

**FACTORS INFLUENCING PUPILS' INVOLVEMENT IN  
EXAMINATION MALPRACTICES IN PUBLIC PRIMARY SCHOOLS,  
KIKUYU SUB-COUNTY, KENYA**

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**A Research Project Submitted in Partial Fulfillment of the Requirements for  
the Award of the Degree of Master of Education in Curriculum Studies**

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## **DECLARATION**

This research project is my original work and has not been presented for award of a degree in any other university.

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This research project has been submitted for examination with our approval as university supervisors.

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## **DEDICATION**

This project is dedicated to my family; my husband Jackson Musyoka and my children Felix Musyoka and Jeff Mutinda.

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## **ABBREVIATIONS AND ACRONYMS**

<b>ASAL</b>	Arid and Semi-Arid Lands
<b>EFA</b>	Education for All
<b>FEP</b>	Food for Education Programme
<b>GoK</b>	Government of Kenya
<b>KRCS</b>	Kenya Red Cross Society
<b>MDGs</b>	Millennium Development Goals
<b>MoE</b>	Ministry of Education
<b>NACOSTI</b>	National Commission for Science, Technology and Innovation
<b>SFP</b>	School Feeding Program
<b>SPSS</b>	Statistical Package for Social Sciences
<b>UN</b>	United Nation
<b>UNESCO</b>	United Nation Educational Scientific and Cultural Organization
<b>UNICEF</b>	United Nations Children's Fund
<b>UPE</b>	Universal Primary Education
<b>WFP</b>	World Food Programme

## ABSTRACT

The purpose of this study was to investigate factors influencing pupils' involvement in examination malpractices in KCPE examination in public primary schools in Kikuyu sub-county, Kenya. The study objectives were to determine the extent to which KCPE examination ranking at zone level, time of syllabus coverage, teachers' alleged involvement in cheating, and head teachers' societal pressure to perform influence pupils' involvement in examination malpractices in Kenya Certificate of Primary Education in public primary schools in Kikuyu Sub-county. The study was based on Achievement Goal Theory that postulated on the association of goal oriented performance and learner achievement. The study employed a descriptive survey design. The total population for this study consisted of 57 headteachers, 456 teachers and 1,765 Standard Eight pupils in the 57 public primary schools in Kikuyu sub-county. The study used stratified sampling to select schools based on their educational zone distribution. Purposive sampling was used to select 36 head teachers in the sampled public primary schools. Simple random sampling was used to sample 5 teachers and 10 class eight pupils from each sampled school in the schools. Therefore, the total sample of the study comprised of 36 head teachers, 180 teachers and 360 pupils. Data were collected using questionnaires for head teachers, teachers and pupils. Piloting was conducted in order to determine the reliability and validity of the instruments. Data were analyzed qualitatively and quantitatively. The study realized a total response rate at 87.5 percent. The study findings revealed that ranking schools in KCPE examination highly contributed to stakeholders' involvement in examination malpractices. Inadequate students' preparation for KCPE examinations through timely syllabus coverage trigger learners to engage in different forms of examination malpractices. Teachers are alleged to be involvement in cheating to assist their pupils perform better. Headteachers' societal pressure to perform has a significant influence on pupils involvement in examination malpractices in KCPE examinations. Therefore, it can be concluded that ranking, students' preparation, teachers involvement and headteachers pressure to perform contributed to pupils involvement in examination malpractices to a high extent. The researcher recommended that all educational stakeholders should be involved during examinations so as to ensure overall discouragement on the collaborative cheating among students and sensitize them on honesty. This would ensure that the school administration ensure that the pupils get their honest grades without involving themselves in malpractices to preserve the school's image.

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.1 Background to the study**

Examination plays several important roles in the teaching-learning process. It is a necessary incentive to study, a means of getting feedback and a yard-stick for evaluating the effectiveness of instructional delivery, selection, placement, and for employment (Anderman & Midgley, 2000; Conde, 2006). According to Mucheke (2006) examinations are used to assess and evaluate whether the right knowledge has been acquired or not through weekly tests, terminal tests, mock examinations and national examinations administered at the end of a given course.

Globally, poor and declining academic performance of pupils in schools owing to examination malpractices has become so alarming that the achievement of the set goals of teaching in primary school for sustainable development is endangered (Anderman, 2000; Bello & Oke, 2011). Evers and Walberg (2003) maintain that examination malpractices is one of the common social ills threatening the educational sector at all levels and the fact that it is found among the primary school pupils is even more worrisome. This is because the primary school is the foundation of any child's educational development. Denga and Denga (2005) affirmed that examination malpractices is thriving in primary schools where one would have thought that the children are young and innocent.

The proper use of examination is abused by the examinees, the examiners and the entire populace. A question may then arise as to what is the relationship between examination malpractices and pupils' academic performance (Condren 2006; Lambert, Millimet & Slottje, 2003). Pupils undertaking examinations tend to adopt ways of unfairly cheating either before, during or after examinations (Lambert *et al.*, 2003; Kohn, 2007). Bello, Kolajo and Uduh (2010), state that cheating in an examination is an act of deception by pupils to gain unfair advantage over others by using unauthorized materials and information. There is a significant increase in test cheating, unpermitted student collaboration and an increased prevalence of chronic cheating.

Franklyn (2009) states that majority of unprepared student are usually caught engaging in malpractices in the subjects they perceive to be difficult. Cheating in examinations occurs in every country in the world and the cases of reported examination leakages, sale of examination papers prior to examination periods, and cancelled examination results has been on the rise (Harold & Max, 2001). Anderman and Midgley (2000) argue that cheating in examinations is a worldwide phenomenon. This is majorly because examination tests have become a high stake due to the various uses made of the candidates' results.

Newstead, Franklyn- Stollis, and Armstead (1996) stated that in Europe, there were high rates of cheating and goal-motivated cheating was reported among a majority of the pupils in the United Kingdom. McCabe (2005) in a study initiated

in 2002 found out that in USA, the majority of pupil respondents confessed to have engaged in some form of cheating. In Nigeria, the West African Examinations Council (WAEC) conducts the West African Senior School Certificate Examination (WASSCE) in English speaking West African countries. The results obtained at the examinations are used for employment and admission into tertiary institutions. Teachers and schools are also assessed by government and parents on the basis of their pupils' performance at WASSCE (Christie, Thompson, & Whiteley, 2009). Jekayinta (2006) found out that in Nigeria when syllabus coverage is poor pupils tempted to cheat in examinations.

In Kenya, the Kenya National Examinations Council (KNEC) is the body that is responsible for development, administration, marking and processing of examinations done in all national schools and colleges below the university education (KNEC Bill, 2012). The Council has set rules and regulations that govern the administration of examinations. Pupils who cheat are either caught in possession of written materials in form of crib notes, with written notes on the desks, copying from each other's work, or with formulas written on their calculators (Nyandoro, 2008).

According to Adhola (2009) the problem is specifically rampant during the end-of-stage examinations. Those who pass the end-of-stage examinations have access to transit to the next educational level while those who fail are either forced to repeat the course or drop out. These consequences make those who are not well

prepared to cheat in order to pass. According to Kinuthia (2009) ranking of schools and pupils in national examinations heighten competition at all costs. The extent to which this affects society and schools in particular has been evidenced by the anxiety of the stakeholders during release of Kenya Certificate of Primary Education (KCPE) results in December every year when the names of champion pupils and schools dominate the print and electronic media. Ravi (2008) stated that stiff competition as a cause of examination cheating. Pupils compete to get high marks in order to join the next class because failure to score good marks leads to repetition of classes. This in turn may lead to cheating in examinations.

According to Muchai (2014) posting of results has reinforced a widely held belief that there are good and bad schools in Kenya. The national ban on ranking notwithstanding schools are still ranked at the sub-county and zone levels. This system of ranking has been criticized for promoting unfair competition among schools because the comparison between schools fails to take into account differences in the pupils' intake mark, social and physical conditions under which the different schools operate. According to Anderman (2000) ranking individual pupils and schools creates fierce competition which sometimes leads to departure from teaching to preparation for passing examinations and cheating.

Teachers have been variously accused of abating examination malpractices. Denga and Denga (2005) affirmed that teachers read answers to pupils in

examination hall and even work sums for them to copy quickly before they are cleaned off. Teachers may feel that if the pupils fail to perform well, it will be a slap on their faces hence the public will know that they did not carry out their teaching effectively. Thus, they result to reading answers to pupils in a bid to assist them excel in the said examination. The teachers do this to boast that their school has the highest number of credit and distinction passes, thereby making children believe that, that is the fastest way to achieve success (Kiogotho, 2009).

World Bank Group (2001) argues that teachers and school reputations depend on the success of the pupils in public examinations. This is true where official league table of schools are published after examination. Some teachers get involved in examination malpractices because of the financial benefits accruing from such illegal transactions. Sometimes they go as far as asking the pupils to pay a certain amount so that they can assist them to pass examinations. Often times, teachers find it difficult to report cases of cheating for fear that pupils or their parents will confront them (Njeru, 2008). In order to avoid such confrontation, some teachers always overlook incidents of academic dishonesty by pupils (Newberger, 2000). Berliner (2008) affirmed that the pressure to score well on a single test is so intense that it leads to nefarious practices such as cheating on the test.

According to Siringi (2009) school based forms of malpractices include altering of grades by teachers in exchange for gratification, supply of answer materials into examination halls, abating leakage of examination materials and victimizing

of pupils in the forms of reduction of grades. Teachers' lack of motivation and devotion to their work is also another factor that may have contributed to increases in cases of examination malpractices. Teachers want excellence in their subjects so as to get as many awards as possible during prize giving days (Njeru, 2008).

Ochola (2011) states that certain factors such as leadership styles adopted, ranking of schools by the media whenever KCPE results are released, and mobile phones are among the aspects affecting the management of KCPE examinations and subsequently contribute significantly to examination irregularity cases in Kenya. Kikuyu sub-county the case is not any different, primary schools have in recent years registered different incidences of examination malpractices. For instance cases of examination cheating rose from 23 cases in 2012 to 84 cases in 2015. Table 1.1 shows the sub counties in Kiambu County that were involved in examination malpractices from 2012 to 2015.

**Table 1.1****KCPE examination malpractices in Kiambu County, 2012 – 2015**

<b>Sub-counties</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>
Githunguri	4	6	11	17
Lari	2	3	8	12
Kabete	2	1	1	0
Gatundu South	0	1	1	0
Gatundu North	0	0	0	0
Ruiru	2	1	0	4
Juja	3	2	1	2
Kiambu	4	5	6	9
Thika East	3	2	6	7
Thika West	0	3	4	2
Kiambaa	7	9	12	16
Kikuyu	8	13	20	23
Limuru	2	4	11	16
<b>Total</b>	<b>37</b>	<b>50</b>	<b>81</b>	<b>108</b>

**Source:** County Education Office, Kiambu County (2016)

Data in Table 1.1 shows that in the last four years examination cheating has been on the rise and has been happening in primary schools in most of sub-counties within Kiambu County. Kikuyu sub-county has reported the highest number of schools with examination malpractices cases. It was against this background that the study sought to establish the prevailing situation in regard to examination malpractices that has been on the rise with certain schools in the Kikuyu Sub-

county having all of their examination results canceled. Thus, this study sought to establish the factors influencing pupils' involvement in KCPE examination malpractices in public primary schools in Kikuyu Sub-county.

### **1.2 Statement of the problem**

The occurrence of examination malpractices at any level of educational stratum poses the greatest threat to the validity and reliability of any examination and consequently to the authenticity and recognition of certificates issued (Abuga, 2015). According to Nyamwange, Ondima and Onderi (2013) examination malpractices, also popularly known as cheating is a vice that has bedeviled the Kenyan education system for many years. Cases of examination cheating have been reported in many schools in Kenya in general and in a number of schools in Kiambu County in particular (KNEC, 2016).

Numerous examination malpractices among primary school pupils in Kiambu County over the years have become a growing concern. As shown in Table 1.1 Kikuyu sub-county being a cosmopolitan region has been among the most affected regions with examination malpractices in the recent years than any other sub-county in Kiambu County. Therefore, the current study sought to establish the factors influencing pupils' involvement in examination malpractices in public primary schools in Kikuyu sub-county.

### **1.3 Purpose of the study**

The purpose of this study was to investigate the factors influencing pupils' involvement in examination malpractices in KCPE examination in public primary schools in Kikuyu Sub-county, Kenya.

### **1.4 Objectives of the study**

The study was guided by the following objectives;

- i. To determine the extent to which Kenya Certificate of Primary Education examination ranking at zone level influences pupils' involvement in examination malpractices in Kenya Certificate of Primary Education in public primary schools in Kikuyu sub-county.
- ii. To establish how the time of syllabus coverage influences pupils' involvement in examination malpractices in Kenya Certificate of Primary Education in public primary schools in Kikuyu sub-county.
- iii. To determine the extent to which teachers' alleged involvement in cheating influences pupils' involvement in examination malpractices in Kenya Certificate of Primary Education in public primary schools in Kikuyu sub-county.
- iv. To determine the extent to which headteachers' societal pressure to perform influences pupils' involvement in examination malpractices Kenya Certificate of Primary Education in public primary schools in Kikuyu sub-county.

### **1.5 Research questions**

The study sought to answer the following research questions

- i. To what extent does KCPE examination ranking at zone level influence pupils' involvement in examination malpractices in Kenya Certificate of Primary Education in public primary schools in Kikuyu sub-county?
- ii. What is the influence of time of syllabus coverage on pupils' involvement in examination malpractices in Kenya Certificate of Primary Education in public primary schools in Kikuyu sub-county?
- iii. How does teachers' alleged involvement in cheating influence pupils' involvement in examination malpractices in Kenya Certificate of Primary Education in public primary schools in Kikuyu sub-county?
- iv. To what extent does head teachers' societal pressure to perform influence pupils' involvement in examination malpractices in Kenya Certificate of Primary Education in public primary schools in Kikuyu sub-county?

### **1.6 Significance of the study**

The results from this study may serve to shed light on the underlying causes of examination cheating in public primary schools. Teacher may also utilize the results of the study to reduce their involvement in examination malpractices. The Kenya National Examinations Council may also utilize the results of the study in ensuring that the loopholes in examination administration are sealed so as to minimize chances of examination cheating. The findings

from the study will create a platform for future research on examination malpractices in schools.

### **1.7 Limitations of the study**

The head teachers in the study were reluctant on giving the desired information since they feared being victimized on engagement in examination malpractices. Teachers feared providing the desired responses on their involvement in examination malpractices. To mitigate these limitations, the researcher created rapport with the study respondents and assured them of confidentiality of their responses. Due to the fact that this study was done in one sub-county that is located in a cosmopolitan setting the findings from this study could not be generalizable to other geographical areas especially the urban areas where access to amenities differed.

### **1.8 Delimitations of the study**

According to Mugenda and Mugenda (2003) delimitations are the boundaries of the study. The study delimited itself to teachers, head teachers' and pupils in public schools in Kikuyu Sub-county. The study delimited itself to four variables which included; KCPE examination ranking at zone level, time of syllabus coverage, alleged involvement by teachers in cheating and head teachers' societal pressure for curriculum delivery.

### **1.9 Assumptions of the study**

The researcher made the following assumptions with regard to this study:

- i. The respondents were objective and competent in responding to the items in the questionnaires correctly.
- ii. The finalised work was accurate.

### **1.10 Definition of significant terms**

The following were the definitions of significant terms as used in the study

**Examination malpractices** refers to any act of omission or commission that contravenes the Rules and Regulations of the KNEC to the extent of undermining the validity and reliability of the tests and ultimately, the integrity of the certificates issued.

**Head teachers' societal pressure** refers to the perception by local communities rating head teachers performance or leadership on the basis of the mean score obtained by the pupils in national examinations

**Malpractices** refers to forms of cheating by pupils during KCPE examinations.

**Ranking** refers to schools having a high position or the highest position in national examination result

**Time of syllabus coverage** refers to when or the period teachers cover curriculum content early enough to give room for revision towards examinations.

### **1.11 Organization of the study**

This study was organized in five chapters. Chapter one presented the background to the study, the statement of the problem, purpose of the study, objectives of the study, study questions, significance of the study, limitations, and delimitations of the study, basic assumptions of the study, definition of key terms and organization of the study. Chapter two presented the literature review as well as the summary,

theoretical and the conceptual frameworks for the study. Chapter three presented the research methodology detailing the research design, target population, sample and sampling procedures, data collection instrument, validity and reliability of the instruments, procedure for data collection and data analysis methods. Chapter four consisted of data presentation, findings and discussions, where tabular presentation and narrative discussions of the data was done. Chapter five consisted of the summary, conclusions and recommendations of the study which were drawn from the data analysis in chapter four.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Introduction**

This chapter presents the literature review, of different scholars' works relating to the factors influencing examination malpractices in primary schools, as well as the summary of the reviewed literature, theoretical and the conceptual frameworks for the study.

#### **2.2 Concept of examination malpractices in schools**

Various scholars have attempted to define examination malpractices from different perspectives. According to Hornby (2005) examination is a formal test of somebody's knowledge or ability in a particular subject, especially by means of answering questions or practical exercises. Argungy (1997) defined examination malpractices as any irregularity which is premeditated and perpetrated by candidates or their agents with the intention of gaining undue advantage over others in an examination. It is widely used as a medium for promotion. But when the proper use of examination is abused by the examinees, the examiners and the entire populace, a question may then arise as to what is the relationship between examination malpractices and academic performance (Olujuwon, 2007). Balogun (1999) also defined examination as the process through which pupils are evaluated or tested to find out the quality of knowledge they have acquired within a specified period.

Examination plays several important roles in the teaching-learning process. It is a necessary incentive to study, a means of getting feedback and a yard-stick for evaluating the effectiveness of instructional delivery, selection, placement, and for employment (Wango, 2009). Examination malpractices is an unacceptable behaviour that is continually destroying the educational system. Despite all the efforts that have been made in the past to curb the spread of this problem, its prevalent and devastating effects continue to be visible in the Kenyan's educational system. The study, therefore seeks to investigate the problem of examination malpractices with a view to suggesting ways in which it can be curbed.

According to Shonekan (1996) it is any act of omission or commission that contravenes the rules and regulations of the examination body to the extent of undermining the validity and reliability of the tests and ultimately, the integrity of the certificates issued. Ahmed (1993) sees it as any act of wrong doing or neglect that contravenes the rules of acceptable practices before, during and after an examination by anybody in any way tantamount to malpractices. Salami (1998) defines examination malpractices as an improper and dishonest act associated with examination with a view to obtaining unmerited advantage.

Jega (2006) saw examination malpractices as any form of misbehavior that leads to the alteration of or tampering with the prescribed ways of conducting examination in any given system (Obo, 2008). Afolabi (2010) identifies foreign

materials brought into halls as scribes, textbooks, pages of textbooks question papers of present and previous examination and blank pieces of paper. Afolabi further continued that, exhibits such as handkerchiefs, shirts, waist clips and currency notes with copious notes and photocopies of prepared answers have also been collected from pupils, even candidates also write notes on their palm and thighs. Society based factors like the prevailing levels of immorality, high level of corruption, tribalism, nepotism and lack of employment opportunities in the country also contribute to these malpractices. These problems are noticeable in every sphere of life in the community. There are various forms of examination malpractices which are either student based or school/teacher based.

### **2.3 School examination ranking and examination malpractices**

According to Anderman (2000) ranking individual pupils and schools creates fierce competition which sometimes leads to departure from teaching to preparation for passing examinations and cheating. According to Nyamwange, Ondima and Onderi (2013) the issue of examination malpractices is a continuous recurrence issue in the educational discourse. This scourge has led to most of the stakeholders to be at a loss as to the right way to precede that will generate useful results on the matter. It has been observed that 9 out of every 10 pupils indulge in one form of examination malpractices or another.

Aullo (2004) states that the situation becomes more worrisome when we notice parents, guardians and teachers who should be custodians of moral code of

conduct abetting and aiding their pupils in this terrible and shameful practice to ensure that they shine in final examination results. Kinuthia (2009) states that ranking of schools and pupils in national examinations encourage positive competition. However, the extent to which this affects society and schools in particular has been evidenced by the anxiety of the stakeholders during release of Kenya Certificate of Primary Education (KCPE) results in December every year, when the names of champion pupils and schools have graced the print and electronic media.

According to Muchai (2014) posting of results has reinforced a widely held belief that there are good and bad schools in Kenya. The national ban on ranking notwithstanding schools is still ranked at the Sub-county and Zone levels. This system of ranking has been criticized for promoting unfair competition among schools because the comparison between schools fails to take into account differences in the KCPE intake mark, social and physical conditions under which the different schools operate.

#### **2.4 Time of syllabus coverage and examination malpractices in schools**

Noona and Walker (2008), state that in a society where emphasis is placed on individual success, parents see nothing wrong in assisting their children to perpetuate the act of cheating as long as they succeed in the examination. Examination malpractices is therefore induced by grading pressure at least as much as that of individual character failure (Newberger, 2003). Berliner

(2008) affirmed that the pressure to score well on a single test is so intense that it leads to nefarious practices such as cheating on the test. This is because most of them are forced to repeat or expelled from the school due to their unimpressive performance in internal tests.

Time of syllabus coverage like, very early, fairly early, late and very late might influence exam malpractices. For instance schools with adequate facilities such as text books and other instructional materials stand a better chance of completing the syllabus very early or fairly early than others. This means enough revision for exams. Making them stand a better chance of having better results than poorly equipped ones (Kombo, 1988). Psychologists assert the same, with the suggestion that ‘All that we hear and see we learn about ten percent through the sense of hearing and eighty percent through the sense of sight.

Kabui (1992) found out that there was a relationship between availability of text books and achievements thus easy early syllabus coverage. Lack of these facilities contributes to very late, late syllabus coverage or none coverage at all thus low achievements. Due to this, pupils who are not well prepared with enough knowledge to do their exams tend to look for ways to cheat in exams. Enakrire and Ejedafiru (2016) state that student-based practices as forms of examination malpractices observed during examinations exist in different educational levels. They include impersonation, copying from other pupils’ scripts, unauthorized sources such as lecture notes, handouts, textbooks, leakage of examination

questions, forging and altering medical reports to defer examinations, lobbying for good grades, assault on examination agents by pupils and unauthorized activities within and outside the examination hall by pupils.

According to Kinuthia (2009) parents also play a very important role in pupils' behaviour and academic performance in the school. Most often, some parents fail in their duty to provide necessary materials that will enable their children to learn and when the children are not performing up to expectations, the parents turn around to pressurize the pupils, blame the teachers or resort to fraudulent means to help the children pass examination. Corroborating this view, Denga and Denga (2005) affirmed that some rich parents tend to dangle money before teachers to assist their children pass internal examinations.

## **2.5 Teachers alleged involvement in cheating and examination malpractices in schools**

The role of the teacher in accomplishing learning is to guide and direct learning to enable the pupils to achieve the set goals of education. But it is unfortunate that most teachers apart from carrying out the assigned duty of teaching indulge in teaching pupils how to cheat in examinations. According to Agbo (2003) among the forces behind examination malpractices is the teacher related factor. Most often gross un-commitment to duty, results in anxiety created by non-completion of syllabus.

Pupils cheating behaviour have also been traced to the way teachers carry out their duty of teaching. Some teachers pay little attention to class teaching, as such, the scheme of work is never covered and at the end the pupils resort to cheating to meet up with those who have been taught adequately. Some teachers who are assigned to supervise examination connive with pupils to cheat due to the level of poverty. The teachers often demand money from the pupils writing examination. Some may even collect a meager amount of money to allow pupils cheat.

Ezezogor (1982) in Bello, Kolajo and Uduh (2010) said that pupils' involvement in examination malpractices is due to teachers' encouragement. According to the author, teachers and headteachers aid pupils in buying questions paper of the examination to be written. For instance, in some primary schools, there is what is popularly known as cooperation fee which is paid by every student who registered for such examination. This is to enable teachers, headteachers and supervisors to help them throughout the period of examination. Okoro (2001) is of the view that the patterns of the examination questions set by the teachers sometimes encourage some pupils' to engage in malpractices. This implies that questions that require reproduction of facts by pupils will make them to find the facts somewhere when they cannot draw immediately from their memory.

Newberger (2003) claimed that the disinclination of the teacher to pursue evidences of cheating is based on sympathy, for pupils are trying to cope in a grade-oriented system. Teachers therefore sympathize with pupils by hiding

incidence of cheating during examination. Newberger (2003) states that a high school teacher teaching a class drawn from a low-achieving track, deliberately leaves the room for a few minutes during each test so that the pupils can swap answers. This action is rationalized on the bases that those pupils need ‘all the help they can get’. Kerkvliet and Sigmund (1999) analyzed the results of 551 surveys of student test cheating at two public Universities in 12 separate classes taught by seven different instructors (teachers) in the 1993-1994 academic years.

Teachers have been variously accused of abetting examination malpractices. Denga and Denga (2005) affirmed that teachers read answers to pupils in examination hall and even work sums for them to copy quickly before they are cleaned off. Based on this statement, teachers may feel that if the pupils fail to perform well, it will be a slap on their faces hence the public will know that they did not carry out their teaching effectively. As such, they resort to reading answers to pupils in a bid to assist them excel in the said examination. According to Kiogotho (2009) teachers do this to boast that their school has the highest number of pupils with good grades in national examinations, thereby making the pupils believe that, that is the fastest way to achieve success. World Bank Group (2001) affirmed that teachers and school reputations depend on the success of the pupils in public examinations.

## **2.6 Societal pressure on head teachers to perform and examination malpractices in schools**

Leadership has been described as the process of social influence in which a person can enlist the aid and support of others in the accomplishment of a common task, (Chemers, 2001). Hence leadership here is seen as ultimately creating a way for people to contribute to making something extraordinary happen. According to Kenny and Zaccaro (1983), effective leadership is the ability to successfully integrate and maximize available resources within the internal and external environment for the attainment of organizational or societal goals. A leader is therefore one or more people who select, equip, train and influence one or more followers who have diverse gifts and skills and focuses them to the organization mission and objectives. The leader should also build credibility and trust through interaction and feedback to and with the followers in order to shape their values, attitude and behaviors towards success.

The school is a community within a wider community. Children go to school from different backgrounds and experiences. The learners and their parents expect the school to mold and shape them to become useful to themselves and society. For overall development and the success of the school, the school administration should work closely with parents and other stakeholders (Wango, 2009). The perception by the community of the importance and relevance of schooling to their children and the extent to which members of the community perceive

education as an important avenue to occupation and social status contribute a lot to the pupils' commitment to work hard to produce good results. This puts a lot of pressure to the administration to meet the high demand of the pupils and their parents.

Failure to which the community may publicly criticize school personnel especially head teachers through mass media or during public meetings in case of poor performance without bothering to know the causes for poor performance. Others go to the extent of closing the schools. According to Wilayat (2009) some teachers get involved in examination malpractices because of the accountability to the community. Sometimes they go as far as asking the pupils to pay a certain amount so that they can assist them to pass examination. Often times, teachers find it difficult to report cases of cheating for fear that pupils or their parents will confront them. Mucheke (2014) state that in order to avoid such confrontation, some teachers always overlook incidents of academic dishonesty by pupils.

According to Njeru (2012) when most teachers do not teach effectively and the pupils must pass examination, the resultant effect is examination malpractices. This implies that there is little incentive to cheat when learning is most highly valued by both teachers and pupils. But when grades matter most, cheating increases as pupils begin to use every available means to increase their class ranking or be seen as helpful to friends when they offer work to be copied.

## **2.7 Summary of reviewed literature**

Different scholars have aired different view on examination malpractices in schools. For instance, Nyamwange, Ondima and Onderi (2013) observed that 9 out of every 10 pupils indulge in one form of examination malpractices or another due to national and zonal ranking. Kinuthia (2009) states that ranking of schools and pupils in national examinations encourage positive competition, though, it affects society and schools in particular, this has been evidenced by the anxiety of the stakeholders during release. Kombo, (1988) states that time of syllabus coverage, schools with adequate facilities such as text books and other instructional materials stand a better chance of completing the syllabus very early or fairly early than others.

Agbo (2003), among the forces behind examination malpractices is the teacher related factor. Most often gross un-commitment to duty, results in anxiety created by non-completion of syllabus. Ezezogor (1982) said that pupils' involvement in examination malpractices is due to teachers' encouragement. Wilayat (2009) some teachers get involved in examination malpractices because of the accountability to the community. Muccheke (2014) state that in order to avoid such confrontation, some teachers always overlook incidents of academic dishonesty by pupils.

These facts have therefore necessitated the current study on investigating why examination malpractices are occurring year in year out despite the government's

efforts to curb examination cheating. Consequently, majority of these studies have concentrated on examination malpractices in secondary schools while the current study sought to establish the factors that influence examination malpractices in primary schools.

## **2.8 Theoretical framework**

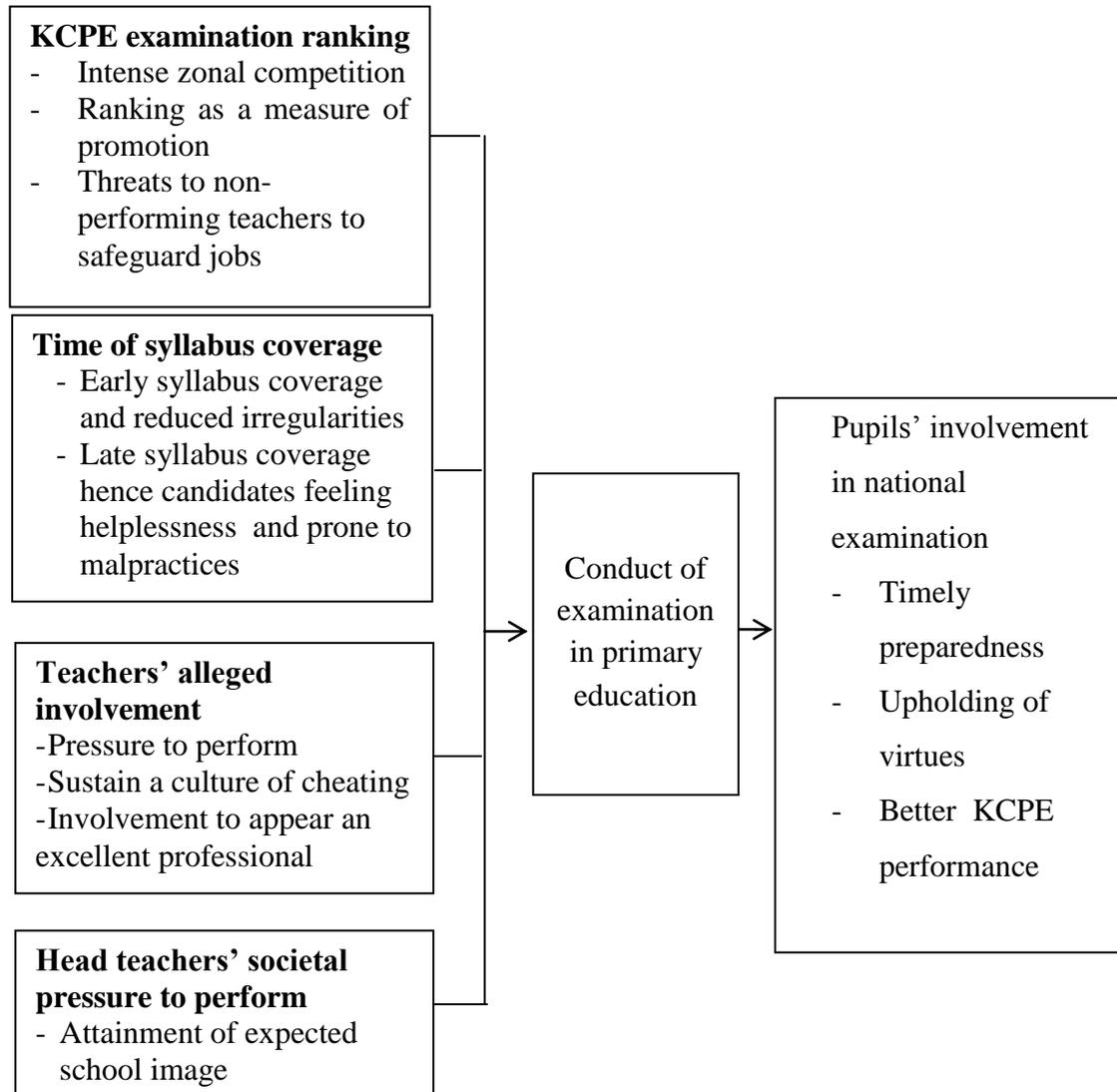
This study was based on Achievement Goal Theory propounded by Ames, Ames and Leggett (1992). Achievement motivation has focused on identifying different types of goal orientations, the motivational processes that are associated with different goals, and the conditions that elicit them. These goal orientations have been contrasted as task involved versus ego involved, as learning oriented versus performance oriented and as mastery focused versus ability focused (Ames & Ames, 1984). Achievement goal orientations are presumed to differ as a function of situational demands, as well as to vary across individuals. There is, in fact, considerable research evidence that situational demands can affect the salience of specific goals, which results in differential patterns of cognition, affect, and performance (Ames, Ames, & Felker, 1987). For example, when social comparison has been made salient, pupils have focused on their ability, and these self-perceptions have mediated performance and affective reactions to success and failure.

In examination classroom situations, the informational cues that may serve to emphasize one goal or another are often mixed and tend to be inconsistent over

time. The theory therefore suited the study since examination malpractices are determined by the need to achieve better grades in KCPE examination where the motivation factors include the urge for pupils to transit to the next educational levels and eventually land into the best jobs since the country's system is final examination grade oriented.

## **2.9 Conceptual framework**

This study was based on the concept that examination cheating is a malpractices that enables pupils in primary schools to attain high examination grades illegally given that all variables are manipulated adequately.



**Figure 2.1: Interplay between independent and dependent variables**

As shown on Figure 2.1, the conceptual model explains that the pupils' involvement in examination malpractices is manipulated by various independent variables which include KCPE examination ranking, teachers' alleged involvement in cheating, time of syllabus coverage and head teachers' societal pressure to perform.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

The chapter outlines the methodology under the following subheadings; design, target population, sample size and sampling procedure, research instruments, reliability and validity of the instruments, data collection procedure, data analysis method and ethical considerations.

#### **3.2 Research design**

This study employed a descriptive survey design. Mugenda and Mugenda (2003) define descriptive research as a process of collecting data in order to answer questions concerning the current status of the study subject. The steps involved in descriptive research are: formulating the objectives of the study, designing the method of data collection, selecting the sample, data collection and analyzing the results, Mugenda and Mugenda (2003). This study fitted within the provisions of descriptive survey research design because appropriate objectives were formulated, target population sampled, research tools created, data collected and analyzed descriptively on the factors influencing pupils' involvement in examination malpractices in public primary schools.

#### **3.3 Target population**

The total population for this study consisted of 57 public primary schools in Kikuyu sub-county divided into three educational zones namely; Karai with 21 schools, Thogoto with 19 schools and Sigona with 17 schools, where the 57

headteachers, 456 teachers and 1,765 standard eight pupils in public primary schools were targeted (Kikuyu sub-county Education Office, 2016).

### 3.4 Sample size and sampling procedures

Sampling entails a subject of a particular population according to Mugenda and Mugenda (2003). Mbwesa (2006) states that sampling procedure require homogeneous distribution of samples population with uniform characteristics to ensure equal representation of study results. Table 3.1 shows the sample size and sampling procedure

**Table 3.1**  
**Sample size and sampling procedure**

<b>Category</b>	<b>Population</b>	<b>Sampling criteria</b>	<b>Sample size</b>	<b>Procedure</b>
Schools	57	3 zones X 12 schools	36	Stratified
Head teachers	57	1 X 36	36	Purposive
Teachers	456	5 X 36	180	Simple random
Class eight Pupils	1,765	10 X 36	360	Simple random
<b>Total</b>	<b>2,278</b>		<b>576</b>	

The study used stratified sampling was used to select schools based on their educational zone distribution to ensure equal representation. Twelve schools were picked randomly from each zone to add up to 36 sample public schools where individual schools were randomly selected in each zone. Purposive sampling was used to select the 36 head teachers in the sampled public primary schools. Simple

random sampling was used to sample five teachers and ten class eight pupils from each sampled school in the schools. Therefore the total sample of the study comprised of 36 head teachers, 180 teachers and 360 pupils from public primary schools.

### **3.5 Research instruments**

Data in the study were collected using self-designed questionnaires for head teachers, teachers and pupils. Each questionnaire was divided into two sections where section A sought to establish the respondents' demographic information while section B was composed of likert scale items to collect the respondents' responses on the study variables. They helped in collecting information over a short time since the respondents were requested to tick the most appropriate choices. According to Kombo and Tromp (2006), questionnaires gathers data from a large sample, save time, upholds confidentiality and there is no opportunity for interview bias.

### **3.6 Validity of the instruments**

To establish the validity of the instrument, this study used content validity to ensure adequate and appropriate items in the instruments that enhanced relevance of the research objectives. Validity was also established by use of expert judgment, where the supervisors assessed the validity of the instrument (Best & Kahn, 2006). Based on the supervisors' advice, the researcher made the necessary adjustments on the research instruments.

### **3.7 Reliability of the instruments**

Mugenda and Mugenda (2003) define reliability as a measure of the degree to which a research instrument yields consistent results or data after repeated trials. Kombo and Tromp (2006) state that it is important to carry out a pilot study before any research. They further state that “even the most carefully constructed instruments cannot guarantee to obtain a hundred percent reliable data” p.75. Piloting helped in modifying and removing ambiguous items on the instruments. The instruments of this study were piloted at 2 primary schools to get 2 head teachers, 6 teachers and 8 pupils who did not participate in the final study as proposed by Mugenda and Mugenda (2003) that 1% of the study population can be used for piloting. The reliability was tested using test-retest technique whereby the research instruments were administered to the same group of respondents twice. A two week lapse between the first and second test was allowed. Then, Cronbach’s Alpha was to determine the suitability of the research instruments to show their reliability (Marczyk, DeMatteo & Festinger, 2004). Values above 0.7 indicate presence of reliability while values below signified lack of reliability (Mugenda & Mugenda, 2003). For this study, the instruments reliability was 0.74 for the head teachers’ questionnaire, 0.81 for the teachers’ questionnaire and 0.78 for the pupils’ questionnaire thus, the research tools for this study were reliable.

### **3.8 Data collection procedure**

The researcher sought a research permit from the National Commission for Science, Technology and Innovation (NACOSTI). The researcher then proceeded

to pay a courtesy call to the Sub-county Director of Education, Kikuyu Sub County, and thereafter made appointments with the head teachers in the sampled schools. The researcher visited the selected schools, created rapport with the respondents and explained the purpose of the study before administering the questionnaire to the respondents. The questionnaires were dropped by the researcher and picked later on an agreed time once they were duly filled.

### **3.9 Data analysis techniques**

According to Mugenda and Mugenda (2003), data analysis is the process of bringing order and meaning to raw data collected. After the questionnaires were returned, the researcher then checked for completeness, accuracy of information and uniformity. Descriptive statistics such as frequency distribution and percentages were used to analyze the data that were collected to capture the influence of independent variables on dependent variables. Tables were used to present responses for each item that was used to answer the study questions. Qualitative data from open ended questions was organized into sub topics and discussed in-line with the research questions. The regression was used to test for relationship between the independent variables and the dependent variable.

### **3.10 Ethical considerations**

Ethics has become a cornerstone for conducting effective and meaningful research (Best & Kahn, 2006). The researcher has a responsibility to protect the participants in an investigation. In this study, the researcher reassured the

respondents' confidentiality of their responses and therefore encouraged them to answer the questionnaire confidently and positively. The answered research tools were safely protected to ensure they are not mishandled in the wrong hands. The researcher also needed to respect participants as subjects, not simply as research objects to be used and then discarded (Cohen, Manion, & Morrison, 2007). The respondents were assured that strict confidentiality was maintained in dealing with their identities. The completed questionnaires were collected once filled out.

## CHAPTER FOUR

### DATA ANALYSIS, INTERPRETATION AND PRESENTATION

#### 4.1 Introduction

This chapter entails the study findings based on the specific objectives. It also provides the interpretation and discussion of findings. The study was to investigate the factors influencing pupils' involvement in examination malpractices in public primary schools in Kikuyu sub-county, Kenya. The study was guided by the following objectives; to establish how school ranking system, time of syllabus coverage, teachers' alleged involvement and head teachers pressure to perform influence pupils involvement in examination malpractices. The collected data were analyzed both qualitatively and quantitatively using descriptive and inferential statistics.

#### 4.2 Instrument return rate

After collecting the research instruments, the completeness and accuracy of the research tools was assessed and the return rate presented in Table 4.1.

**Table 4.1**  
**Instrument response rate**

<b>Respondents' category</b>	<b>Target sample</b>	<b>Response frequency</b>	<b>Percent</b>
Head teachers	36	36	100.0
Teachers	180	168	93.3
Pupils	360	300	83.3
<b>Total</b>	<b>576</b>	<b>504</b>	<b>87.5</b>

Table 4.1 shows that the study realized a total response rate of 87.5 percent. The high response rate was realized because the researcher created rapport with the respondents to instill confidence and honesty. These findings indicated that the study realized satisfactory and sufficient instrument response rate. This response rates were representative and conformed to the argument from Mugenda and Mugenda (2003) that stipulates that response rates that are above 70 percent are excellent and representative for any social science research.

#### **4.3 Demographic information**

This study sought to establish the respondents' gender, age, level of education and length of service to get an insight on the study respondents' characteristics. Evers and Walberg (2003) on their school accountability study stated that women are usually less represented in educational institutions' administrative positions than they are in the teaching jobs due to men's perceived authoritative leadership. The gender of the head teachers, teachers and pupils was sought so as to show whether gender had any relations to factors influencing pupils' involvement in examination malpractices in public primary schools. The findings are shown in Table 4.2.

**Table 4.2**  
**Distribution of respondents by gender**

Gender	Head teachers		Teachers		Pupils	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Male	22	61.1	61	36.3	154	51.3
Female	14	38.9	107	63.7	146	48.7
<b>Total</b>	<b>36</b>	<b>100.0</b>	<b>168</b>	<b>100.0</b>	<b>300</b>	<b>100.0</b>

From the study findings in Table 4.2, majority (61.1%) of the primary schools head teachers in Kikuyu Sub-county were males while the majority of the teacher respondents (63.7%) were female. However, pupils' gender distributions showed that a representation of 51.3 percent of the pupils were boys while 48.7 percent were girls. This showed that there was almost gender balance in the selection of the pupil respondents who participated in the study, therefore, giving the study a balanced gender perspective on the factors that influence pupils' involvement in examination malpractices in public primary schools in the study area.

In addition, the findings on the head teachers and teachers showed that there were more males than females in primary schools headship in the study area. These findings implied that despite the fact that there were more female teachers in the profession, majority of the schools headship was dominated by males than their female counterparts. These findings agree with Cubillo and Brown (2003) who noted that the teaching profession is over the years pre-dominated by women but the administration of educational institution is predominated by males.

The headteachers and teacher were asked to indicate their age bracket so as to establish whether age influenced examination management. The findings are presented in Table 4.3.

**Table 4.3**  
**Headteachers and teachers' age bracket**

Age in years	Hedteachers		Teachers	
	Frequency	Percent	Frequency	Percent
30 years and below	1	2.8	48	28.6
31 – 40 years	5	13.9	82	48.8
41 – 50 years	11	30.6	25	14.9
Over 50 years	19	52.7	13	7.7
<b>Total</b>	<b>36</b>	<b>100.0</b>	<b>168</b>	<b>100.0</b>

Table 4.3 shows that, majority of the headteachers (52.7%) were over 50 years old. Most of the teachers (48.8%) were aged between 31 to 40 years. This showed that more headteachers were elder thus having gained experience in dealing with administrative issues that occur in the institutions.

Berry and O'Connor (2009) state that pupils' age determine their conduct in educational institutions. The pupils were asked to state their age bracket to establish whether it had any relationship with their involvement in examination malpractices. The findings are as shown in Table 4.4.

**Table 4.4**

**Pupils' age bracket**

<b>Age in years</b>	<b>Frequency</b>	<b>Percent</b>
13 years	37	12.3
14 – 15 years	195	65.0
Over 16 years	68	22.7
<b>Total</b>	<b>300</b>	<b>100.0</b>

From the study findings presented in Table 4.4, pupil respondents were distributed across the different age brackets. This was an indication that pupils in primary schools were at different ages which showed that the pupils were at their right age in their education levels. The findings were an implication that pupils who participated were in a position to air their perceptions since they had attained ages to be able to express their opinions. The findings concurred with a statement by Onger (2009) that learners who were in their right educational stages tend to pay attention to their education than over aged learners. Thus they were able to give credible and valid information for the study subject. Also, the pupils were able to read and understand the study instruments independently.

Santiago et al (2009) state that teachers' qualification show the level of competence in handling educational management and other institutional issues. The study further inquired the level of education of the teachers. This information was to show the teachers capability to handle matters regarding pupils' involvement in examination malpractices in their respective schools.

**Table 4.5**  
**Headteachers and teachers' academic qualification**

Level of education	Headteachers		Teachers	
	Frequency	Percent	Frequency	Percent
P1 Certificate	0	0.0	73	43.5
Diploma	9	25.0	22	13.1
Bachelor's degree	16	44.4	47	28.0
Master's degree	11	30.6	26	15.4
<b>Total</b>	<b>36</b>	<b>100.0</b>	<b>168</b>	<b>100.0</b>

From the study findings presented in Table 4.5, both the headteachers and teachers in primary schools in Kikuyu sub-county had attained different levels of academic qualification. For instance 43.5 percent of teachers were primary teacher certificate holders while 44.4 percent of head teachers had bachelor's degree. This meant that teachers and headteachers in the schools in the study area were well trained in their teaching career, therefore capable of fulfilling their teaching and management roles. This also illustrated that teachers and headteachers would give credible information of factors influencing pupils' involvement in examination malpractices in primary schools based on their level of education. The findings disagreed with Leithwood and Mascall (2008) argument that examination management does not require any academic qualification but is entitled to administrative ability and social morals and values.

The headteachers and teachers were asked to state the duration that they had worked in primary schools in Kikuyu sub-county. The findings are as shown in Table 4.6.

**Table 4.6**  
**Headteachers and teachers' work duration in their current station**

No of years	Headteachers		Teachers	
	Frequency	Percent	Frequency	Percent
1 – 5 years	3	8.3	23	13.7
6 – 10 years	19	52.8	86	51.2
Over 10 years	14	38.9	59	35.1
<b>Total</b>	<b>36</b>	<b>100.0</b>	<b>168</b>	<b>100.0</b>

The study findings presented in Table 4.6, more than half of the primary schools' heads (52.8%) indicated that they had been working in their current station for between 6 to 10 years. Also, majority of the teachers (51.2%) indicated that they had stayed in their current station for between 6 to 10 years. This showed that the headteachers and teachers were well experienced as they had worked in schools in the Sub-county for long enough to be familiar with practices happening there. They were therefore, well acquitted with knowledge, and experience on the study variables to give reliable data. Hence, they were also in a better position to give relevant information on pupils' involvement in examination malpractices in primary schools since they had been in the sub-county long enough to know the

trends of examination malpractices in national examinations. The findings were in agreement with Kohn (2007) that educational stakeholders learn different tactics in examination malpractices due to the experience gained over time.

#### **4.4 KCPE examination ranking system at zonal level and pupils' involvement in examination malpractices**

The first objective of the study was to determine how school ranking system of Kenya Certificate of Primary Education examination at zonal level influence pupils' involvement in examination malpractices in Kikuyu Sub-county, Kenya. Ranking individual pupils and schools creates fierce competition which sometimes leads to departure from teaching to preparation for passing examinations and cheating (Anderman, 2000; Nyamwange, Ondima & Onderi, 2013; Aullo, 2004). The results from the likert scale were presented in subsequent sub-sections that follow; The responses were rated on a four point Likert scale where: 1 = Strongly disagree, 2 = Disagree, 3 = Agree and 4 = Strongly agree to show the influence of examination ranking on pupils' involvement in examination malpractices. The findings from the headteachers were as illustrated in Table 4.7.

**Table 4.7****Headteachers' responses on examination ranking and pupils' involvement in examination malpractices**

Statement	SA		A		D		SD	
	f	%	f	%	f	%	f	%
Positioning of schools based on their performance influence pupils to engage in examination malpractices	19	52.7	6	16.7	7	19.4	4	11.1
Cheating is good in competitive examinations because passing ranks schools in prestigious positions	0	0.0	0	0.0	11	30.6	25	69.4
Engaging in examinations malpractices helps pupils to emerge winners after ranking of results	0	0.0	3	8.3	5	13.9	28	77.8
The Kenyan system of education seems to encourage cheating in examinations because of the recognition given to the ranking system	12	33.3	18	50.0	6	16.7	0	0.0

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n = 36

From the study findings contained in Table 4.7, 83.3 percent of the headteachers agreed and strongly agreed that the Kenyan education system seems to encourage pupils' involvement in examination malpractices due to how ranking system and recognition of top performing schools. Also, majority (52.7%) of the headteachers indicated that they strongly agreed to the notion that positioning of schools based on their performance influence pupils to engage in examination malpractices.

However, headteachers were in strong disagreement with the statements that portrayed that schools advocate for pupils' engagement in examination malpractices in order to secure better ranking positions in the zone. For instance, 69.4 percent of the headteachers strongly disagreed that cheating is good in competitive examinations because passing ranks schools in prestigious positions, while 77.8 percent strongly disagreed that engaging in examination malpractices helps pupils to emerge winners after ranking of results.

These findings implied that positioning of schools in the KCPE examination ranking highly contributed to educational; stakeholders' involvement in examination malpractices so as to ensure that their individual schools are ranked among winners rather than checking on any other educational outcome because the primary measure is ranking position presumed by any school at zonal levels. The findings showed that headteachers in Kikuyu Sub-county were in strong agreement on the influence of school ranking on the pupils' involvement in examination malpractices in the sub-county. These findings were similar to findings from a study by Kinuthia (2009) who argued that ranking of schools and learners in Kenya national examination has greatly contributed to trends of schools indulging in examination malpractices so as to secure their slots on ranking publicity.

The study also sought to determine from the teachers on how KCPE examination ranking at zonal level influence pupils' involvement in examination malpractices

in primary schools in Kikuyu Sub-county. The teachers were therefore requested to indicate their level of agreement on the statements provided using a four point likert scale; 1 – Strongly agree, 2 – Agree, 3 – Disagree or 4 – Strongly disagree. Their responses are presented in Table 4.8.

**Table 4.8**

**Teachers responses on examination ranking and pupils’ involvement in examination malpractices**

Statement	SA		A		D		SD	
	f	%	f	%	f	%	f	%
Positioning of schools based on performance causes pupils to engage in examination malpractices	102	60.7	18	10.7	32	19.0	16	9.5
Cheating is good in competitive examinations because passing ranks schools in prestigious positions	8	4.8	11	6.5	63	37.5	85	50.6
Engaging in examinations malpractices helps pupils to emerge winners after ranking of results	6	3.6	9	5.4	35	20.8	118	70.2
The Kenyan system of education seems to encourage cheating in examinations because of the recognition given to the ranking system	112	66.7	33	19.6	11	6.5	12	7.1

n = 168

From Table 4.8, teachers' responses concurred with the headteachers on the agreement with the contribution of KCPE examination ranking on pupils' involvement in examination cheating in Kikuyu Sub-county. However, 50.6 percent and 70.2 percent of the teachers disagreed to the statements that stated that cheating in examination was good because it helped passing to place schools in prestigious positions and engaging in examination malpractices helps pupils to emerge winners after ranking of results respectively.

The findings were an implication that teachers highly condemn the vice of examination malpractices that pupils involved themselves in during final examinations due to the ranking system that was the single measure to show the superiority of their academic performance. Hence, they were in agreement that KCPE examination ranking influenced examination malpractices recurrence. The findings were consistent with those of Anderman and Midgley (2004) who stated that ranking individual students and schools creates fierce competition which at times causes departure from normal teaching to preparation for passing national examination leading to learners engagement in different forms of examination malpractices.

The students were required by the study to indicate whether statements on the influence of KCPE examination ranking causes pupils' involvement in examination malpractices in their public primary schools were true. Table 4.9 illustrated students' opinion on their level of agreement or disagreement with

statements indicating the influence of KCPE examination ranking on pupils' involvement in examination malpractices.

**Table 4.9**

**Learners responses on examination ranking and pupils' involvement in examination malpractices**

Statement	SA		A		D		SD	
	f	%	f	%	f	%	F	%
Positioning of schools based on performance causes pupils to engage in examination malpractices	145	48.3	82	27.3	41	13.7	32	10.7
Cheating is good in competitive examinations because passing ranks schools in prestigious positions	191	63.7	103	34.3	6	2.0	0	0.0
Engaging in examinations malpractices helps pupils to emerge winners after ranking of results	103	34.3	135	45.0	44	14.7	18	6.0
The Kenyan system of education seems to encourage cheating in examinations because of the recognition given to the ranking system	181	60.3	51	17.0	33	11.0	35	11.7

n = 300

From the study findings, majority of the students (63.7%) strongly agreed that examination cheating is good in competitive examinations because passing ranks

schools in prestigious positions. Most of the pupils (48.3%) indicated that positioning of schools based on their performance causes pupils to engage in examination malpractices. A moderate 45 percent agreed that engaging in examinations malpractices helps pupils to emerge winners after ranking of results, while 60.3 percent strongly agreed that the Kenyan system of education seems to encourage cheating in examinations because of the recognition given to the ranking system

These findings showed that pupils' involvement in examination cheating cases was attributed to ranking at zonal level for the students to perform in their final examination. The findings were an indication that school ranking system highly contributed to pupils' involvement in examination malpractices so as to emerge in top positions within the sub-county as a measure of excellence.

The findings implied that the Kenya education system is examination oriented prompting pupils' involvement in examination cheating practices so as to ensure that results portray better ranking positions. There is also a high likelihood of the primary pupils be involved in different forms of examination cheating practices so as to ensure that their schools and individual pupils secure better positions in the zonal and sub-county ranking system hence contributing to pupils' involvement in national examination malpractices.

The findings are in agreement with Aullo (2004) observation that 9 out of every 10 secondary schools' students indulge in one form of examination malpractices

or another. The findings were also in consistence with Anderman and Midgley (2004) who stated that ranking individual students and schools creates fierce competition that highly contribute to learners' involvement in examination cheating. Therefore, the study findings were an indication that school ranking system at the zonal level contribute to pupils' involvement in examination malpractices in public primary schools.

The researcher used cross tabulation to determine the relationship between ranking and pupils involvement in examination malpractices in public primary schools in Kikuyu Sub-County Kenya. The results are shown in Table 4.10.

**Table 4.10**  
**Cross tabulation on School ranking and pupils involvement in examination malpractices in primary schools**

	Most common		common		Not common	
	Mean	Std dev	Mean	Std dev	Mean	Std dev
KCPE examination ranking at zone level	5.3	1.82	0.7	.46	0.1	.13

Table 4.10 shows that the cross tabulation between school ranking and pupils involvement in examination malpractices in public primary schools in Kikuyu sub-county scored different levels. Most of the head teacher respondents indicated that KCPE examination ranking at zonal level most commonly influenced examination malpractice in KCPE examination that scored a mean of

5.3. Therefore it can be conclude that there is a significant relationship between school ranking at zonal level and pupils' involvement in examination malpractices in primary schools in Kikuyu Sub-County.

#### **4.5 Time of syllabus coverage and pupils' involvement in examination malpractices**

The second study objective was to establish the extent to which time for syllabus coverage influence pupils involvement in examination malpractices in public primary schools in Kikuyu Sub-county, Kenya. The results of the study findings are presented in the following subsequent sub-sections. The study sought to establish whether the time of syllabus coverage influence pupils' involvement in examination malpractices.

They were issued with different statements that depict the relationship between time of syllabus coverage and examination malpractices. The responses were rated on a four point likert scale where 1 = Strongly Agree, 2 = Agree, 3 = Disagree, and 4 = Strongly Disagree. The headteachers' responses were presented as shown in Table 4.11.

**Table 4.11****Headteachers' responses on influence of time of syllabus coverage on examination malpractices in KCPE**

Statement	SA		A		D		SD	
	f	%	f	%	f	%	f	%
Lack of sufficient examination preparation time cause pupils to engage in examination malpractices	31	86.1	5	13.9	0	0.0	0	0.0
Failure to complete curriculum content triggers pupils to engage in examination malpractices	12	33.3	14	38.9	8	22.2	2	5.6
Insufficient time to cover the syllabus lead to pupils engaging in different forms of examination malpractices	19	52.7	7	19.4	7	19.4	3	8.3
Curriculum content is wider than available preparation time	0	0.0	0	0.0	5	13.9	31	86.1
Examination testing methods do not concede with learning time causing examination malpractices in primary schools	0	0.0	0	0.0	34	94.4	2	5.6

n = 36

From the study findings contained in Table 4.11 showed that, 86.1 percent of the headteachers strongly agreed that lack of sufficient examination preparation time cause pupils to engage in examination malpractices, while, 38.9 percent of the headteachers agreed that failure to complete curriculum content triggers pupils to engage in examination malpractices. These findings showed that inadequate

preparation for examination through timely covering syllabus content trigger learners to engage in different forms of examination malpractices.

On the other hand, 86.1 percent of the headteachers strongly disagreed with the notion that the curriculum content was too wide for the available learning time, while 94.4 percent disagreed that examination testing methods do not concede with learning time causing examination malpractices in primary schools. Therefore from these findings the study implied that the time of syllabus coverage was within adequate provisions to ensure learners sit for their examination timely.

The findings implied that time of syllabus coverage significantly contribute to pupils' involvement in examination malpractices in Kikuyu Sub-county. Therefore there is a positive relationship between pupils' involvement in examination malpractices and time of syllabus coverage to sit for KCPE examination in the sub-county.

The findings were in agreement with Ochola (2011) who stated that the problems of examination malpractices are specifically rampant during end-of-stage examination due to unpreparedness of students. Students who do not have adequate time to prepared for examination especially national or end of stage examinations are not competent to sit for these tests and thus panic making them to engage in different forms of examination malpractices in order to pass in final examinations.

The teacher respondents were also issued with statements to show that time of syllabus coverage influence pupils' engagement in examination malpractices. They were issued with a likert scale to indicate their level of agreement or disagreements to the provided statements. Table 4.12 presents the study findings.

**Table 4.12**  
**Teachers responses on time of syllabus coverage and examination malpractices**

Factors under consideration on time of syllabus coverage	SA		A		D		SD	
	f	%	f	%	f	%	f	%
Lack of sufficient examination preparation time cause pupils to engage in examination malpractices	122	72.6	32	19.0	8	4.8	6	3.6
Failure to complete curriculum content triggers pupils to engage in examination malpractices	78	46.4	63	37.5	12	7.1	15	8.9
Insufficient time to cover the syllabus lead to pupils engaging in different forms of examination malpractices	96	57.1	49	29.2	15	8.9	8	4.8
Curriculum content is wider than available preparation time	0	0.0	11	6.5	43	25.6	114	67.9
Examination testing methods do not concede with learning time causing examination malpractices in primary schools	16	9.5	18	10.7	32	19.0	102	60.7

n = 168

The teachers were concurred with the headteachers on the influence of time of syllabus coverage on pupils' involvement in examination malpractices. For

instance, 67.9 percent of the teachers strongly disagreed that curriculum content is wider than available preparation time. Thus the study findings indicated that time of syllabus coverage was essential in preparing learners to sit for national examination fully prepared so as to reduce the cases of pupils involvement in examination malpractices. The students were required by the study to indicate whether statements on the influence of time of syllabus coverage had on pupils' involvement in examination malpractices were true. Table 4.13 illustrated the students opinions on statements provided.

**Table 4.13**  
**Pupils responses on how preparedness influence involvement in examination malpractices in KCPE**

Factors under consideration on time of syllabus coverage	SA		A		D		SD	
	f	%	f	%	f	%	f	%
Lack of sufficient examination preparation time cause pupils to engage in examination malpractices	154	51.3	102	34.0	32	10.7	12	4.0
Failure to complete curriculum content triggers pupils to engage in examination malpractices	197	65.7	93	31.0	10	3.3	0	0.0
Insufficient time to cover the syllabus lead to pupils engaging in different forms of examination malpractices	103	34.3	135	45.0	44	14.7	18	6.0
Curriculum content is wider than available preparation time	181	60.3	51	17.0	33	11.0	35	11.7
Examination testing methods do not concede with learning time causing examination malpractices in primary schools	145	48.3	82	27.3	41	13.7	32	10.7

n = 300

From the findings of the study presented in Table 4.13, students were in agreement with the contribution of time of syllabus coverage to pupils' involvement in examination malpractices. For instance, 51.3 percent of them indicated that lack of sufficient examination preparation time cause pupils to engage in examination malpractices, 65.7 percent indicated that failure to complete curriculum content triggers pupils to engage in examination malpractices, 60.3 percent indicated that curriculum content is wider than available preparation time, 48.3 percent agreed that Examination testing methods do not concede with learning time causing examination malpractices in primary schools. The findings implied that time of syllabus coverage influenced pupils' involvement in examination malpractices in Kikuyu Sub-county.

The findings were in line with Diekhoff et al (1996) who stated that majority of students cheat in examination in subjects they perceive to be difficult and they are not adequately prepared due to the time available to complete the syllabus. These findings also agree with Nyandoro (2008) who stated that students who are not well prepared for final examinations are either caught in possession of written materials or copying from each other. These practices are used by unprepared students so as to build self-confidence when sitting for exams

The regression analysis indicates that the overall regression model is significant hence it has some explanatory value. This indicates that there is a significant

relationship between the predictor variable time of syllabus coverage and pupils' involvement in examination malpractices. As shown in Table 4.14.

**Table 4.14**

**Regression analysis**

Model		Sum of	df	Mean	F	Sig.
		Squares		Square		
	Regression	2.561	4	.640	2.423	.047 <sup>b</sup>
1	Residual	161.132	610	.264		
	Total	163.693	614			

a. Dependent Variable: Pupils involvement in examination malpractices

b. Predictors: (Constant) time of syllabus coverage

At 94 percent confidence interval i.e. P-value ( $p=0.00 < 0.05$ ) it implies that time of syllabus coverage influence pupils involvement in examination malpractices. This findings showed that time of syllabus coverage had a strong influence on pupils' involvement in examination malpractices.

**4.6 Teachers' alleged involvement in cheating and examination malpractices**

The third research objective sought to establish the influence of teachers' alleged involvement in cheating on examination malpractices. The respondents were asked to respond to statements showing how the influence of teachers alleged involvement in cheating on pupils' involvement in examination malpractices.

Their responses were as presented in subsequence sections. The responses were rated on a four point likert scale where 1 = Strongly Agree, 2 = Agree, 3 = Disagree, and 4 = Strongly Disagree. The headteachers' responses were presented as shown in Table 4.15.

**Table 4.15**  
**Teachers' involvement in cheating and examination malpractices;**  
**headteachers' perception**

Statement	SA		A		D		SD	
	f	%	f	%	f	%	f	%
Teachers assist pupils in cheating to ensure they pass in exams	19	52.8	14	38.9	3	8.3	0	0.0
Rewards gotten due to excellent performance is key to teachers abating of pupils cheating	31	86.1	5	13.9	0	0.0	0	0.0
Pupils can access examination papers before examinations through social media and other communication platforms provided by teachers	12	33.3	14	38.9	8	22.2	2	5.6
Teachers gives pupils hints that helps them answer exams questions	19	52.7	7	19.4	7	19.4	3	8.3
The presence of supervisors or invigilators during examination reduce pupils' examination malpractices	31	86.1	5	13.9	0	0.0	0	0.0
Teachers assist pupils to smuggle unauthorized materials/devices into an examination hall	0	0.0	0	0.0	34	94.4	2	5.6

n = 36

From the study findings presented in Table 4.15 majority of the headteachers in public primary schools indicated that teachers play a significance role both negatively and positively to contribute to cases of pupils involvement in

examination malpractices. For instance, 86.1 percent of the head teachers strongly agreed that presence of teachers as invigilators during examination reduce pupils involvement in examination malpractices. Also, 52.8 percent of the headteachers strongly agreed that when teachers assist pupils during examination they ensure that they pass during national examination.

These findings had an implication that teacher involvement in cheating has a great relationship with pupils' involvement in examination malpractices. The findings were in agreement with Aullo (2004) observation that 9 out of every 10 secondary schools' students indulge in one form of examination malpractices or another. The situation becomes more worrisome when parents, guardians and teachers, who should be custodians of moral code of conduct, abet and aid their students in this terrible and shameful practice to ensure that they shine in final examination results.

The teacher respondents were issued with statements to depict how teachers' alleged involvement in cheating influence pupils' involvement in examination malpractices. The responses were rated on a four point likert scale where 1 = Strongly Agree, 2 = Agree, 3 = Disagree, and 4 = Strongly Disagree and presented in Table 4.16.

**Table 4.16****Teachers perception on their alleged involvement in cheating and examination malpractices**

Statement	SA		A		D		SD	
	f	%	f	%	f	%	f	%
Teachers assist pupils in cheating to ensure they pass in exams	18	10.7	32	19.0	16	9.5	102	60.7
Rewards gotten due to excellent performance is key to teachers abating of pupils cheating	15	8.9	18	10.7	71	42.3	63	37.5
Pupils can access examination papers before examinations through social media and other communication platforms provided by teachers	56	33.3	49	29.2	35	20.8	28	16.7
Teachers gives pupils hints that helps them answer exams questions	11	6.5	12	7.1	112	66.7	33	19.6
The presence of supervisors or invigilators during examination reduce pupils' examination malpractices	18	10.7	16	9.5	32	19.0	102	60.7
Teachers assist pupils to smuggle unauthorized materials/devices into an examination hall	15	8.9	18	10.7	71	42.3	63	37.5

n =168

Table 4.16 shows a high disagreement from the teachers on the accusations that they are involved in cheating to assist pupils in examination malpractices. These

findings differed with the responses from the headteachers and pupils. Thus Table 4.17 presented the pupils responses on the matter.

**Table 4.17**

**Pupils’ responses on teachers’ alleged involvement in cheating and examination malpractices**

Statement	SA		A		D		SD	
	f	%	f	%	f	%	f	%
Teachers assist pupils in cheating to ensure they pass in exams	181	60.3	51	17.0	33	11.0	35	11.7
Rewards gotten due to excellent performance is key to teachers abating of pupils cheating	191	63.7	103	34.3	6	2.0	0	0.0
Pupils can access examination papers before examinations through social media and other communication platforms provided by teachers	103	34.3	135	45.0	44	14.7	18	6.0
Teachers gives pupils hints that helps them answer exams questions	191	63.7	103	34.3	6	2.0	0	0.0
The presence of supervisors or invigilators during examination reduce pupils’ examination malpractices	145	48.3	82	27.3	41	13.7	32	10.7
Teachers assist pupils to smuggle unauthorized materials/devices into an examination hall	145	48.3	82	27.3	41	13.7	32	10.7

n = 300

Table 4.17 showed that pupil respondents concurred with the headteachers on the contribution of teachers' alleged involvement in cheating towards pupils involvement in examination malpractices especially in KCPE examination. These findings were an indication that though teachers disputed their possible involvement in examination malpractices, their impact contributed to pupils involvement in examination malpractices. Thus, the study concluded that there was significance relationship between teachers' involvement in examination malpractices.

The findings were in line with Mucheke (2014) statement that some teachers always overlook incidents of academic dishonesty by pupils. Teachers often find it difficult to report cases of cheating.

#### **4.7 Societal pressure on headteachers to perform and examination malpractices in schools**

Objective four of the study sought to establish the influence of societal pressure on headteachers to perform on pupils' involvement examination malpractices. The study findings were as presented in subsequent sections. The study sought to establish whether pupils' involvement in examination malpractices was due to societal pressure on headteachers to perform in public primary schools. The responses were rated on a four point Likert scale where: SD = Strongly disagree, D = Disagree, A = Agree and SA = Strongly agree. The findings from the headteachers were as illustrated in Table 4.18.

**Table 4.18****Headteachers responses on societal pressure on head teachers to perform and examination malpractices**

Statement	SA		A		D		SD	
	f	%	f	%	f	%	f	%
School head teachers support different forms of examination malpractices to help improve pupils performance	28	80.6	8	22.2	0	0.0	0	0.0
Some head teachers encourage cheating in examinations so as to get rewards in schools' prize giving days	2	5.6	4	11.1	18	50.0	12	33.3
There are head teachers and teachers who help their pupils to pass examinations	0	0.0	0	0.0	5	13.9	31	86.1
Assisting pupils in examination malpractices enhances positive image in the society	7	19.4	3	8.3	19	52.7	7	19.4
Cheating is not necessary if a candidate has adequately prepared before the examinations	34	94.4	2	5.6	0	0.0	0	0.0

n = 36

Data presented in Table 4.18 showed that majority of the principals disagreed to the statements linking their involvement in examination malpractices due to the societal pressure to perform in public primary schools. These findings were an indication that majority of the stakeholders were not openly agreeing to their contribution to pupils involvement in examination malpractices. This was also

evident of the 94.4 percent of the principals who strongly agreed that cheating was not necessary with adequate preparation of the learners.

The findings were in line with Wilayat (2009) on that some teachers get involved in examination malpractices because of the accountability to the community. Sometimes they go as far as asking the pupils to pay a certain amount so that they can assist them to pass examination.

The teacher respondents were requested to indicate their perception on the extent they agree or disagree on the administrative pressure to perform influence pupils' involvement in examination malpractices in public primary schools. The teachers' responses were as presented in Table 4.19.

**Table 4.19****Teachers' response on administrative pressure to perform and examination malpractices**

Statement	SA		A		D		SD	
	f	%	f	%	f	%	f	%
School head teachers support different forms of examination malpractices to help improve pupils performance	112	66.7	33	19.6	11	6.5	12	7.1
Some head teachers encourage cheating in examinations so as to get rewards in schools' prize giving days	18	10.7	71	42.3	63	37.5	15	8.9
There are head teachers and teachers who help their pupils to pass examinations	56	33.3	49	29.2	35	20.8	28	16.7
Assisting pupils in examination malpractices enhances positive image in the society	102	60.7	18	10.7	32	19.0	16	9.5
Cheating is not necessary if a candidate has adequately prepared before the examinations	128	76.3	18	10.7	32	19.0	0	0.0

n = 168

Information contained in Table 4.19 showed that majority of the teachers strongly agreed that societal pressure on headteachers to perform influence pupils' involvement in examination malpractices. For instance, 66.7 percent of the teachers strongly agreed that school head teachers support different forms of examination malpractices to help improve pupils performance, while 60.7 percent of the teachers agreed that assisting pupils in examination malpractices enhances positive image in the society. These findings were an indication that educational

stakeholders pointed their counterparts to be assistive in pupils' involvement in examination malpractices but were not willing to admit to their involvement.

Further the pupils were requested to respond on statements depicting the influence of administrative pressure to perform on pupils' involvement in examination malpractices Table 4.20 presents the study findings.

**Table 4.20**  
**Pupils' responses on administrative pressure to perform and examination malpractices**

Statement	SA		A		D		SD	
	f	%	f	%	f	%	f	%
School head teachers support different forms of examination malpractices to help improve pupils performance	145	48.3	82	27.3	41	13.7	32	10.7
Some head teachers encourage cheating in examinations so as to get rewards in schools' prize giving days	191	63.7	103	34.3	6	2.0	0	0.0
There are head teachers and teachers who help their pupils to pass examinations	103	34.3	135	45.0	44	14.7	18	6.0
Assisting pupils in examination malpractices enhances positive image in the society	181	60.3	51	17.0	33	11.0	35	11.7
Cheating is not necessary if a candidate has adequately prepared before the examinations	145	48.3	82	27.3	41	13.7	32	10.7

n = 300

According to data contained in Table 4.20 majority of the pupils (51%) were in agreement with their teachers on how administrative pressure to perform influence pupils' involvement in examination malpractices. Therefore, the study findings were an indication that societal pressure on head teachers to perform influence pupils involvement in examination malpractices in primary schools.

The researcher sought to test the hypotheses by regressing societal pressure for head teachers to perform against pupils involvement in examination malpractices in the primary schools in the sub-county, where r- squared obtained to explain the significance of the model and analysis of variance (ANOVA) ,also t-test was used to test for the significance of each predictor variables (pupils involvement in examination malpractices) in the model. The summary of the model is presented in Table 4.21.

**Table 4.21**  
**Summary of model**

<b>Model</b>	<b>R</b>	<b>R Square</b>	<b>Adjusted R Square</b>	<b>Std. Error of the Estimate</b>
1	.955 <sup>a</sup>	.9176	.824	.15519

From the results shown in Table 4.21, the model shows a strong relationship as indicated by the coefficient of determination ( $R^2$ ) with a value of 0.9176. This implies that the independent variables school ranking system, time of syllabus coverage teachers' alleged involvement in cheating and societal pressure for head

teachers to perform explain 91.76 percent of the variations of pupils involvement in examination malpractices.

This shows that 8.24% of the dependent variable is explained by other variables not in this model

**Table 4.22**  
**Regression results**

Model	Unstandardized Coefficients		Standardized	t	Sig.
	B	Std. Error	Beta		
	(Constant)	2.091	.146	14.323	.000
	School ranking system at zonal level	.023	.030	.032	.770
	Time of syllabus coverage	-.005	.037	-.005	-.123
1	Teachers' alleged involvement in cheating	.070	.036	.098	1.954
	Societal pressure for headteachers to perform	.025	.031	.040	.823

a. Dependent Variable: Pupils involvement in examination malpractices

The model fitted is given by,

$$Y=2.091+0.023 X_1-0.005X_2+0.07X_3+0.025X_4.$$

From Table 4.22 the study findings shows that, school ranking system, teachers' alleged involvement in cheating and societal pressure for head teachers to perform

are significantly influencing pupils involvement in examination malpractices while time of syllabus coverage is relatively not significant at 95% confidence interval. This implies that change of one unit in school ranking system at zonal level will influence pupils' involvement in examination malpractices by 0.023 units while other held constant, similarly change of one unit in societal pressure for headteachers to perform will negatively influence pupils' involvement in examination malpractices by 0.005 units when other factors held constant. Again, change of one unit in time of syllabus coverage will lead to positive change in pupils' involvement in examination malpractices by 0.07 units while school teachers' alleged involvement in cheating is held constant. Positive change of one unit in will lead to a positive change of pupils' involvement in examination malpractices by 0.025 units without change of other factors.

Further, the study requested the respondents to suggest the way forward on solving pupils' involvement in examination malpractices in primary schools in the study area. The study findings were as presented in Table 4.23.

**Table 4.23****Suggestions on pupils' involvement in examination malpractices in primary schools**

<b>Suggestions</b>	<b>Headteachers</b>		<b>Teachers</b>		<b>Pupils</b>	
	<b>Frequency (f)</b>	<b>Percent (%)</b>	<b>Frequency (f)</b>	<b>Percent (%)</b>	<b>Frequency (f)</b>	<b>Percent (%)</b>
Improve ranking system not to be only on national examinations	5	13.9	63	27.5	98	32.7
Reduce syllabus content to ensure learners gain other life skills	9	25.0	11	6.5	59	19.7
Motivate credible teachers to reduce cases of involvement in examination malpractices	16	44.4	23	13.7	46	15.3
Evaluate schools' performance on all round performance not only on national examination	6	16.7	71	42.3	97	32.3
<b>Total</b>	<b>36</b>	<b>100.0</b>	<b>168</b>	<b>100.0</b>	<b>300</b>	<b>100.0</b>

From the study findings, majority of the respondents suggested possible measures to curd pupils' involvement in examination malpractices. For instance, 44.4 percent of the headteachers suggested that teachers need to be motivated to ensure credibility thus reducing cases of pupils involvement in examination malpractices. Also, 42.3 percent of the teachers and 32.3 percent of pupils suggested holistic evaluation measures to reduce the pressure on a single evaluation method through the national examinations. These findings were an indication that there were possible measures that needed to be taken through active involvement of the stakeholders within the education sector to reduce cases of pupils' involvement in examination malpractices.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter presents the summary of the study, makes a conclusion and recommendation of the study in line with the study objectives.

#### **5.2 Summary of the study**

The purpose of this study was to investigate the factors influencing pupils' involvement in examination malpractices in KCPE examination in public primary schools in Kikuyu Sub-county, Kenya. The study was guided by the following objectives; to determine the extent to which KCPE examination ranking at zone level influences pupils' involvement in examination malpractices, to establish how the time of syllabus coverage influences pupils' involvement in examination malpractices, to determine the extent to which teachers' alleged involvement in cheating influences pupils' involvement in examination malpractices, and to determine the extent to which head teachers' societal pressure to perform influences pupils' involvement in examination malpractices in Kenya Certificate of Primary Education in public primary schools in Kikuyu Sub-county.

The study reviewed related literature from different scholars' works on the factors influencing pupils' involvement in examination malpractices. The study was based on Achievement Goal Theory. It employed a descriptive survey design. The study used stratified sampling to select schools based on their educational zone distribution to participate in the study. The schools were divided into strata based

on the three educational zones to ensure equal representation. Twelve schools were picked randomly from each zone to add up to 36 sample public schools. Purposive sampling was used to select all the head teachers in the sampled public primary schools. Simple random sampling was used to sample five teachers and ten class eight pupils from each sampled school in the schools. Therefore the total sample of the study comprised of 36 head teachers, 180 teacher and 360 pupils from public primary schools. Data was collected using questionnaires for head teachers, teachers and pupils. Piloting was conducted in order to determine the reliability and validity of the instruments. Validity was also established by use of expert judgment while, the reliability was also tested using test-retest technique. Data were analyzed qualitatively and quantitatively. The study realized a total response rate at 87.5 percent.

The first objective of the study was to determine how school ranking system of Kenya Certificate of Primary Education examination at zonal level influence pupils' involvement in examination malpractices in Kikuyu Sub-county, Kenya. The study findings revealed that majority of the headteachers were in agreement that the Kenyan education system seems to encourage pupils' involvement in examination malpractices due to how ranking system and recognition of top performing schools. Also, majority (52.7%) of the headteachers indicated that they strongly agreed to the notion that positioning of schools based on their performance influence pupils to engage in examination malpractices. However, headteachers were in strong disagreement with the statements that portrayed

schools advocate for pupils' engagement in examination malpractices in order to secure better ranking positions in the zone.

These findings showed that pupils' involvement in examination cheating cases was attributed to the high expectations brought about by the KCPE examination ranking at zonal level for the students to perform in their final examination. The findings were an indication that school ranking system highly contributed to pupils' involvement in examination malpractices so as to emerge in top positions within the sub-county as a measure of excellence. These findings implied that positioning of schools in the KCPE examination ranking highly contributed to educational; stakeholders' involvement in examination malpractices so as to ensure that their individual schools are ranked among winners rather than checking on any other educational outcome because the primary measure is ranking position presumed by any school at zonal levels. The findings showed that headteachers in Kikuyu Sub-county were in strong agreement on the influence of school ranking on the pupils' involvement in examination malpractices in the sub-county.

The findings implied that the Kenya Education system is examination oriented prompting pupils' involvement in examination cheating practices so as to ensure that results portray better ranking positions. There is also a high likelihood of the primary pupils be involved in different forms of examination cheating practices so as to ensure that their schools and individual pupils secure better positions in

the zonal and sub-county ranking system hence contributing to pupils' involvement in national examination malpractices.

The second study objective was to establish the extent to which time for syllabus coverage influence pupils involvement in examination malpractices in public primary schools in Kikuyu Sub-county, Kenya. The study findings revealed that 86.1 percent of the headteachers strongly agreed that lack of sufficient examination preparation time cause pupils to engage in examination malpractices, while, 38.9 percent of the headteachers agreed that failure to complete curriculum content triggers pupils to engage in examination malpractices. These findings showed that inadequate preparation for examination through timely covering syllabus content trigger learners to engage in different forms of examination malpractices.

On the other hand, 86.1percent of the headteachers strongly disagreed with the notion that the curriculum content was too wide for the available learning time, while 94.4 disagreed that examination testing methods do not concede with learning time causing examination malpractices in primary schools. Therefore from these findings the study implied that the time of syllabus coverage was within adequate provisions to ensure learners sit for their examination timely. The teachers were concurred with the headteachers on the influence of time of syllabus coverage on pupils involvement in examination malpractices. For instance, 67.9 percent of the teachers strongly disagreed that curriculum content is

wider than available preparation time. Thus the study findings indicated that time of syllabus coverage was essential in preparing learners to sit for national examination fully prepared so as to reduce the cases of pupils involvement in examination malpractices.

The findings implied that time of syllabus coverage significantly contribute to pupils' involvement in examination malpractices in Kikuyu Sub-county. Therefore there is a positive relationship between pupils' involvement in examination malpractices and time of syllabus coverage to sit for KCPE examination in the Sub-county.

The third research objective sought to establish the influence of teacher alleged involvement in cheating on examination malpractices. Majority of the headteachers in public primary schools indicated that teachers play a significance role both negatively and positively to contribute to cases of pupils involvement in examination malpractices. For instance, 86.1 percent of the head teachers strongly agreed that presence of teachers as invigilators during examination reduce pupils involvement in examination malpractices. Also, 52.8 percent of the headteachers strongly agreed that when teachers assist pupils during examination they ensure that they pass during national examination. The study realized high disagreement of the teachers to the accusations that they are involved in cheating to assist pupils in examination malpractices.

Pupil respondents concurred with the headteachers on the contribution of teachers' alleged involvement in cheating towards pupils involvement in examination malpractices especially in KCPE examination. These findings were an indication that though teachers disputed their possible involvement in examination malpractices, their impact contributed to pupils involvement in examination malpractices. Thus, the study concluded that there was significance relationship between teachers' involvement in examination malpractices.

Objective four of the study sought to establish the influence of societal pressure on headteachers to perform on pupils' involvement examination malpractices. Majority of the principals disagreed to the statements linking their involvement in examination malpractices due to the societal pressure to perform in public primary schools. These findings were an indication that majority of the stakeholders were not openly agreeing to their contribution to pupils involvement in examination malpractices. This was also evident of the 94.4 percent of the principals who strongly agreed that cheating was not necessary with adequate preparation of the learners. Majority of the teachers strong agreed that societal pressure on headteachers to perform influence pupils' involvement in examination malpractices. For instance, 66.7 percent of the teachers strongly agreed that school head teachers support different forms of examination malpractices to help improve pupils performance, while 60.7 percent of the teachers agreed that assisting pupils in examination malpractices enhances positive image in the society. Majority of the pupils were in agreement with their teacher on the

influence of administrative pressure to perform on pupils involvement in examination malpractices. Therefore, the study findings were an indication that there was significant relationship between societal pressure on head teachers to perform and pupils involvement in examination malpractices.

Time of syllabus coverage was reported to have the most common likelihood to influence pupils' involvement in examination malpractices. These study findings showed that early or late completion of syllabus influenced pupils' involvement in examination malpractices in KCPE examination. Consequently, most of the head teacher respondents indicated that KCPE examination ranking at zonal level scored 43.8 percent most common likelihood to influence examination malpractices in KCPE examination. Teachers' alleged involvement in cheating and headteachers' societal pressure to perform influence pupils involvement in examination malpractices in KCPE examination fairly. This showed that there was a very strong relationship between factors like school ranking systems in zonal level, time of syllabus coverage, teachers' involvement in cheating and administration pressure to perform and pupils' involvement in examination malpractices in public primary schools. Therefore it can be conclude that there is a significant relationship between school factors and pupils' involvement in examination malpractices in primary schools in Kikuyu Sub-county.

### **5.3 Conclusions of the study**

Based on the study findings the study was able to make the following conclusions. School ranking seemed to make schools engage in examination malpractices in a bid to appear at top in the zone and other levels due to the publicity that comes along with it. Despite, the integral policy that is to be used need to streamline systems in the education sector, even after abolishing school ranking in the national levels schools are still being ranked at zonal and county levels and the publicity given to examination results is enough ranking system. Also, the findings showed that pupils from schools where syllabus was covered earlier cases of examination malpractices were few. Thus the study concluded that late time of syllabus coverage contributed to pupils engaging in different forms of examination malpractices. It was concluded that teachers are alleged to engage in examination malpractice to aid pupils performance so as to clear their professional image. Hence teachers' alleged involvement in cheating influenced pupils' involvement in examination malpractices. Consequently, schools administrative experience societal pressure to produce better results that are way above students' capabilities. To ensure that they preserve the schools image they end up abetting in examination malpractices to aid their students emerge winners.

### **5.4 Recommendations of the study**

From the research findings the study came up with recommendations that included:

- i. Head teachers, and teachers should be involved during examinations so as to ensure overall discouragement collaborative cheating among pupils and sensitize them on honesty. This will be to ensure that the school administration ensure that the pupils get their honest grades without involving themselves in malpractices to preserve the school's image.
- ii. The Kenya National Examination Council and other stake holders should put more effort through strict supervision to ensure that examinations are well managed by their designated officials in primary schools. This will help to reduce the dominance of examination management in primary schools hence pupils and teachers reduce malpractices cases.
- iii. Collaborative measures should be taken by various educational stakeholders like KNEC, head teachers, teachers, parents and pupils to ensure that examination malpractices in KCPE examination and any other examination in primary schools by active sensitization of all the stakeholders on the vices of examination cheating to reduce possible pupils involvement in examination malpractices.
- iv. The Government of Kenya should come up with more policies that outline other forms of educational outcome rather than using examination results so as to reduce the stiff competition that eventually lead to malpractices that outlaw the authenticity of the education system.

### **5.5 Suggestion for further research**

Having explored on the factors influencing pupils' involvement in examination malpractices in public primary schools in Kikuyu Sub-county, the researcher proposed the following areas for future research;

- i. A similar study to be done in other sub-counties that are prone to KCPE malpractices in the country so as to assess and compare the findings for generalization of the study findings.
- ii. A study should be done on pupils' involvement in examination cheating in urban regions so as to compare the factors with rural set-ups.
- iii. A similar study should be conducted in private primary schools since the current study focused on public primary schools.

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**APPENDICES**  
**APPENDIX I**  
**INTRODUCTORY LETTER**

CEES

P.O Box 92-00902

KIKUYU

To;

The Head teachers

\_\_\_\_\_ School

P.O Box

Kikuyu Sub-county

Dear Sir/Madam,

**RE: PERMISSION TO COLLECT DATA**

I am a postgraduate student in the University of Nairobi, pursuing a master's degree in Curriculum Studies. I am researching on **factors influencing pupils' involvement in examination malpractices in public primary schools in Kikuyu sub county, Kenya.**

Your school has been selected to participate in the research. You are requested to respond to the questionnaire items as honestly as possible and to the best of your knowledge. This research is purely for academic purposes. **Kindly note that no name and that of the school will be included in the research tools.**

Thank you.

Yours faithfully,

**Geraldine Mumbua Mutinda**



winners after ranking of results				
The Kenyan system of education seems to encourage cheating in examinations because of the recognition given to the ranking system				

7. Read the following sentences and tick (√) against the appropriate choice.

Using the following scale 1 = strongly agree, 2 = agree, 3 = disagree and 4 = strongly disagree

<b>Factors under consideration on time of syllabus coverage</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Lack of sufficient examination preparation time cause pupils to engage in examination malpractices				
Failure to complete curriculum content triggers pupils to engage in examination malpractices				
Insufficient time to cover the syllabus lead to pupils engaging in different forms of examination malpractices				
Curriculum content is wider than available preparation time				
Examination testing methods do not concede with learning time causing examination malpractices in primary schools				

8. Read the following sentences and tick (√) against the appropriate choice.

Using the following scale 1 = strongly agree, 2 = agree, 3 = disagree and 4 = strongly disagree

<b>Factors under consideration on Teachers' involvement in cheating</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Teachers assist pupils in cheating to ensure they pass in exams				
Rewards gotten due to excellent performance is key to teachers abating of pupils cheating				
Pupils can access examination papers before examinations through social media and other communication platforms provided by teachers				
Teachers gives pupils hints that helps them answer exams questions				
The presence of supervisors or invigilators during examination reduce pupils' examination malpractices				
Teachers assist pupils to smuggle unauthorized materials/devices into an examination hall				

9. Read the following sentences and tick (√) against the appropriate choice.

Using the following scale 1 = strongly agree, 2 = agree, 3 = disagree and 4 = strongly disagree

<b>Factors under considerations on Administrations' pressure to perform</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
School head teachers support different forms of examination malpractices to help improve pupils performance				
Some head teachers encourage cheating in examinations so as to get rewards in schools' prize giving days				
There are head teachers and teachers who help their pupils to pass examinations				
Assisting pupils in examination malpractices enhances positive image in the society				
Cheating is not necessary if a candidate has adequately prepared before the examinations				

6. Suggest ways and means of eradicating cheating in examinations:

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**Thank you for your participation.**



cheating in examinations because of the recognition given to the ranking system				
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7. Read the following sentences and tick (√) against the appropriate choice. Using the following scale 1 = strongly agree, 2 = agree, 3 = disagree and 4 = strongly disagree

<b>Factors under consideration on time of syllabus coverage</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Lack of sufficient examination preparation time cause pupils to engage in examination malpractices				
Failure to complete curriculum content triggers pupils to engage in examination malpractices				
Insufficient time to cover the syllabus lead to pupils engaging in different forms of examination malpractices				
Curriculum content is wider than available preparation time				
Examination testing methods do not concede with learning time causing examination malpractices in primary schools				

8. Read the following sentences and tick (√) against the appropriate choice. Using the following scale 1 = strongly agree, 2 = agree, 3 = disagree and 4 = strongly disagree

<b>Factors under consideration on Teachers' involvement in cheating</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Teachers assist pupils in cheating to ensure they pass in exams				
Rewards gotten due to excellent performance is key to teachers abating of pupils cheating				
Pupils can access examination papers before examinations through social media and other communication platforms provided by teachers				
Teachers gives pupils hints that helps them answer exams questions				
The presence of supervisors or invigilators during examination reduce pupils' examination malpractices				
Teachers assist pupils to smuggle unauthorized materials/devices into an examination hall				

9. Read the following sentences and tick (√) against the appropriate choice. Using the following scale 1 = strongly agree, 2 = agree, 3 = disagree and 4 = strongly disagree

<b>Factors under considerations on Administrations' pressure to perform</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
School head teachers support different forms of examination malpractices to help improve pupils performance				
Some head teachers encourage cheating in examinations so as to get rewards in schools' prize giving days				
There are head teachers and teachers who help their pupils to pass examinations				
Assisting pupils in examination malpractices enhances positive image in the society				
Cheating is not necessary if a candidate has adequately prepared before the examinations				

7. Suggest ways and means of eradicating cheating in examinations:

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**Thank you for your cooperation**

**APPENDIX IV**

**Pupils' questionnaire**

**Read the following sentences and tick (√) against the most appropriate answer**

1. What is your gender? Boy [ ] Girl [ ]

2. What is your age in years? .....

3. Read the following sentences and tick (√) against the appropriate choice. Using the following scale 1 = strongly agree, 2 = agree, 3 = disagree and 4 = strongly disagree.

<b>Factors under consideration on KCPE ranking</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Positioning of schools based on their performance causes pupils to engage in examination malpractices				
Cheating is good in competitive examinations because passing ranks schools in prestigious positions				
Engaging in examinations malpractices helps pupils to emerge winners after ranking of results				
The Kenyan system of education seems to encourage cheating in examinations because of the recognition given to the ranking system				

4. Read the following sentences and tick (√) against the appropriate choice. Using the following scale 1 = strongly agree, 2 = agree, 3 = disagree and 4 = strongly disagree

<b>Factors under consideration on time of syllabus coverage</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Lack of sufficient examination preparation time cause pupils to engage in examination malpractices				
Failure to complete curriculum content triggers pupils to engage in examination malpractices				
Insufficient time to cover the syllabus lead to pupils engaging in different forms of examination malpractices				
Curriculum content is wider than available preparation time				
Examination testing methods do not concede with learning time causing examination malpractices in primary schools				

5. Read the following sentences and tick (√) against the appropriate choice. Using the following scale 1 = strongly agree, 2 = agree, 3 = disagree and 4 = strongly disagree

<b>Factors under consideration on Teachers' involvement in cheating</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Teachers assist pupils in cheating to ensure they pass in exams				
Rewards gotten due to excellent performance is key to teachers abating of pupils cheating				
Pupils can access examination papers before examinations through social media and other communication platforms provided by teachers				
Teachers gives pupils hints that helps them answer exams questions				
The presence of supervisors or invigilators during examination reduce pupils' examination malpractices				
Teachers assist pupils to smuggle unauthorized materials/devices into an examination hall				

6. Read the following sentences and tick (√) against the appropriate choice. Using the following scale 1 = strongly agree, 2 = agree, 3 = disagree and 4 = strongly disagree

<b>Factors under considerations on Administrations' pressure to perform</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
School head teachers support different forms of examination malpractices to help improve pupils performance				
Some head teachers encourage cheating in examinations so as to get rewards in schools' prize giving days				
There are head teachers and teachers who help their pupils to pass examinations				
Assisting pupils in examination malpractices enhances positive image in the society				
Cheating is not necessary if a candidate has adequately prepared before the examinations				

7. Suggest ways and means of eradicating cheating in examinations:  
 .....

**Thank you for your participation.**

## APPENDIX V

### AUTHORIZATION LETTER



**NATIONAL COMMISSION FOR SCIENCE,  
TECHNOLOGY AND INNOVATION**

Telephone: +254-20-2213471,  
2241349, 3310571, 2219420  
Fax: +254-20-318245, 318249  
Email: dg@nacosti.go.ke  
Website: www.nacosti.go.ke  
When replying please quote

9<sup>th</sup> Floor, Utalii House  
Uhuru Highway  
P.O. Box 30623-00100  
NAIROBI-KENYA

Ref No. **NACOSTI/P/17/98069/17940**

Date: **4<sup>th</sup> July, 2017**

Geraldine Mumbua Mutinda  
University of Nairobi  
P.O. Box 30197-00100  
**NAIROBI.**

**RE: RESEARCH AUTHORIZATION**

Following your application for authority to carry out research on “*Factors influencing pupils’ involvement in examination malpractices in public primary schools, Kikuyu Sub-County, Kenya,*” I am pleased to inform you that you have been authorized to undertake research in **Kiambu County** for the period ending **4<sup>th</sup> July, 2018.**

You are advised to report **the County Commissioner and the County Director of Education, Kiambu County** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

**GODFREY P. KALERWA MSc., MBA, MKIM  
FOR: DIRECTOR-GENERAL/CEO**

Copy to:

The County Commissioner  
Kiambu County.

The County Director of Education  
Kiambu County.

**APPENDIX VI**  
**RESEARCH PERMIT**

**THIS IS TO CERTIFY THAT:**  
**MS. GERALDINE MUMBUA MUTINDA**  
**of UNIVERSITY OF NAIROBI, 92-100**  
**Nairobi, has been permitted to conduct**  
**research in Kiambu County**  
**on the topic: FACTORS INFLUENCING**  
**PUPILS' INVOLVEMENT IN EXAMINATION**  
**MALPRACTICES IN PUBLIC PRIMARY**  
**SCHOOLS, KIKUYU SUB-COUNTY, KENYA**  
**for the period ending:**  
**4th July, 2018**

**Permit No : NACOSTI/P/17/98069/17940**  
**Date Of Issue : 4th July, 2017**  
**Fee Received :Ksh 1000**



*GKalema*  
**Director General**  
**National Commission for Science,**  
**Technology & Innovation**

**CONDITIONS**

- 1. The License is valid for the proposed research, research site specified period.**
- 2. Both the Licence and any rights thereunder are non-transferable.**
- 3. Upon request of the Commission, the Licensee shall submit a progress report.**
- 4. The Licensee shall report to the County Director of Education and County Governor in the area of research before commencement of the research.**
- 5. Excavation, filming and collection of specimens are subject to further permissions from relevant Government agencies.**
- 6. This Licence does not give authority to transfer research materials.**
- 7. The Licensee shall submit two (2) hard copies and upload a soft copy of their final report.**
- 8. The Commission reserves the right to modify the conditions of this Licence including its cancellation without prior notice.**

  
**REPUBLIC OF KENYA**  
  
**National Commission for Science,**  
**Technology and Innovation**  
**RESEARCH CLEARANCE**  
**PERMIT**  
**Serial No.A 14667**  
**CONDITIONS: see back page**

### A map of the study area

