examination. Pain (1994) asserted that good working conditions and good codes of conduct are a prerequisite to compliance to rules and regulations in any organization. The said rules and regulations must be devoid of harsh penalties so that the stakeholders don't perceive them as punitive but correcting measures that are acceptable to all otherwise most stakeholders would be inclined to rebel against them.

Stealing, impersonation, disorderliness, cheating, conspiracy and aiding, forgery of result slip, giraffe, lap topping, machinery, microchip and smuggling of answer scripts into examination venues, are some of the forms which of exam dishonesty due to poor

invigilating. According to Onuka and Durowoju (2013) Not being timely by overseers and supervisors to test centres, not keeping time by students, preferential treatment by invigilators, prior knowledge while exams are being set printed, packaged, stored and distributed, Taking exams on behalf of another person, writing one's name on the answer booklet and corrupting staff from the examining body, supervisors demanding for particular centers, leaking information about question papers, using of mobile phone during examination, smuggling of answer books in or outside the examination centre, tearing of examination questions, tearing of examination answer sheet, writing of answers on the chalk board during examination and dictating answers during examination, as forms of examination malpractice that occur due to ineffective application of exam rules and regulations.

According to Flutter (2004), in order to prevent examination malpractice school management should foster examination integrity by following exam code of ethics. In light of the exam irregularities, the Kenya National Examination council (Act No. 29 of 2012, CAP 225A) enumerates the following offences and penalties against Examination malpractice:

2.5.1 Unauthorized possession of examination paper, material or information

It is a serious offence for anybody to be in possession of examination papers of any kind before the start of the examinations or even during the conduct of examinations. Any material whether it has the purported contents in the examination or not is a criminal activity and is punishable. The action normally attracts a huge fine of at most two million Kenyan shillings and a 10 year imprisonment or both.

Under the laws governing examination malpractices, the prosecution need not any proof of the paper whether the contents of the materials confiscated from the

students are relevant or not. He is protected by the subsection (1) of the offences act. Any person who is found guilty of assisting or causes any candidates undertaking examination to gain access and control of any examination materials or papers which are not authorised by the examination body is assumed to be committing a criminal offence and such a person once convicted shall be imprisoned for at most 10 years or be fined any amount up to two million Kenyan shillings or both.

2.5.2 Examination Malpractices

Under the laws governing examination malpractices, no one is allowed to disclose the contents of the examination paper or material, to replace the answer sheet, or to make adjustments to the results without the lawful authority of the examination council. Any person who disregards the above commits a felony and is culpable to an imprisonment of not more than five years upon conviction.

2.5.3. Loss or misuse of examination paper or material

It is the responsibility of the invigilators, supervisors or anybody mandated by the examination body to take care of the examination materials by ensuring they are not misused or lost by anyone. Therefore, anybody found guilty to have negligently lost any examination material is assumed to have committed a criminal offence and is liable to a five year jail term or a fine of one million Kenyan shillings or both upon conviction.

2.5.4 Damage or destruction to examination material or facilities

Examination materials or facilities are supposed to be protected by the assigned people. Therefore any person found guilty to have damaged or destroyed the

examination papers or materials shall be imprisoned up to a maximum of five years or fined not exceeding five million Kenyan shillings for that criminal offence.

2.5.5 Impersonation

According to the examination rules and regulations, only the registered candidates are eligible to participate in any examination being conducted by the examination authority and nobody is supposed to undertake any examination on behalf of anybody. Impersonation in national examinations is on the rise among schools in Kenya and this is majorly due to fear of failure where students are not adequately prepared to participate in the examinations. Impersonation in examinations ranges from the registration of examination using a false name, certificate or signature of a different persons for identification purposes during the examination process. Anybody found to have committed any of these acts is liable to an imprisonment of up to two years and or a fine of up to two million Kenya shillings.

A candidate registered to undertake examinations is supposed to present himself or herself during the day of the examination and is not supposed to allow anybody to take the examination on his or her behalf. If this happens the said person is assumed to have committed an examination offence and upon conviction he or she shall be imprisoned up to two years or fined up to two million Kenya shillings or both.

2.5.6 Copying at an examination

Candidates are supposed to be independent during the examination process, however, that is not always the case among many students. Copying is a criminal offence as per the rules and regulations governing the conduct and the administration of national

examinations. The common tricks candidates employ include, communicating with other candidates, possessing text books, electronic gadgets or synoptic notes. Such candidates shall be disqualified by the examination regulatory body and be barred from taking any national examination for up to three years starting from the year they commit the offence.

2.5.7 Possession of offensive material and disturbances at examinations

The examination regulatory body has set out guidelines for the conduct of examinations, those guidelines are aimed at ensuring smooth running of examinations free from disturbances during and after the process. However, during the process some disturbances may arise and are considered as criminal activities and are punishable by law. Those unlawful activities include being in possession of offensive weapons which are aimed at harming, intimidating or obstructing any stakeholder in the examination process. If found guilty, such a person shall face a jail term of up to five years or a fine not exceeding five hundred thousand Kenyan shillings or both.

2.5.8 Presentation of forged certificate, etc.

Presentation of forged certificates, result slips or presenting somebody else's certificate and purporting it to be yours is a criminal offence and is punishable. Anybody found guilty of such an offence is liable to a jail term not exceeding two years or a fine of up to one million Kenyan shillings or both.

2.5.9 Counterfeiting of certificates and diplomas

Counterfeiting of certificates or diplomas issued by the examination regulatory body for commercial purposes is considered a criminal activity. Anybody found guilty to

have committed such offences shall be imprisoned up to ten years or be fined up to ten million Kenyan shillings or both.

2.5.10 Disclosure of interest in examination or examination paper

At times individuals involved in conducting the examination may be directly or indirectly associated with the candidate, this may be, a spouse, a child or at times a parent. In case of such an association as soon as practicable before the commencement of his/her duties in respect of such examination, disclose such interest to the Council and he or she shall, unless the Council otherwise directs, cease to perform such duties. A person who contravenes the above provisions; shall if the person is the staff of the Council, be subject to the Councils disciplinary process; or if the person is an independent contractor, be liable to have the contract with Council Vitiated.

2.5.11 Request for Information

The Chief Executive Officer has the powers to request any individual to furnish the Council with the information considered necessary or to produce documents or any other records which are relevant in helping the council to perform its duties according to the laid down procedures .He can do that by doing a request in writing

- i) Anybody who refuses or fails without giving a reasonable reason for complying with the request; or
- ii) In providing such information sometimes by making a statement which he or she is aware that the statement is false or is assumed to have committed an offence and the said person if convicted will be fined up to thirty thousand Kenyan shillings, or get a jail term not exceeding six months, or to both.

2.5.12 Council to keep information confidential

The Council is required under law to keep information which it has acquired under section 37 confidential, and shall only disclose the said information if and when deemed necessary for the proper performance of its functions.

2.5.13 Improper Disclosure of Information

No officer, agent or staff of the Council is allowed to disclose any information that comes into their hands in the course of their duties unless with the written consent of the Council. Anyone who contravenes is liable to a fine not exceeding five hundred thousand or a jail term not exceeding two years or both.

2.5.14 Aiding and Abetment of Offence

Anybody who assists, abets, tries to induce, gets involved in inciting or does an act which is perceived to facilitate the commission of an offence is assumed to have committed an offence and if found guilty will be subject to disciplinary actions.

2.5.15 Oath of secrecy

It is the requirement of the Council that any officer, agent or staff carrying out the duties of the council or involved in the conduction of any examination process, the handling of any examination papers or materials, to undertake, subscribe and commit to a secrecy oath as a sign of commitment. An officer, agent or staff who contravenes the oath commits an offense and is liable to imprisonment.

Examination malpractice is a moral issue which must be discussed and analyzed from an ethical theory. Ethics according to Omoregbe (1993) is a branch of philosophy which deals with human action. On the other hand, Ome and Aman (2004) argue that

ethics is annotative science of human conduct and basically evaluates human action. But, Hornby (2002) further adds that ethics could comprise normative principles which not only control but also influence the behavior of individuals.

In most cases nevertheless, the culprits who are involved in exam cheating are attracted by their own material gains and are not concerned about the harm they are causing to others. Examination malpractice as it were falls short of Kant's categorical imperative where he notes that one should engage in an action that he or she can recommend to be embraced by others (Odia 2011). In any case, a culprit in this misconduct will try all means available to free him or herself from the offense which explains a deficiency in moral values. For this reason the study used deviance theories to explain why students cheat in examination.

2.6 Theories of Deviance

Deviance is a term that defines any actions which are considered to violate the cultural norms of a people or society at large. Norms act as a guide what is perceived to be acceptable or unacceptable traits across cultures. One type of deviance is called a crime, which happens when individuals violate the prescribed laws in the society. The acts of criminal deviance ranges from different types of behavior, which include minor traffic violations to serious crimes like arson or murder.

However, however when I t comes to the rule of law, laws are meant to constitute only a portion of rules in the wider complex system of countless rules which involve formal laws, informal laws, written and implied laws which individuals must conform to.

2.6.1 Structural Functionalism

This is one of the major sociological theories used to explain deviance. This theory asserts that in the long run deviant traits play a key and constructive role in the society by helping to coherently integrate various types of populations in a particular community. Deviance is helpful in determining what is considered acceptable in one hand and what is considered unacceptable on the other hand. It therefore sets the limit of acceptable behavior. Deviance plays a significant function of affirming cultural norms and values within a specified community. In addition to its role of setting the moral limits for members in a particular community, it promotes social unity by creating an environment of “us-versus-them” ideology in relation to the deviant persons.

Deviance is also seen as a way of making society change over a period of time. Deviant behavior can bring about social imbalance and in the effort to restore social equilibrium, the society adjusts its norms. With the adjustment of norms in reaction to deviant behavior the society can attain social equilibrium that is beneficial in the long run.

2.7 Social Strain Theory

As indicated earlier, several sociological theories of deviance are in existence. Another theory is the social strain theory developed by American sociologist Robert K. Merton. This theory was founded on two criteria which consist of the individual’s motivation or compliance to cultural objectives and goals; an individual’s beliefs on how to achieve the set goals. Merton argued that there are several forms of deviance and are based on the following five principles: conformity to rules and regulations, innovativeness, ritualism and rebellion.

Merton's ideology is very interesting because it postulates that persons can take to deviant behavior in pursuit of socially and culturally accepted values and goals: for example people who engage in trafficking illicit drugs are doing business that are not culturally accepted as means of making money, but share in the widely acceptable value of making money cross culturally. It can therefore be said that one can be deviant by upholding one norm but breaking another in pursuit of the other.

2.8 Social Learning Theory

According to psychologist Albert Bandura people learn from one another through observation imitation and modelling. The theory has often been called a bridge between behaviorist and cognitive learning theories because it encompasses attention, memory and motivation.

2.8.1 Reciprocal determinism

The model consists of three factors that directly affects the behavior of a person, namely; the environment, the person and the action itself. Basically bandura postulates that the behavior of a person is determined by the world around him and his personal traits.

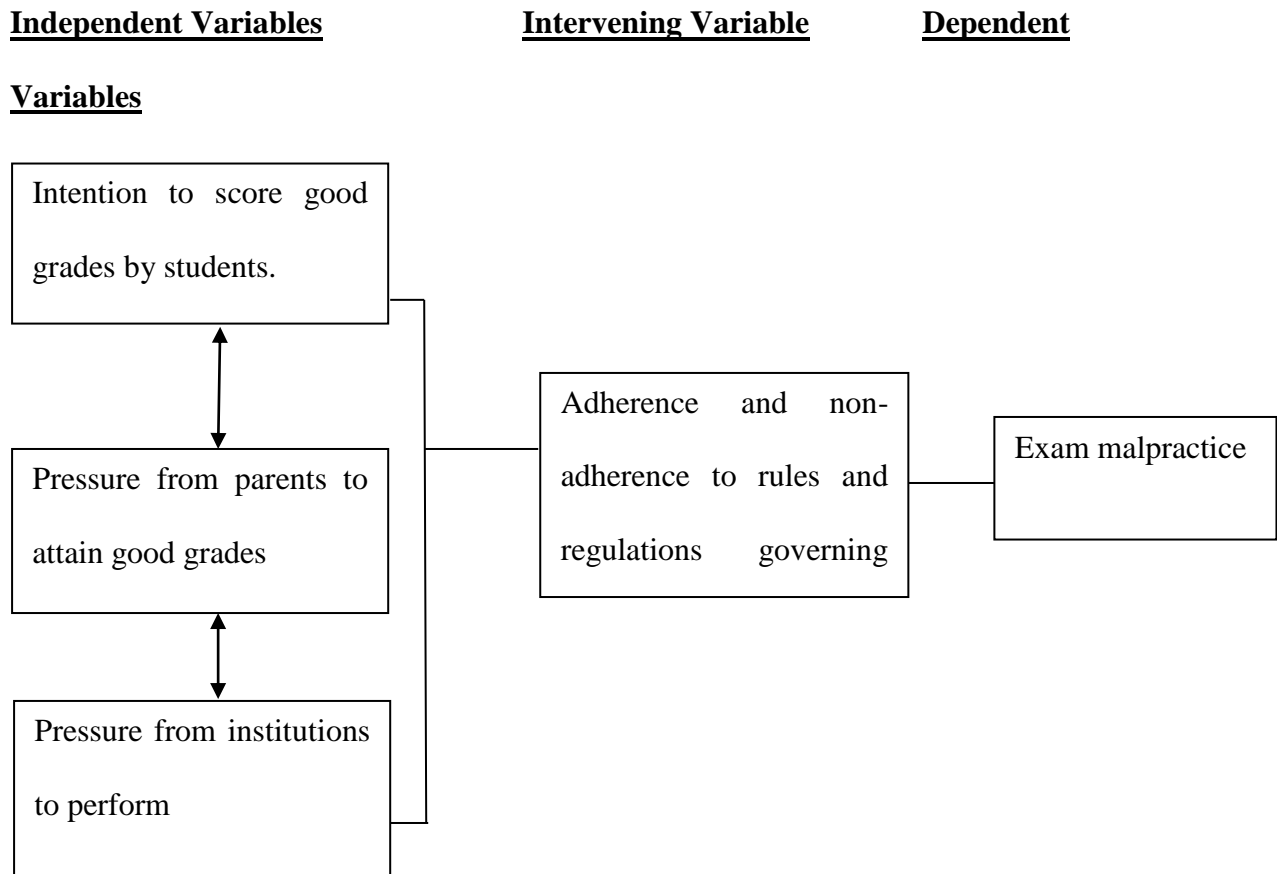
Social world component is made up of tangible things around the individual that act as reinforcing stimuli which include persons that are present and those that are not. The environment determines the magnitude and rapidity of the behavior just as the behavior itself has the capacity to impact the environment.

The personal factor is composed of all traits that have been rewarded earlier on in life. Personality and cognitive factors are crucial in shaping ones behavior, encompassing ones expectations, ones beliefs and ones peculiar characteristics. Finally Bandura states that at any given situation the behavior itself may or may not be reinforced.

2.9 Conceptual framework

This study was guided by the following conceptual framework as shown in figure 2.1 below:

Figure 2. 1: Conceptual framework



The above conceptual frame work is based on 2 theories the reciprocal determinism by Albert Bandura and the strain theory by Robert K. Merton.

The model consists of three factors that directly affects the behavior of a person, namely; the environment, the person and the action itself. Basically bandura postulates that the behavior of a person is determined by the world around him and his personal traits. Albert Bandura posits that a person's behavior is determined by personal factors and social environment. The individual factors include the individual's beliefs and unique personality, in this case of exam malpractice there is

an urge to be an exemplary performer in order to achieve one's goals. On the other hand the social environment is made up of the physical surroundings around the individual that contain potentially reinforcing stimuli, including people who are present or absent and in the case of exam malpractice there is the pressure from parents to carry on the family legacy, to join a prestigious institution of higher learning and also carrier choice. While students may also experience pressure from teachers to perform so that their institutions can be recognized as good institutions of learning with competent teaching staff.

In general, the society has created a bias system that only awards good academic performance in total disregard to holistic development of a person, as can be attested by Robert K. Merton's social strain theory which states that social structures within society may put pressure on individuals to achieve socially accepted goals such as passing exams though they may lack the means, this leads to strain which may lead the individuals to cheat during exams. In other words if the goals of a society become significant to an individual, actually achieving them may become more important than the means adopted. In his typology he states that one can be a conformist in that they accept both the culturally acceptable goals and the means of attaining those goals or an innovator where the individual accepts the culturally acceptable goals but rejects the traditional/legitimate means of attaining those goals. This means that the individual is in agreement that it is desirable to achieve high performance in academics but is not ready to follow the laid down procedures like working hard, attending class and personal studies to attain but would instead resort to cheating to attain the high scores.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

This chapter explains the step by step methods used in the investigation. Specifically this chapter describes the study area, research design, target population, sampling procedures, methods of data collection, data analysis and presentation.

3.2 Research Design

This is the blueprint that the investigator uses to guide the process of gathering, scrutinizing and expounding the observed facts. This study adopted a descriptive investigation design in investigating the effectiveness of rules and regulations governing examination administration. Descriptive studies answer questions of who, what, when, where and how of topic (Cooper and Schindler, 2010). In specific the study looked at the modes of examination malpractice, factors that lead to the malpractice and the effectiveness of KNEC rules and regulations.

3.3 Site Description

Bondo sub-county is within Siaya County and is located about 50 kilometres north-west of Kisumu in the former Nyanza province. Bondo sub-county has a population of 292110 individuals (2009 census). It covers an area of 996 kilometres square consisting of the following locations Sakwa, Oyuma, Asembo and Yimbo.

Bondo is a highly populated sub-county in Siaya. The major economic activity in this region is fishing and hence the economy of Bondo revolves around the fishing activity from lake Victoria making it vibrant. The town is relatively small but is rapidly developing with the advent of devolution. It has become a brisk business and

educational centre that is not only home to a public University; Jaramogi Oginga Odinga Science and Technology and other learning institutions like Kenya Medical Training College, Bondo Teachers Training College and Bondo Technical Training Institute. It is also home to some national schools like Maranda Boys High School and Lwak Girls High School, Bondo sub-county has 49 public secondary schools and numerous private schools. Out of the 49 public secondary schools, in the year 2015, 10 of them were being investigated for exam malpractice as compared to only 2 schools in the year 2013 whose results were cancelled.

3.4 Target Population

A target population is the entire group of individuals that meet the desired set inclusion criteria for a study. According to Mugenda and Mugenda (1999), a target population is the population to which the researcher wants to generalize the results of the study. The target population for this research were students and teachers in Bondo sub-county.

3.5 Sample and Sampling Procedure

A sample is a section of the population which the researcher intends to generalize the findings, (Cohen and Morsson, 1994). In order to get a representative sample, the researcher employed probability and non-probability to get students and teachers in Bondo sub-county. The study used stratified simple random sampling technique to sample 640 students and purposive sampling technique to sample 25 teachers.

3.6 Sources of Data

The study used primary data collected directly from respondents and key informants using questionnaires and interviews. Structured and semi-structured questionnaires were used to guide the interview process.

3.7 Methods of Data Collection

Data was collected through interviews. Interviews refer to getting information from individuals who are considered to be particularly knowledgeable about a topic of interest. According to Baker (2010), an interview is a technique that is used to gain an understanding of the underlying reasons, motivations for people's attitudes, preferences or behavior. Baker states that interviews have the advantage of enabling serious approach by the respondent resulting in accurate information, good response rate, complete and possible immediate depth questions and the interviewer is in control and can give clarifications if necessary.

3.8 Data Collection Instruments

Semi- structured questionnaires were used to collect data from both respondents and key informants. Therein in the questionnaire were both indeterminate and determinate questions. This allowed for the respondents to give their opinions.

Table 3. 1: List of Institutions, Respondents and Key Informants

No.	Name of School	No. of Students		Total No. of Students In each School	Total No. of Teachers In each School
		Male	Female		
1	Chianda High School	75	-	75	4
2	Maranda High School	70		70	3
3	St. Silvester Madiany Girls	-	75	75	3
4	Nyamira Girls High	-	79	79	3
5	Nyakongo Girls High	-	80	80	3
6	St. Gabriel Gagra High	23	57	80	3
7	Ndigwa High School	75	-	75	3
8	Okela High School	24	51	75	3
TOTAL				609	25

The table above shows the schools that participated in the survey, the number of students from each school according to gender and the number of key informants from each school.

3.9 Data Analysis

This research used qualitative and quantitative data analysis. Qualitative data was obtained from narration from the subjects/ respondents and their body expression as they filled in the questionnaires.

Quantitative data was converted into numerical codes representing measurements of variables. For example, 1 representing females while 2 represents male subjects /respondents. This was done by picking up the values representing subjects of responses from all questionnaires. The values was entered into the computer by the use of Statistical Package for the Social Science (SPSS) version 21 program, then later was summarized using descriptive statistics such as frequency tables, charts, and percentages.

3.10 validity

To ensure validity in this investigation, the investigator sought scientific methods to ensure that the research instrument has valid questions before going to the field for data collection.

3.11 Ethical consideration

The researcher ensured that research ethics was observed during the study to avoid harming human persons especially during interviews. The researcher sought consent from the head teachers/ head mistress when dealing with students, confidentiality was upheld, the information gotten from the sources was acknowledged to avoid plagiarism and finally, results was reported with objectivity and honesty.

CHAPTER FOUR: DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter covers data scrutiny, display and explanation of the study findings based on the data collected from the field. The chapter is methodically organized to answer the three objectives of the study.

4.2 Response Rate

Table 4 1: Students Response Rate

	Distributed questionnaires	Filled and returned the questionnaires	Response rate (%)
Students	640	609	95
Total	640	609	95

From the study as shown in table 4.1, 609 out of 640 respondents filled and returned the questionnaires, making a response rate of 95%. Mugenda and Mugenda (2003) indicated a response rate of 50% as adequate, 60% as good and a response rate of 70% and above as excellent. The 95% response rate for this study is therefore excellent. The key informants also gave an excellent response rate of 100%.

4.3 Demographic Characteristics of Respondents

As part of the investigation the demographic attributes of the participating students was looked into. These attributes were their gender, age and duration in school. This was done to get an in-depth understanding of the respondents. It also took into account the general profile of key informants in relation to gender, level of education attained, age and duration of employment.

4.3.1 Respondents' Gender

The respondents were asked to indicate their gender in order to find out whether there is gender balance among students in Bondo sub-county.

Figure 4. 1: Respondents' Gender

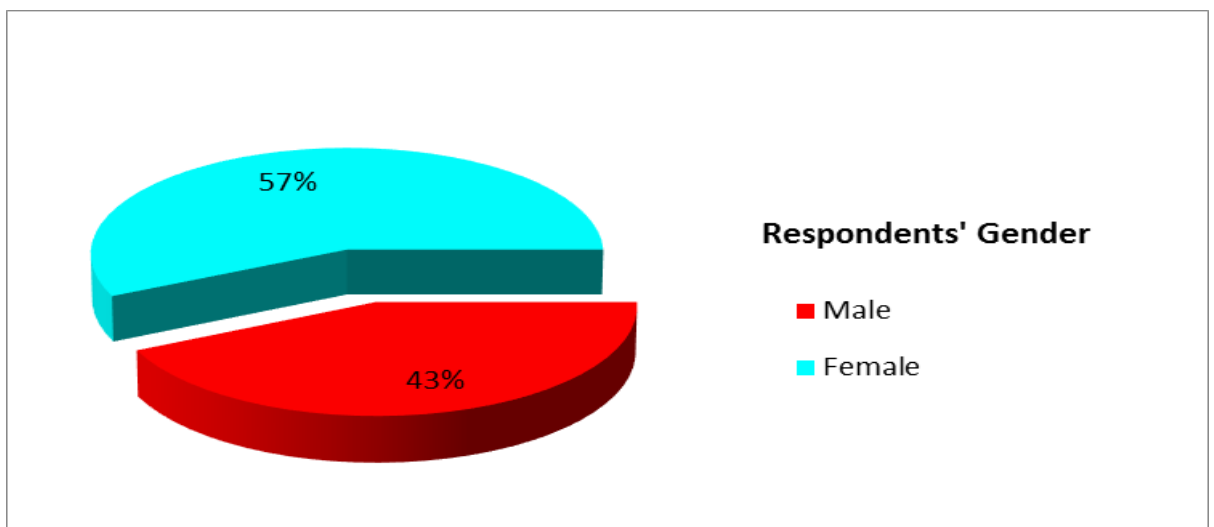


Figure 4.1 above shows the gender composition of the students who took part in the study in which majority of the respondents were female (57%) while male made up the remaining 43 percent. This is a true reflection of the larger population; according to the 2009 census results, the number of male in Kenya is now almost at par to that of women. The gender distribution of the students in Bondo Sub-County therefore

implies that there is gender balance among the secondary school students in Bondo Sub-County.

The gender composition of the informants who took part in the study in which majority (63%) of the informants were male, while female made up the remaining 37 percent of the informants. The findings are in agreement with the Ministry of Gender, Children and Social Development (2010) report. From the report, the number of secondary female teachers in 2005 was 34.7% compared 66.3% males and slightly increased to 35.3% in 2009 against 64.7% males. This shows that females are still underrepresented in secondary school education while men remain dominant. The number of female teachers is lower relative to that of men. The gender of both respondents and informants is a true reflection of the larger population as evidenced by the census report of 2009 and the Ministry of Gender, Children and Social Development report referred to above.

Further 96 percent of the informants met the Teachers service requirement that stipulates that a secondary teacher must have at least a diploma qualification in at least two teaching subjects. The academic qualifications of teachers who participated in the study indicate that have a very good understanding of what examination malpractice is, and therefore provided reliable information on the same.

4.3.2 Respondent's age

The respondents were asked to indicate their age in order to establish whether their ages conform to the ministry of education policy on school enrolment.

Table 4.2: Age of Students

Respondents Age in Years	Frequency	Percentages
14-15	51	8
16-17	345	57
18-19	213	35
Total	609	100

From the findings as shown in table 4.2 above, majority of the students (57%) had ages between 16-17 years, followed by 35 percent who had ages between 18-19 years, and subsequently 8 percent of the respondents were aged between 14-15. From this it can be deduced that all the students were 14 years and above. The findings conform to the Ministry of education policy on children's school enrollment as stipulated in the Basic Education Act that children should be enrolled in Standard One at the age of 6. This implies that the minimum age of secondary school enrollment in Kenya is 14 years which all the schools in Bondo Sub-County have met. The study therefore affirms that the respondents were of the right age and mature enough to understand what examination malpractice is, and factors that influence the malpractice.

4.3.3 Students' Duration in School

The study sought to find out how long each respondent had been in their respective schools as a student, this was to establish whether they have been in these institutions long enough to give valid information about cheating in exams. The findings of which are tabulated on table 4.3 below.

Table 4.3: Students' Duration in school

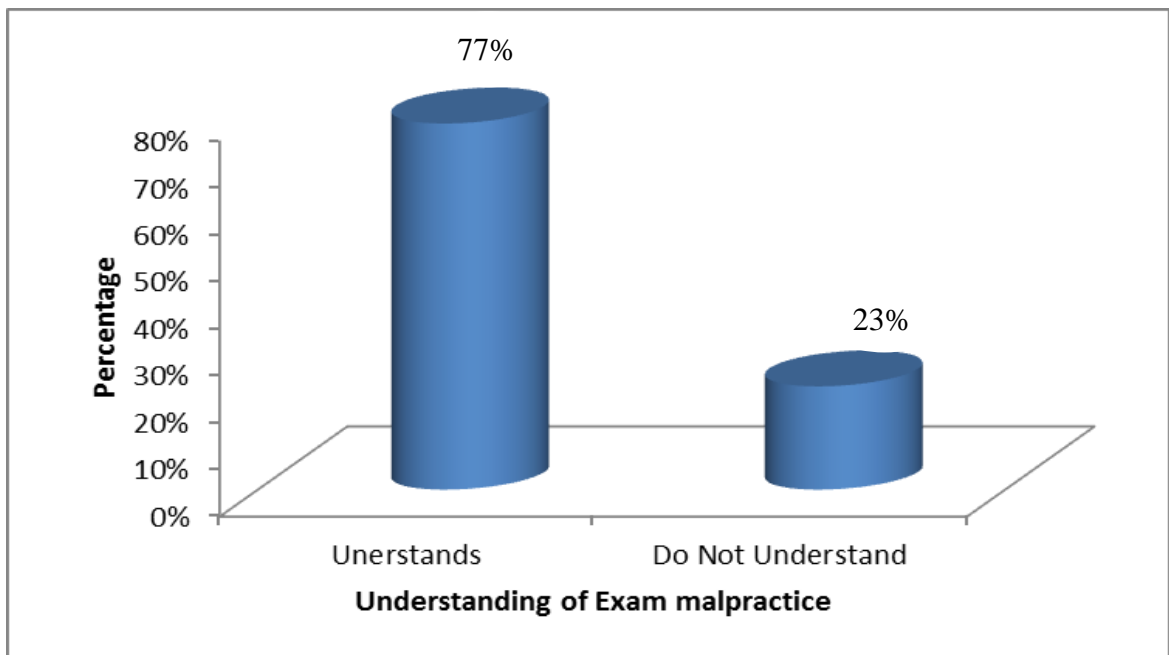
Duration of respondents in School	Frequency	Percentages
Year 1	87	14
Year 2	142	23
Year 3	248	41
Year 4	132	22
Total	609	100

From the findings as shown in table 4.3, the majority (41%) of the respondents indicated a duration of 3 years, 23 percent of the respondents indicated a duration of 2 years, 22 percent of the respondents indicated a duration of 4 years whereas 14 percent of the respondents indicated duration of 1 year. This implies that most of the respondents have been in these learning institutions for more than two academic years and hence are capable of giving valid information regarding cheating in exams in their respective schools. Any examination is a formal test of student's knowledge or ability in a particular subject (Honby, 1995). Hence, school assessment plays a great role in the students' confidence and chances of cheating in the final examinations (KCSE). Therefore, the longer the student has been in school the more they will give a number of cheating techniques practiced by students' right from enrollment to the final exams (KCSE). It was also noted that all key informants have been working in these learning institutions for more than three years and hence are capable of giving valid information on exam cheating.

4.4 Respondents Understanding of Exam malpractice

As part of the investigation, the study sought to establish whether the respondents understood what examination malpractice is, the findings are displayed on figure 4.2.

Figure 4. 2: Respondents understanding of exam malpractice



The figure 4.2 presents the response on whether respondents understood what examination malpractice is, and whether they have heard of any malpractice in their school. From the findings, the majority (77%) of the respondents indicated that they understood what examination malpractice is, and they have heard of malpractice in their school, while 21 percent of the respondents indicated that they did not understand what examination malpractice is and they have never heard of any malpractice in their school. This implies that the majority respondents understood what examination malpractice is and they provided information from a knowledgeable point of view. All key informants understood what exam malpractice is and therefore provided information on the same from an informed point of view.

4.5 Modes used in Exam Cheating

This investigation sought to find out how students cheat in examinations and the methods of cheating frequently used, the findings of which are presented on table 4.4.

4.5.1 Modes used in exam cheating as recorded by respondents

Table 4. 4: Modes used in exam cheating as recorded by respondents

Forms of cheating in exams	Frequencies		Percent ages of yes
	No	Yes	
Sneaking in Unauthorized Materials “Mwakenya”	141	328	70
Copying from other Candidates	108	361	77
Prior Leakage of examination questions to students	70	399	85
Writing on Body Parts	33	436	93
Garments and Desks	37	432	92
Use of Morse Code	47	422	90
Making Reference to Hidden Literature like in Toilets	66	403	86
Exchange of Exam Papers	89	380	81
Assistance from Invigilators	98	371	79

Although there are various modes used in exam cheating, respondents were requested to indicate in their own perspective the most used methods of cheating in exams. From the findings in table 4.4, writing on body parts, writing on garments and desks and use of Morse code ranked highly at 93 percent, 92 percent and 90 percent respectively but this does not underscore other methods like making reference to hidden literature like in toilets, prior leakage of examination questions to students and exchange of exam papers that were also rated at 86 percent, 85 percent and 81 percent respectively in schools in Bondo sub county. The findings indicated that assistance

from invigilators, copying from other candidates, sneaking in unauthorized materials “Mwakenya” was also used as methods of cheating in exams by students as indicated by 79 percent, 77 percent and 70 percent of the respondents.

This implies that, various exam cheating are being practices by students during assessments. The findings are in tandem with the literature that students have mastered different types of examination irregularities.

General forms such as sneaking unauthorized materials, writing on clothes and body parts, copying from each other during examinations, replacements of answer sheets and fraudulent modification of examination marks were reported by Jacob and Lar (2001). They further pointed out impersonation, prior leakage of examination questions to students, colluding with the examination officials such as the supervisors and invigilators. Maduabum (2009) also revealed that students engaged in exam cheating through different mode such as giraffing, coping, and taking handwritten materials, taking textbooks into the examination room and using technological devices such as phones and tablets during examinations.

Key informants also gave their opinion on the most used methods of cheating in by students. In their perspective, sneaking in unauthorized materials “mwakenya” and copying from other candidates were highly ranked. They also mentioned that writing on body parts, garments, desks and leakage of examination questions was commonly used. According to the key informants the use of Morse code and altering of results were rarely used. These findings differed from the students’ perspective where writing on body parts, writing on garments and desks and use of Morse code were highly ranked. The findings concurred with the findings by Maduabum (2009) and Jacob and

Lar (2001) who revealed that students engage in cheating in examinations through different modes.

4.5.2 Modes of Cheating per Category of Schools

Table 4. 5: Modes of Cheating per Category of Schools

Category of School	Sneaking in unauthorized material		Copying from other Candidates		Prior leakage of examination questions		Writing on Body Parts		Writing on Garments and Desks		Use of Morse Code		Making Reference to hidden literature		Exchange of Exam Papers		Assistance from Invigilators	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Boy Schools	125	38	119	33	145	36	152	35	154	36	156	36	143	35	134	35	135	36
Girl Schools	118	36	147	41	157	39	171	39	167	38	158	37	153	38	145	38	141	38
Mixed Schools	85	26	95	26	97	25	113	26	111	26	108	27	107	27	101	27	95	26
Total	328	100	361	100	399	100	436	100	432	100	422	100	403	100	380	100	371	100

From the study as reflected on the table 4.5 copying from the other students was ranked highest by girls schools at 41%, sneaking in authorized material was ranked highest in boys schools at 38% and exchanged of exams papers was highest at 27% in mixed schools. The findings concurred with the findings by Maduabum (2009) and Jacob and Lar (2001) who revealed that students engage in cheating in examinations through different modes.

4.6 Motivation for Cheating in KCSE Exams

The study sought to establish the reasons why students engage in cheating especially in KCSE, more so to find out whether students cheat out of their own ambition and initiative or due to external pressure.

4.6.1 Motivation for Cheating in KCSE Exams as per Respondents

Table 4. 6: Motivation for Cheating in KCSE Exams as per respondents

Why Students Cheat in Examinations	Frequencies		Percentages of yes
	No	Yes	
Pressure from Parents	75	394	84
Inadequate Preparation	169	300	64
Lack of Confidence	47	422	90
To Get Good Grades	216	253	54
Fear of Failure and/or Ridicule	66	403	86
Competition Amongst Peers	28	441	94
Need for high Marks to Guarantee Advancement to Next level of Education	52	417	89
Pressure from Learning Institution	70	399	85

The study sought the reasons that motivate students to cheat in examinations. From the findings as shown in table above, majority (94%) of the respondents indicated that competition among peers, 90 percent indicated lack of confidence and 89 percent indicated the need to achieve high grade to proceed to the next level of education as the highest motivators for engaging in cheating. The findings also revealed that 86 percent, 85 percent and 84 percent of the respondents felt that fear of failure / ridicule, pressure from learning institution and pressure from parents respectively motivate students to engage in exam cheating. The results further indicated that inadequate preparation among the students and the urge to get good grades motivated student to

engage in exam cheating as scored by the respondents at 64 percent and 54 percent respectively. This implies that peer pressure, societal pressure for good performance from both parents and teachers, and high level of competition among schools contribute to the increase in exam malpractices in secondary schools in Bondo Sub-County.

These findings are supported by Wasanga *et al.*, (2012) who indicated that high competitive nature of national examinations and societal demand has led candidates, teachers, school heads parents and other stakeholders to engage in examination malpractice to enhance their academic performance in national examinations. Government of Kenya (GOK) (2010) also reported that candidates often indulge in examination malpractice because to them they perceive higher education as a means of changing their lifestyle from living below the poverty line to at least middle class status.

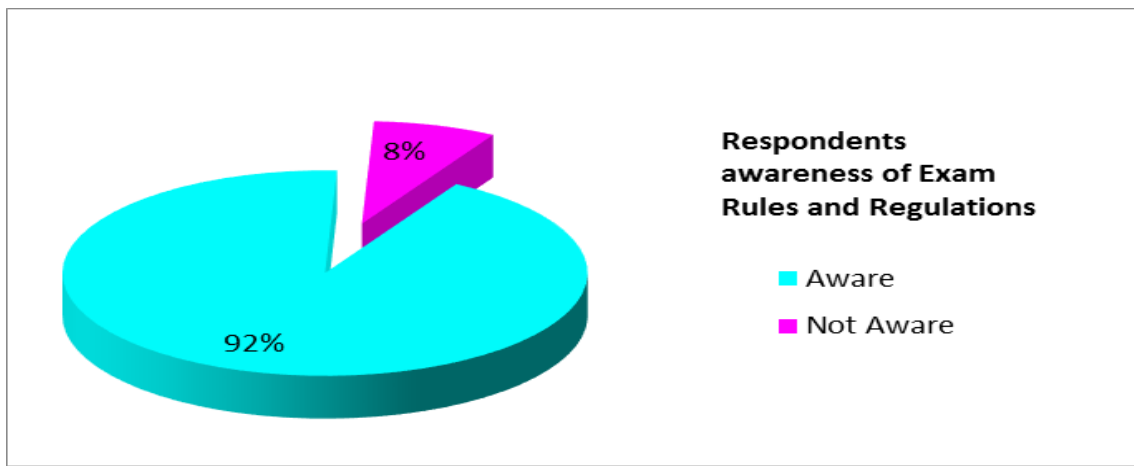
The researcher also sought the opinion of the key informants on what motivates students to cheat in exams. In their opinion, students cheat because of competition amongst peers which, followed by the need for high grades to guarantee advancement to next level of education. These findings are similar to what the respondents indicated and also concur with Wasanga *et al.*, (2012) who indicated the high stakes attached to KCSE exams as a motivation to cheat. Olatunbosun and Omoregie (2012) also identified working conditions, societal pressure, poor remuneration as playing a key role and to a larger extent motivating teachers and other parties' involvement in perpetuating examination malpractice.

4.7 Awareness of Exam Rules and Regulations

The study sought to establish the respondents' level of awareness of exam rules and regulations governing examination administration in KCSE.

4.7.1 Respondents awareness of Exam Rules and Regulations

Figure 4. 3: Respondents awareness of exam regulations



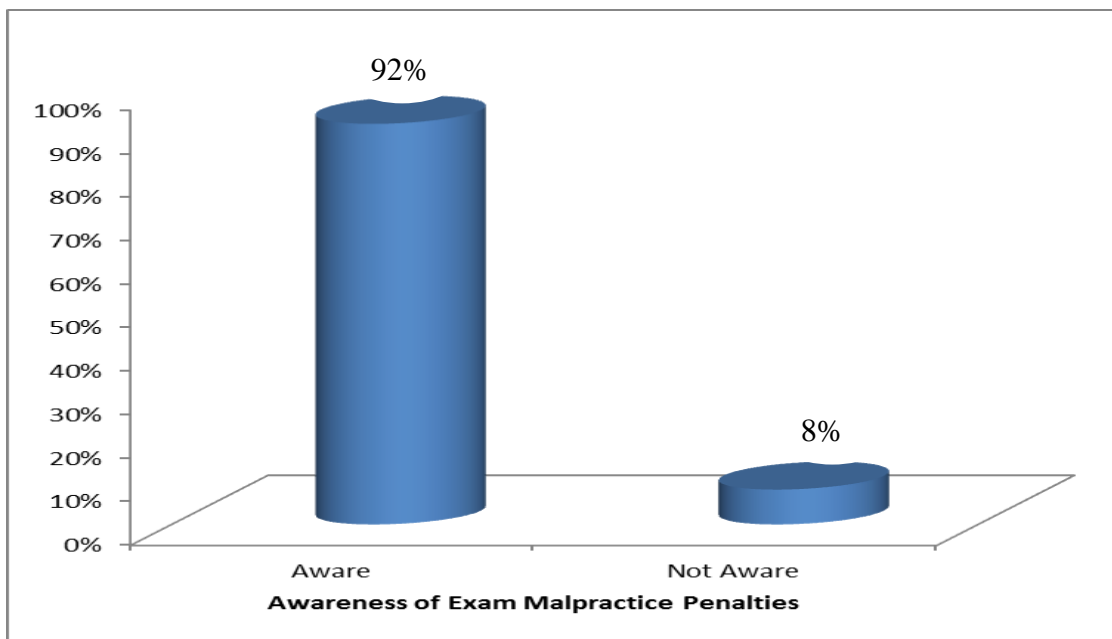
The respondents were requested to indicate their awareness of rules and regulations governing exam administration. From the findings as shown on figure 4.3, the majority of the respondents constituting (92%) indicated that they are aware of the rules and regulations governing examination administration, while 8 percent of the respondents indicated that they were not aware of the rules and regulation governing examination administration. This implies that most of the respondents are aware of the rules and regulations governing administration of exams. Since it is imperative that all candidates should be aware of rules and regulations governing exam administration, the findings agreed with Happel and Jennings, (2008) who found that examination bodies and government agencies had failed to adequately enlighten candidates on what constitutes examination malpractice, hence there are still those who are not aware of the code of conduct governing examinations exposing them to

various exam malpractices. All the Key Informants were aware of the rules and regulations governing exam administration.

4.7.2 Respondents Awareness of Exam Malpractice Penalties

The study determined the respondent's awareness of exam malpractice penalties as shown in figure 4.4.

Figure 4. 4: Respondents Awareness of Exam Malpractice Penalties



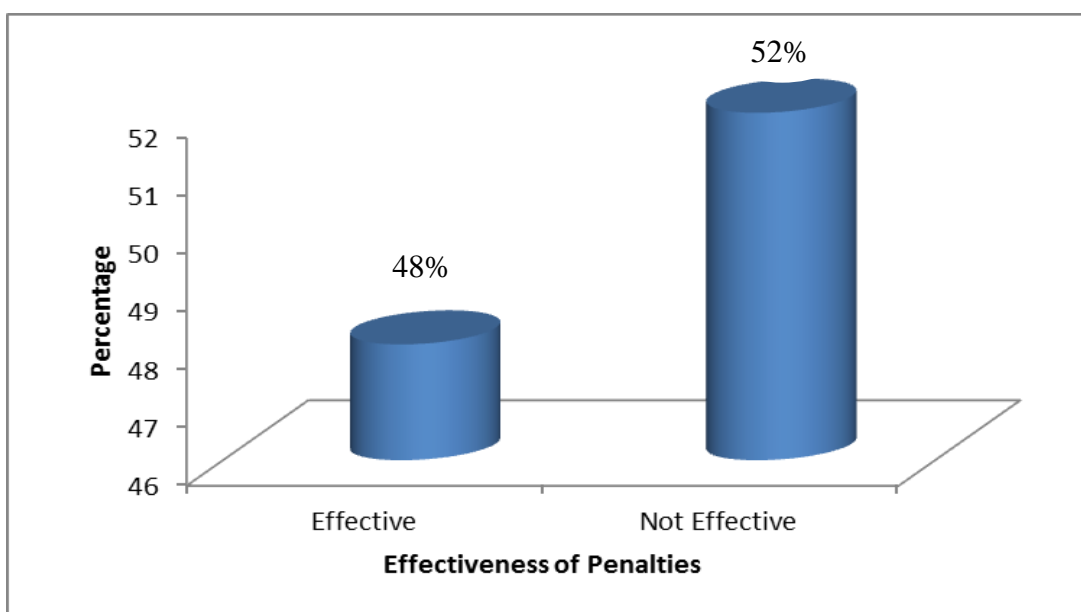
Respondents were requested to indicate their awareness on the penalties attached to each exam malpractice. From the findings as shown in figure 4.4, majority (92%) of the respondents indicated that they were aware of the penalties attached to each exam malpractice. 8 percent of the respondents indicated that they were not aware of the penalties attached to each exam malpractice. All the Key Informants were aware of the penalties attached to exam malpractice.

4.8 Effectiveness of Penalties

The study sought to find out whether the penalties on exam malpractice are effective in eliminating cheating in KCSE.

4.8.1 Effectiveness of Penalties as per the Respondents

Figure 4. 5: Effectiveness of penalties as per the respondents



The study sought to find out from the respondents whether they thought the penalties attached to exam malpractice were effective. From the findings as shown in figure 4.5, 52 percent of the respondents indicated that penalties attached to exam malpractice were not effective while 48 percent of the respondents indicated that penalties attached to exam malpractice were effective. The frequencies of the occurrences of exam malpractices are clear indicators that the existing rules and regulations governing exam administration are not effective. In support of the findings most of the key informants also stated that penalties attached to each exam malpractice were not effective.

These findings agree with Ojerinde (2010) who observed that the frequency of occurrence of examination malpractice was a clear indicator of ineffectiveness of the implemented mitigation measures. The study therefore deduces that the existing penalties attached to exam malpractice are ineffective and have done little to curb the practice in secondary schools.

4.9 Proposed interventions against examination malpractice

From the study the respondents proposed the following interventions as indicated on table 4.6

4.9.1 Proposed interventions against examination malpractice by the respondents

Table 4. 7: Proposed interventions against examination malpractice by the respondents

Proposed Mitigations for Exam Cheating	Frequencies		Percentages of yes
	No	Yes	
Encourage honesty and transparency through guidance and counseling	94	375	80
Reduce stakes attached to exams	23	446	95
Enhance civic Education on pros and cons of exam Malpractice	47	422	90
Adequate preparation	103	366	78
Enhance strict invigilation	127	342	73
Increase distance between exam candidates	141	328	70
Introduce grade point average	84	385	82
Introduce heavier penalties	136	333	71
Review syllabus /Workload	56	413	88
Introduce CCTVs in Exam Rooms	28	441	94

Table 4.6 shows the respondents suggestions on how to eliminate exam malpractice. From the suggestions, 95percent, 94percent and 90 percent of the respondents indicated respectively that reducing stakes attached to exams, introducing CCTVs in

exam rooms and enhancing civic education on pros and cons of exam malpractice would help eliminate exam cheating.

The results also indicated that 88 percent of the respondents suggested that a review of the syllabus and reduction of the workload could mitigate against cheating in exams. Further, 82 percent and 80 percent of the respondents respectively feel that there should be introduction of a grade point average system and encouragement of honesty and transparency through guidance and counseling of students were also mitigating factors.

It was also suggested that adequate student preparation and strict invigilation at 78 percent and 73 percent respectively could mitigate against exam cheating. Majority (71%) of the respondents suggested introduction of heavier penalties whereas 70 percent of the respondents suggested that the distance between the candidates should be increased to mitigate against cheating. This implies that there are avenues that can be explored and adopted to eliminate cheating in KCSE in secondary schools.

The key informants indicated that strict adherence to rules and regulations, honesty and transparency on the part of all stakeholders especially at KNEC where leakage and exam washing (altering results) takes place would play a significant part in eliminating exam malpractice. They also indicated that reducing societal pressure on institutions, teachers, student and improving discipline in students by inculcating a culture of hard work and good virtues such as honesty could play a great role in eliminating exam malpractices. The key informants further indicated that a change in the education system and examination modalities where skills acquired through the years and natural talent is nurtured as opposed to defining one's performance on the outcome of one exam that is carried out after a prolonged period of time.

What came out from the key informants was the glaring fact of corruption at all levels where the end justifies the means hence the needs to enhance civic education on the pros and cons of examination malpractice. The key informants noted that corruption is a societal ill that needs to be addressed at all levels.

From the student respondents, the study found that adequate preparation for exams, less pressure from parents and teachers for good grades and assurance of transition to the next level of education by the government would eliminate exam malpractice. They further suggested that a fair rewarding system that takes into account a holistic approach to education as opposed to exam based education would suffice in eliminating exam cheating.

The recommendation are in line with Mwandikwa and Ocharo (2007) and Happel and Jennings (2008) who suggested in their studies that examination bodies, in conjunction with the schools that present the candidates for registration, organize seminars, and lectures so that candidates are acquainted with the code guiding their conduct during examinations. Parents should also create congenial conditions at home that will help enhance the overall stability of their children rather than making career choices for their children.

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Introduction

This chapter unveils the sum-up, conclusion and suggestions on what should be done based on the research findings.

5.2 Summary of findings

The study revealed that students cheat in exams through various ways, some of the methods used in cheating are writing on body parts, writing on garments, writing desks and using Morse code. It was established that the above methods were more rampant as they were all ranked 90 percent and above in frequency. The other highly ranked forms of exam cheating were making reference to hidden literature like in toilets as indicated by 86% of the respondents, prior leakage of examination questions to students and exchange of exam papers were also found to be popular forms of exam cheating in schools in Bondo. Assistance from invigilators, copying from other candidates, sneaking in unauthorized materials "Mwakenya", phones etc., were also methods of cheating in exams used by students in cheating. The other mode of cheating that was mostly indicated by teachers was exam washing (altering exam results) after marking.

The study revealed that the motivating factors to cheat in KCSE were varied; these factors included the urge for good grades, inadequate preparation, pressure from learning institutions, pressure from parents, fear of failure or ridicule, need to advance to the next level of education, lack of confidence and competition amongst peers.

This study established that rules and regulation governing exam administration were not effective in eliminating examination malpractice as indicated by 91 percent of the respondents, and also as evidenced by the reported cases each year. This was despite culprits being aware of heavy penalties attached to each exam malpractices.

It was established that there were measures that could be adopted to mitigate against exam cheating. The results revealed that reducing stakes attached to exams, introducing CCTVs in exam rooms and enhancing civic education on pros and cons of exam malpractice would mitigate exams cheating. Other mitigation measures that could reduce exam cheating included reviewing of syllabus and reducing the workload, encouraging honesty and transparency through guidance and counseling, enhancing adequate preparation for exam, instituting strict invigilation and introducing heavier penalties could mitigate exam cheating in schools.

The study came up with some interventions that could be used to eliminate examination malpractices in schools. This was by adhering to exam rules and regulations, improving teacher's remunerations, reducing societal pressure and improving teachers working conditions could play a significant role in eliminating examination malpractices. The study found that also fostering discipline among student, developing virtues such as hard work and honesty in students, reducing corruption such bribes in the society could play a great role in eliminating exam malpractices. The respondents further indicated that a change in the education system and examination modalities where skills acquired through the years and natural talent is nurtured as opposed to defining one's performance on the outcome of one exam that is carried out after a prolonged period of time would be a better way of

assessment. Adequate preparation for exams, provision of adequate supports from the parents and the government, application of heavy penalties like jailing culprits and improving relationships between teachers, parent and students could also aid in eliminating exam malpractices.

5.3 Conclusions

Examination irregularities remain a harsh reality in our education sector, particularly in KCSE as the study revealed from the collected data, when asked if they thought the penalties attached to exam malpractice were effective, majority (52%) of the respondents indicated that they were not effective. This was also confirmed by the key informants who 68 percent also indicated that the penalties are not effective. The study concludes that cheating in examination is still prevalent as evidenced by the numerous modes used by student like writing on body parts, garments and desks, use Morse code, making reference to hidden literature, assistance from invigilators, giraffing, leakage of exam questions and the most recent mode exam washing. It was evident from this study that students cheat because the stakes attached to KCSE are so high and hence there is a lot of pressure on the students to perform well using all means possible, including cheating.

5.4 Recommendations

This study recommends that policy makers in the education sector should consider introducing continuous assessments to compliment National Examinations so that one's ability and future is not determined by one exam. This will reduce the pressure on students, as well as the high stakes attached to KCSE.

The study further recommends guidance and counselling to students so that they get to appreciate hard work and honesty, this will go a long way in changing the mindset of our youth, were it is ingrained in them good moral values and they are taught that the means justifies the end and not the current belief that the end justifies the means. With hardworking and honest people Kenya would be able to meet her development goals like vision 2030.

5.5 Area suggested for further Studies

This investigation was undertaken to determine the efficacy of KNEC exam guidelines in eradicating academic dishonesty in secondary schools; a case study of schools in Bondo, Kenya. A further study should be carried out to determine interventions programs to eliminate exam cheating among student in secondary schools in Kenya.

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APPENDICES

APPENDIX A: RESEARCHERS STATEMENT

I hereby declare that I have explained clearly to the participants (respondents) all that pertains to this exercise e.g. the purpose of the study, why they are potential respondents and the general benefits of participation.

The participants are aware that it is a voluntary exercise and they are at liberty to opt out if they choose to.

NAME.....

SIGNATURE.....DATE.....

RESEARCH PARTICIPANT'S STATEMENT

I hereby declare that I fully understand all that pertains to this research, e.g. the purpose of the study, why I am a potential respondent and the benefits of the study.

I therefore voluntarily offer to participate in the study.

NAME
.....

SIGNATURE.....DATE.....
.....

CONTACTS.....OPTIONAL

APPENDIX B: INFORMED CONSENT FORM

Dear Respondent,

My name is Jane Oyieko , I am a student at the University of Nairobi undertaking a Master Degree in Sociology (Rural Sociology and Community Development).It is a requirement that all students conduct a project in partial fulfillment of the requirements of the award of Masters Degree in Sociology, the reason I am conducting this research.

The responses provided in this research are hence for the purpose of this study and not for any other purpose. The objective of this research is to establish the effectiveness of rules and regulations governing examination administration in KCSE. The study seeks to find out types and forms of exam malpractice, causes of exam malpractice and whether the rules and regulations are effective to eliminate academic dishonesty.

As a benefit, at the end of this project I am willing to share the findings of this research. It will be my delight to personally meet you and discuss in details the findings of this exercise, and in future if you have any questions regarding examination malpractice or if you need any information concerning the same, I will be willing to meet you and discuss in length as need be.

Kindly sign against your name to show your willingness to participate in this exercise.

Please understand that this is a voluntary exercise and you can opt out at any stage if you wish.

Participant's

name.....

SignAddress.....

APPENDIX C: QUESTIONNAIRE FOR STUDENTS

SECTION A: PERSONAL INFORMATION

1. Sex of respondent

Female ()

Male ()

2. Age of respondent. (How old are you?)

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.....

3. How long have you been a student in this school?

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.....

4. What is your understanding of examination malpractice?

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SECTIONB: FORMS OF CHEATING

5 In your opinion, how do students cheat?

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6 In your own view why do you think students cheat?

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7 Are you aware of the rules and regulations governing examination administration in secondary schools?

Yes ()

No ()

8 If yes, do you know the penalties attached to each exam malpractice?

Yes ()

No ()

9 In your view do you think that these penalties are effective in deterring students from cheating?

Yes ()

No ()

10 Kindly explain the above answer.

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11 In your opinion what should be done to eliminate exam cheating?

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APPENDIX D: QUESTIONNAIRE FOR KEY INFORMANTS

SECTION A: PERSONAL INFORMATION

1. Sex of respondent

Female ()

Male ()

2. Age of respondent (How old are you?)

.....
.....
.....
.....

3. Level of Education

Secondary ()

College ()

University ()

Others Specify ()

4. How long have you worked in this school as a teacher.

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.....
.....

5. Have you heard of any exam malpractice in your school?

Yes ()

No ()

6. If yes, in your opinion, which are the most used forms of cheating in exams? (Tick all that apply)

Sneaking in with unauthorized materials ()

- Writing on body parts ()
- Writing on garments ()
- Copying from each other during exams ()
- Sneaking in already completed answer sheets ()
- Prior leakage of examination questions to students ()
- Using Morse code ()
- Others specify

SECTIONB: FORM TYPES OF EXAM MALPRACTICE.

7. Please rank the above forms of cheating in order of frequency

.....

8. In your opinion what motivates exam cheating in K.C.S.E?

.....

9. From your knowledge do you think that the rules and regulations governing exam administration are effective in mitigating examination malpractice?

Yes ()

No ()

10. Kindly explain the above answer.

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11. In your opinion what are some of the interventions that can be used to eliminate examination malpractice.

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APPENDIX E: AUTHORIZATION LETTER



UNIVERSITY OF NAIROBI
DEPARTMENT OF SOCIOLOGY & SOCIAL WORK

Fax 254-2-245566
Telex 22095 Varsity Nairobi Kenya
Tel. 318262/5 Ext. 28167

P.O. Box 30197
Nairobi
Kenya

10th October, 2016

TO WHOM IT MAY CONCERN

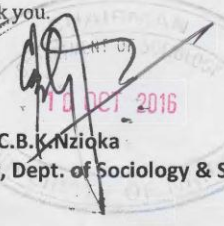
JANE OYIEKO – C50/78041/2015

Through this letter, I wish to confirm that the above named is a bonafide postgraduate student in the Department of Sociology & Social Work, University of Nairobi. She has presented her project proposal entitled; **“Examination rules and regulations and examination malpractices in secondary schools: A case study of schools in Bondo, Kenya.”**

Jane is required to collect data pertaining to the research problem from the selected organization to enable her complete her project paper which is a requirement of the Masters degree.

Kindly give her any assistance she may need.

Thank you.


Prof. C.B. K. Nzioka
Chair, Dept. of Sociology & Social Work

