

**AN INVESTIGATION INTO THE FACTORS
CONTRIBUTING TO EXAMINATION
IRREGULARITIES IN KENYA CERTIFICATE OF
SECONDARY EDUCATION (KCSE) IN NAIROBI
PROVINCE**

**UNIVERSITY OF NAIROBI
EAST AFRICANA COLLECTION**

FOR USE IN THE LIBRARY ONLY

BY

PAMELA A AULLO

**A Project submitted in partial fulfilment for requirement of the
Degree of Master of Education in
Educational Administration and Planning
UNIVERSITY OF NAIROBI**

University of NAIROBI Library



0501405 5

2004

DECLARATION

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



PAMELA A. AULLO

This Research project has been submitted with my approval as the University Supervisor.



EDWARD N. KANORI
Lecturer, Department of Educational
Administration and Planning
UNIVERSITY OF NAIROBI

DEDICATION

The work is dedicated to my children, Julie, Paul, Liz and Steve.

May it be a great inspiration to them in search of knowledge.

ACKNOWLEDGEMENT

I am most indebted to my University supervisor Edward N. Kanori. As my supervisor, he guided me, thought with me and encouraged me. He inspired me all through into thinking of new ways in which to express myself. As my supervisor, he corrected me and gave me freedom to effect the corrections in my own way. Without his invaluable encouragement and guidance, this work would never have taken shape. To him, I am gratefully obliged.

**UNIVERSITY OF NAIROBI
EAST AFRICANA COLLECTION**

I owe further gratitude to the headteachers, teachers and students of schools with whom I worked during the data collection. The success of this work is partly due to their cooperation and understanding. I also would like to thank Jeddy Waigwa for efficiently typing this report and Mary Mjomba who did the corrections.

Lastly, I wish to express appreciation to my husband Samson Aullo Ooro and my children for their constant support and encouragement.

ABSTRACT

Examination irregularities at the global, regional and local levels have emerged as a major concern for the educationists and society at large. Several strategies to tackle these problems have been considered including the use of the law to discourage malpractices in examinations. The underlying objective of this study was to investigate factors contributing to examination irregularities in Kenya Certificate of Secondary Education (K.C.S.E) in Nairobi Province.

The study attempted to investigate the extent to which malpractices in KCSE examination has been attributed to teachers, school administrators, students, parents, supervisors and invigilators. It looked at the attitude of both teachers and students towards education and malpractices in examinations.

The sample of the study was composed of form three students in Nairobi Secondary Schools. Data was collected using questionnaires, interview schedule and observation guide. Using simple descriptive statistics data were analysed and results presented in tables of frequency distribution.

The study revealed that examinations were an important aspect of education; that teachers and students in secondary schools have positive attitudes towards education and examination; that all teachers needed training in ethics and integrity and that malpractices in examination should be dealt with decisively.

The findings were examined and then implications discussed. General recommendations made on dealing with examination irregularities were:

Teachers should be remunerated well for services offered during invigilation and supervision; the key people during examination period should be properly trained; students should be adequately prepared in advance for the examination with issues like syllabus coverage checked into; enough revision and psychological preparation for examination to ensure a cheating free examination environment.

In conclusion, suggestions for future research have also been made. The role of the Kenya National Examinations Council in reducing cheating could be looked at. The study could also be

repeated in a rural setting. Lastly, the way examinations are administered in the field is another area that could be studied.

TABLE OF CONTENTS

Content	Page
Title	i
Declaration	ii
Dedication	iii
Acknowledgement	iv
Abstract.....	v
Table of Contents	viii
List of Tables	xii
Abbreviations	xiv

CHAPTER ONE

INTRODUCTION

Background of the Problem	1
Statement of the Problem	10
Purpose of the Study	11
Objectives of the Study	12
Research Question	12
Significance of the Study	13
Limitations of the Study	14
Delimitations of the Study	15
Basic Assumptions	15

Definitions of Significant Terms	16
Organisation of the Project	18

CHAPTER TWO

LITERATURE REVIEW

Historical Background	20
Analysis of Irregularities	22
Global Concern	25
Kenyan Situation	36

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

Introduction	50
Research Design	50
Target Population	51
Sample and Sampling Procedure	53
Research Instruments	55
Procedure for Data Collection	57
Pre-testing of the Instrument	58
Data Analysis Technique	59

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

Introduction.....	60
Analysis and Results	60
Professionalism/Academic Qualifications of Teachers.....	61
Supervision/Invigilation of Examinations	62
Irregularities in Internal Examinations.....	62
Ways of Cheating	63
Ways of Dealing with Culprits and Curbing Cheating	63
Suggestions for Better Examination Conduct	64
Teachers Choice of Subject	64
Headteachers Remarks	65

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Introduction.....	81
Summary of the Findings	81
Conclusions from the Study	83
Recommendations.....	85
Suggestions for further study	88

BIBLIOGRAPHY 90

APPENDICES

Appendix I Letter to the Head Teachers 94

Appendix II Interview Schedule for School Administrators 96

Appendix III Letter to the Respondents 99

Appendix IV Questionnaire for Teachers 101

Appendix V Questionnaire for Students 110

Appendix VI Observation Schedule Scoring Board 115

LIST OF TABLES

Table		Page
Table I	Cases of KCSE Examination Irregularities: 1996-2000	10
Table II	2000 KCSE Irregularities	23
Table III	Grade Counts for the year 2001 KCSE Examinations	41
Table IV	Frequency Case of Examinations Irregularities in Subjects, KCSE: 1998-2001	45
Table V	Gender of Respondents	65
Table VI	Marital Status.....	66
Table VII	Age of Teachers Sampled.....	67
Table VIII	Highest Academic Qualification.....	68
Table IX	Highest Professional Qualification	69
Table X	Do You Teach an Examination Class?	70
Table XI	Ever Been A Supervisor/Invigilator in National Examinations.....	70
Table XII	Has Information on Conduct of National Examinations.....	71
Table XIII	Is it Appropriate to Have Teachers as Invigilators?	72

Table XIV	Previous Involvement in Examination Malpractice	72
Table XV	Who to Blame for Examination Malpractice	73
Table XVI	Rating Performance of Ones Subject in KCSE.....	74
Table XVII	Rating Performance of the School in KCSE.....	74
Table XVIII	Gender of Students	75
Table XIX	Age of Students.....	76
Table XX	Students who Sat for KCSE before	76
Table XXI	Information on conduct of Examinations.....	77
Table XXII	Source of Information on Conduct of Examinations.....	78
Table XXIII	Punishment for Culprits.....	78
Table XXIV	Previous Involvement in Examinations Malpractice	79
Table XXV	Blame for Examination Malpractice in your School	80

ABBREVIATIONS

- A-Level – Advanced Level
- CEE – Common Entrance Examination
- EAC – East African Community
- EAEC – East African Examinations Council
- KCPE – Kenya Certificate of Primary Education
- KCSE – Kenya Certificate of Secondary Education
- KNEC – Kenya National Examinations Council
- MEC – Members of the Executive Council
- MOEST – Ministry of Education, Science and Technology
- NCEOP – National Committee on Educational Objectives and
Policies
- O-Level – Ordinary Level
- SCE – Senior Certificate Examination

CHAPTER ONE

INTRODUCTION

1.1 Background of the Problem

Education system in Kenya dates back to before the coming of the Europeans. There was traditional African education which “was to train individuals to fit into their societies as useful members” (Eshiwani, 1963). This education was part of life where individuals had no choice whether to go through with it or not. The African education placed citizens into their rightful places economically, socially and politically.

Formal Education came with the Europeans whose impact was in three groups. Missionaries came with the education to make Africans able to read the bible which would in turn help them spread the word of God. To the colonialist settlers and the colonial government, making Africans able to read and write would provide them with clerks to work in settler farms and government offices. The colonial government established a segregated education on racial lines. Settler education was the best and prepared them for

a superior role of "rulers". Asian education was second to the one offered to white children. African education prepared them for manual labour. Emphasis on education was on religious instruction and where there were variation instructions were in household gardening and vocational training. This kind of education was meant to keep Africans on the rural set up. The colonial government policy on education is clearly emphasised in Policy Reports during this period. Binns (1951), Beecher (1949) and Fraser (1908) Reports all emphasised practical type of education for Africans as opposed to academic education. When recommendation on higher education for Africans were made the colonial government accepted expansion but on limited basis. From this it can be seen that Examinations were used as a tool to limit entry into the higher levels of education. For Africans examination system during the colonial period was used as a bottleneck hindering their progression academically.

The colonial education was exclusive and organised along racial lines - with the few Africans receiving an education conceived to be inferior. (Republic of Kenya, 1999). In looking at the historical development of education in Kenya it can be concluded that education has been associated with social and economic

development. Between 1924 and 1944 an attempt was made by the colonial government to introduce technical education but it could not be applied because of Kenyans' negative attitudes towards it. They rejected it because it was only offered in African schools, giving the impression that it was inferior or for the lower classes. During the colonial period examinations were used to make few Africans qualify for the next level. Very few Africans moved from primary to intermediate class through Common Entrance Examination (CEE). To satisfy the demand of academic education among the citizens there was massive expansion of education at all levels in Kenya after independence in 1963. The Africans demanded western academic education which was seen as a ladder to social progress hence strict competition among candidates so as to go to good secondary schools, university and eventually good jobs.

Immediately after independence the organisation of examinations was localised in all East African colonies: Kenya, Uganda and Tanzania, but conducted by the Cambridge Syndicate which was replaced by East African Examinations Council (EAEC) in 1973. The foundation on which Kenya National Examinations Council (KNEC) as a body corporate was established can be traced back to

the Education Act (1968) Cap 211 in the Laws of Kenya which spelt out the manner in which examinations and issuance of diplomas and certificates were to be carried out. The essence of examinations was to give fair competition to candidates.

In formulation of its activities based on the Act, the Ministry of Education then scheduled public examinations under curriculum support services which included Schools Inspection, Curriculum Development and Research and Examinations Administration. Examinations at Forms 4 and 6 were set and administered in the country and subsequently processed and awarded by Cambridge Syndicate and later by the EAEC on behalf of the Ministry of Education.

This kind of arrangement did not meet the ever-growing needs of the Kenyan Nation. With the collapse of the East African Community (EAC) in 1971, the need to set up a national body to conduct and administer examinations became apparent and urgent. Therefore in 1980 the Kenya Government established the Kenya National Examinations Council (KNEC) through an Act of Parliament (KNEC Act. Cap 225A) to oversee all national examinations. The main function of KNEC is to conduct

examinations and issue certificates and diplomas to institutions below the university. The Council's vision is 'Effective Testing and Evaluation for Quality Education while its mission is to objectively Test and Evaluate the curriculum to enhance and safeguard - globally acceptable certification standards (KNEC 2001).

The Council's vision is pertinent because Kenya, like any other country relies heavily on quality testing. A good examination system controls the education and enhances its quality. Examination system has a crucial role of ensuring fairness and equity in selection for further education and in job placement. The results of the examinations must therefore be valid, reliable, relevant and fair in order to instil confidence in the education system nationally and globally.

The Council has set rules and regulations which set unequivocal conditions for the examination so that there is fairness for all those taking the examination. These rules and regulations include among others registration of candidates, conduct of examinations, marking, processing and awards. KNEC has the legal provisions in the Council's Act to punish those infringing these regulations.

The Minister for Education in releasing the report of the investigation committee into examination irregularities in 2000 had this to say.

“..... I need to emphasise that examination is a major determinant in access into institutions of higher learning, training and opportunities and the job market. Despite the stiff competition for places, it is imperative that objectivity, equity and fairness be the overriding concerns in the allocations of these places. Any practices therefore, that threaten to undermine the whole examination process must be stamped out without hesitation.” (Ministry of Education Science and Technology, 2001)

Examination irregularities have occurred with every release of Kenya Certificate of Secondary Education (KCSE) examination results. In looking at the statistical analysis of KCSE examination irregularity cases between 1996 and 2000, it is apparent that this has been in existence in different magnitude. The year 2000 saw the highest number and highest percentage of irregularity cases hence the investigation committee of April 2001 to look into the issues of irregularities. The study will focus on the period between 1996 and 2000 and investigate why 2000 was worse than the other years. In 1996 1.19% of candidates were involved in examination irregularities as compared to 1.58% in the year 2000.

As reported by the investigation committee on the 2000 KCSE examination irregularities have occurred in all parts of Kenya, just varying in numbers. For example in the year 2000, 100 centres were involved in examination irregularities. Coast province had 10 centres involving 203 candidates, Central province had 13 centres involving 437 candidates, Eastern had 9 centres involving 215 candidates, Nairobi had 5 centres involving 8 candidates, Rift Valley had 16 centres involving 433 candidates, Western had 20 centres involving 838 candidates, Nyanza had 19 centres involving 838 candidates and North Eastern had 6 centres involving 679 candidates. Besides these Nairobi Private centre involved 2 candidates while Wajir had 23 candidates involved. Examination irregularities is not only a Kenyan problem but a global concern. Examination irregularities have been reported in India, Sri Lanka, Uganda, South Africa and America.

In India for example, Little (1987) writes that examination irregularities are the outcome of the backwash effects of examinations.

He feels that examinations have become so important in education that people would do anything to get certificates. Little in his book 'Why do Students Learn?', 1987, says the same of Sri Lanka

education. Nyangintsimbi: (2 b002) while presenting a paper in Arusha, Tanzania on examination irregularities in South Africa concluded that examination irregularities will be experienced as long as there are examinations. Labor (1992) noted this about examination irregularities in Uganda,

**UNIVERSITY OF NAIROBI
EAST AFRICANA COLLECTION**

“Teachers lack the professional skill in the conduct of practical examination as they are not in the position to identify the desired practical skills to be learned by students. As a result many candidates enter examination rooms with little or no knowledge of practical skills. This problem has serious implications on irregularities that may occur.”

Wasanga and Muiruri (2002) in their paper during the 20th Annual Conference on Management and Administration of Public Examinations Systems in Africa in Arusha-Tanzania in 2002 noted that the “awards criteria” states that no candidates can obtain a credit in any science subject unless he/she passes practical examination. This makes the practical examination to be of high stake hence the pressure to succeed in them and by extension cheating.

The Council reserves the right to withhold results of the examination of any candidate or group of candidates or

examination centres suspected of having been involved in an examination irregularity or misconduct. Irregularities include: collusion, smuggling materials, impersonation and prior knowledge. If the council is satisfied that the candidates or schools have been involved in any irregularity or misconduct, the Council may cancel the results of such candidates or schools.

Cheating in examinations has been blamed on a number of reasons especially the parts played by stake holders.

- Headteachers have been accused of buying examinations papers for their schools for better placement in ranking.
- Teachers have been found assisting their students before and in examination rooms for their subjects to be among the best done.
- Parents have been involved in buying examination papers for their children as a way of making them do well.
- Supervisors have more often contributed to cheating due to their incompetence and negligence during examinations.

(Investigation Committee Report on Examination Irregularity, 2001)

1.2 Statement of the Problem

Examination Irregularities have been found with every release of KCSE results.

Table I below shows Examination Irregularities in KCSE from the year 1996 to the year 2000.

Table I: Cases of KCSE Examination Irregularities: 1996-2000

	1996	1997	1998	1999	2000
Number of Centres involved	76	93	97	65	100
Total Number of Centres in the Country	2,729	2,761	2,929	3,119	3,319
% of Centres involved	2.78	3.37	3.31	2.08	3.01
Number of Candidates involved	1,847	2,261	2,141	985	2,880
Total Candidature	155,019	156,714	169,506	172,912	181,984
% of Candidates	1.19	1.57	1.26	0.57	1.58

(SOURCE: KNEC, 2000)

Out of 100 centres involved in examination irregularities in the year 2000 throughout the country five were found in Nairobi. Schools

involved in Nairobi were The Aga Khan High School, Buru Buru High School, Kamukunji Secondary School, Maths & Science Academy and Balkan High School. The Aga Khan High School involved 2 cases of collusion out of 20 candidates. Buru Buru High School had 1 candidate caught with smuggled material. Kamukunji Secondary School had 2 cases of smuggled material. Maths and Science Academy had 2 cases of collusion and Balkan High School had one case of smuggled material.

From the Table 1 it is evident that cases of examination irregularities have been in existence in different magnitudes; for example, in 1997, 1.57% of the candidates were involved in examination irregularities, a percentage which was close to that of the year 2000 which was 1.58%. The increase in irregularities has therefore made the subject an issue for investigation.

1.3 The Purpose of the Study

The purpose of this study was to investigate irregularities in KCSE. The study was to investigate why irregularities take place inspite of the stringent measures taken against the vice.

1.4 **Objectives of the Study**

The following were the objectives of the study.

- ☞ To identify irregularities connected to KCSE.
- ☞ To establish the role of headteachers in KCSE irregularities.
- ☞ To examine the role of teachers in KCSE irregularities.
- ☞ To bring out the role played by parents in KCSE irregularities.
- ☞ To highlight the part played by supervisors and invigilators in KCSE irregularities.
- ☞ To establish whether cheating has become a tradition.

1.5 **Research Questions**

The study was guided by the following research questions:

- ☞ What type of irregularities are prevalent in KCSE?

- ☛ How serious is the role of head teachers in KCSE irregularities?
- ☛ Do teachers play a significant role in KCSE irregularities?
- ☛ Is supervision and invigilation a significant factor in KCSE irregularities?
- ☛ Is parents' role a factor in KCSE irregularities?

1.6 **Significance of the Study**

Studying examination irregularities is very crucial to the educational system and the country at large. Examinations are an integral part of the education system.

The study will be useful to the Kenya National Examinations Council to assist it in the process of conducting national examinations. The Principals and teachers need the study because examination is a test of their performance and irregularities question their integrity in the society. The study will help parents to take more interest in the education of their children. To the educational administrators and MOEST officials, the whole

question of the role of examinations will be re-evaluated. It will help them to put the necessary measures in place.

1.7 Limitations of the Study

The role that examinations play in the education system is crucial and therefore the subject is quite sensitive. The nature of the subject was a limitation because people would not want to open up about irregularities for fear of implications.

It was not possible to interview the actual victims of irregularities because they were no longer in the regular school system. Examinations was an ongoing process therefore victims and stakeholders would not be willing to disclose some of the irregular ways they have been handling examinations for fear of victimisation.

The researcher would have wished to visit other parts of the country but due to distances, time and financial constraints involved samples were drawn from Nairobi only

1.8 Delimitations of the Study

All the eight provinces in Kenya have been affected by examination irregularities of one kind or another. For ease of research, the study was carried out in Nairobi. Irregularities cover a wide range of malpractice including collusion, smuggled materials, prior knowledge and impersonation.

Nairobi is a cosmopolitan province therefore the data collected may not have reflect the situation in the rural set up hence delimitation. The kind of exposure and environment Nairobi candidates are subjected to may not have generated the same results from the rural group hence a delimitation.

1.9 Basic Assumptions

The basic assumptions made in this study were that: -

Each examination centre has enough supervisors and invigilators during KCSE examinations.

Facilities where examinations are stored in all parts of the country are secure.

There is enough security in all examination centres in the Country during KCSE examinations.

Provincial and District Education headquarters are financed to provide transport for personnel and examination papers throughout the period.

Only candidates who are registered sit for examinations.

Headteachers and teachers are well briefed by KNEC officials before examinations begin.

Examinations rooms/halls in examination centres meet KNEC standards.

1.10 Definition of Significant Terms

Many terms used in examination are often unique to the area. The terms relevant to this research project are defined below.

Collusion:

Collusion according to dictionary definition refers to secret agreement or understanding for a wrong purpose. Collusion in examinations refers to candidates being assisted by external agents (third party) to perform tasks during the examination. Collusion could also mean candidates copying from each other. Collusion in the context of examination could also take the form of smuggling question papers out of the examination rooms for other people to work out the answers then circulating the worked out answers among the candidates.

Examination Irregularities:

The term irregular as defined in the Advanced Learners Dictionary refers to something contrary to rules or what is normal and established. Examination Irregularities refers to cheating or malpractice in examinations.

Impersonation:

This term in the dictionary definition is to act the part of or pretend to be another person. Impersonation in examination occurs when a person is not registered for a particular examination sits the examination for the registered candidate.

Leakage:

Generally defined leakage refers to allowing news or secrets to pass out or in wrongly. Leakage in examination is making the content of the question paper known to the candidates in advance or having prior knowledge of the same.

Malpractice:

This term refers to careless, wrong or illegal behaviour while in a professional job.

Stake:

Generally defined as something that you risk losing when you are involved in an activity that can succeed or fail. (The Oxford Advanced Learners Dictionary, 6th Edition, 2000).

1.11 Organisation of the Project

This study is organised into five chapters. Chapter One introduces the study problem including the underlying purpose of the study, research questions, significance of the study, limitations and delimitations of the study, assumptions of the study and definitions of significant terms. In Chapter Two, related literature is reviewed

and discussed in the context of the present study. Chapter Two includes: Historical Background, Analysis of Irregularities, Global Concern and Kenyan Situation. Chapter Three discusses: introduction, research design and target population. Chapter Three also discusses sample and sampling procedure, instruments of data collection, pre-testing of the instruments and data analysis technique. In Chapter Four, detailed procedures of data analysis and interpretation are presented. Lastly, Chapter Five outlines a summary of the findings, conclusions and recommendation.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Historical Background

Every year when Kenya National Examinations Council releases results' for Kenya Certificate of Secondary Education (KCSE) examination, they also report statistical analysis of irregularities in the same examination. Examination irregularities went up from 0.57 % of the candidates in 1999 to 1.58 % in the year 2000. It is important to find out why there was a sudden rise.

The foundation on which the Kenya National Examinations Council as a body corporate was established can be traced back to the Education Act (1968) Cap 211 in the Laws of Kenya which spelt out the manner in which examinations and issuance of diplomas and certificates was to be carried out. Examinations at Form 4 and Form 6 were set and administered in the country and subsequently processed and awarded by Cambridge syndicate and later by the East African Examinations Council (EAEC) on behalf of the Ministry of Education. With the collapse of East African Community (EAC)

in 1971, the Kenya government established the KNEC in 1980, through an Act of Parliament, (KNEC Act Cap 225A) to oversee all national examinations.

One of the objectives and functions of KNEC is to make rules regulating the conduct of examinations. The purpose of setting rules and regulations for an examining board is to have a clear understanding of what it stands for and what it expects from the candidates. The rules and regulations set unequivocal conditions for the examination so that there is fairness for all those taking the examinations.

Quality curriculum instruction and assessment can best be achieved if all students are exposed to the same equitable conditions or circumstances within the school or classroom environment that promotes quality learning for all students. This includes the provision of curricula, learning materials, teachers and instructional activities and experiences that enable the learners to achieve high standards when subjected to quality and fair assessment procedures. It is notable, that given the limited resources that exist in the societies of developing countries, the opportunity to learn beyond the primary school level is judged

through performance in public examinations. Such examinations especially those leading to certification or employment, tend to be high staked. It is at this point of certification and employment that foul play comes into practice. The foul play could be in the form of irregularities and/or malpractices. High stakes examination could be defined as “Those important examinations that a candidate takes any risk so as to be successful in to get a qualification” (Njabili, 2000).

Generally, high stakes examinations dominate education assessment in most parts of the world. They are examinations whose results are used to classify, retain or promote students from one level to the next.

2.2 Analysis of Irregularities

The rules KNEC has put in place to conduct examinations include among others, registration of candidates, conduct of examinations, marking, processing of examinations and awards. The Council has legal provision in place to punish those infringing these regulations. KNEC regulations and rules for the conduct of various

examinations are printed in circulars which are sent to all stakeholders/agents of the examinations.

The table below shows the type of examination irregularity and their prevalence.

Table II: 2000 KCSE Irregularities

TYPE OF IRREGULARITY	NUMBER OF CASES
Collusion	32
Smuggled Material	15
Prior Knowledge	01
Impersonation	01
Totals	49

(SOURCE: KNEC, 2000)

The analysis of irregularities in thirty-three (33) sampled centres as per Table II indicates that there were a total of 49 cases out of which thirty-two (32) were collusion.

The analysis also indicates that the most affected subjects were Chemistry and Mathematics. In the Science subjects, the practicals were the most seriously affected by irregularities.

The Report of the Investigation Committee on Examination Irregularities appointed in 2000 summed up their reasons for irregularities as follows.

- ☞ Competition for limited opportunities,
- ☞ Lack of adequate preparation,
- ☞ Culture of cheating,
- ☞ Poor supervision and invigilation,
- ☞ Limited facilities,
- ☞ Ranking.

(Ministry of Education Science and Technology, 2001)

As observed by the Gronlund and Linn (1990), when there is good teacher-pupil rapport and pupils view tests, as helpful rather than harmful, cheating is usually not a problem. It might be necessary to discourage cheating by special seating arrangements and careful supervision. Receiving unauthorised help from other pupils during a test has the deleterious effect on validity and class morale as does

receiving special hints from the teacher. Pupils should get valid results based on their own unaided efforts (Gronlund and Linn, 1990)

2.3 **Global Concern**

The reasons for engaging in examinations malpractices are many as listed by World Bank Group (2000).

- (i) **High Stakes of the exam:** Success in a public examination can have profound, immediate and long-term impacts on a candidate's life. In many developing countries, examination success and secondary school graduation represents the sole avenue for poor students to secure a non-mental job. Many parents are keen to resort to various corrupt tactics to ensure that their children 'pass' the public examination.
- (ii) **Teacher and school status:** In many instances, teacher and school reputations depend on the success of students in public examinations. This is particularly true where official or unofficial, league tables of schools are published.

- (iii) **Cut-throat-competition:** for few available places for those schools, which are performing well in a way contributes to examination irregularities. Heads of schools and teachers could do anything to enhance school fame.
- (iv) **Personal factors:** Some students are more prone to cheating than others.
- (v) **Quota systems:** These are often used to determine pass rates. Where a student perceives that success is dependent on the number of available places rather than on attaining a given level of performance, the may conclude success is due to factors beyond their control. They may feel that success cannot be guaranteed by hard work and become poorly motivated. Because they are poorly prepared for the examination they may see little alternative to resorting to malpractice.
- (vi) **Inadequate school facilities and teachers:** Textbook shortages, inadequate teacher training, teacher absence from work, teacher lacking subject matter competency, strikes and frequent school closures are common features of education in

many developing countries. Parents and students may perceive conditions of learning to be so inadequate that they have little option but to resort to unfair means to increase the likelihood that the students will pass the examination.

- (vii) **Inadequacies in the public examination:** Where the standard aimed for is too high or obscure, teachers and students may lose confidence in their abilities to master the materials. In such instances students may resort to smuggling materials such as textbooks and notes into the examination room.

- (viii) **Inadequate government:** Where students perceive that rewards are based on personal rather than professional criteria, where they perceive widespread corruption in national and local government, they are less likely to adhere to formal examination regulations than in societies where high levels of integrity are perceived to prevail.

- (ix) **Location of examination centres:** Remote centres tend to receive materials in advance, thus increasing the opportunity of gaining access to examination papers. They are less likely

to be closely supervised by examination authorities than centres in urban areas.

- (x) **Low salary levels:** Salary levels of teachers, examination officials and examination supervisors are frequently below the poverty line. In such instances, bribes from parents may prove irresistible.

Examination irregularities have become a global concern. Some see irregularities as the outcome of the backwash effects of examinations. Little, (1987) wrote:

In India, educational qualifications are used extensively as a screening device for recruitment, selection and promotion in modern sector salaried employment. This has led to an intense demand for schooling and certificates. Since these certificates are awarded on the basis of examination, the educational institutions have become mere places where people are prepared for taking examinations rather than places for learning. The dominance of examinations has relegated every other function of the educational institution into the background, (Page 76)

In Sri Lanka, teachers are interested in getting good examination results because their efficiency is judged purely on examination

results. Likewise, heads of schools, education officers, regional directors are all interested in performance of their students as examination success is the 'sole' criterion on which prestige and sometimes promotions are based. (Little, 1987:168)

Njabili, (1998) said,

“High dependence on examinations for certification will continue for many years to come. In absence of other bases of evaluation, employers have largely depended upon certification function of examinations for selecting individuals for the occupational hierarchy. It is believed that the certificate is the proxy measure for various other attributes that the individual possesses for job success.” (Page 32)

Njabili (1998) continues to say 'the honour and glory accorded to examinations will continue.' This has also been best described by Conrad (1997) while talking about the 'influence of Primary Leaving Examinations on Uganda, teachers and pupils.'

'Examination define the nature of schooling, not solely in the technical sense as we logically expect, but in a social sense that is even more persuasive and influential than a technical adjustment. All aspects of the system remain robust and resistant to long-term reform, and the examinations lie at the heart of this robustness' (Conrad, 1997:v).

Nyangintsimbi (2002) while presenting a paper on Examination Irregularities in South Africa concluded that for as long as there are examinations, examination irregularities will be experienced. Assessment is appropriate as long as its results are suitable for the intended purpose. Results that are influenced by cheating are not suitable for selection, promotion, certification, placement or graduation. If allowed to continue then some level of injustice and bias will have been introduced therefore be no more a means of ensuring equity in selection. The awards criteria given by KNEC states that no candidates can obtain a credit in any science subject unless they pass the practical examination. This caveat makes the practical examination high stake and hence the pressure to succeed in them and by extension cheating in them to pass.

The schooling system in South Africa stretches over a period of twelve years and delivers a national examination at the end of the twelfth year-the Senior Certificate Examination (SCE). The acquisition of a Senior Certificate opens opportunities for further learning in higher education and also provides access to employment. SCE is therefore a high-stakes examination because it forms a standard against which both the performance of individual teachers, learners and schools are judged. Candidates

who obtain excellent results from this examination stand a good chance of obtaining financial support from business and industry to study in universities and technical institutions. The nature of this examination is such that it is of great significance not only to the learners but the parents, educators, future employers and higher education institutions as well. The performance and health of the national system of education is also judged against the pass rates and numbers of the learners who qualify in this examination. This implies, therefore, that the performance of both politicians and administrators of education are assessed against how learners fare in the senior certificate of examination. Members of the executive council (MEC), who are responsible for education in each of the provinces will make comments when the results have been released, either defending the increase in pass or providing the strategies that have produced improved pass rates.

An article entitled Generation of Cheaters in the American School Board Journal of April 1999 in answer to the question-who's cheating in schools? A boy who was caught cheating said;

“Everyone in his class was cheating. That’s why he was so cavalier about it until he got caught. The boy’s trouble began the day before the test. Desperate for

better grades and convinced he would never be found out, the lanky freshman logged onto a computer and used tiny fonts to cram nearly all the test answers on a palm-sized square of paper. In class the next day, he plopped his book bag on the floor, unzipped it part way, and positioned the cheat sheet inside where he could see it." (Page 24)

**UNIVERSITY OF NAIROBI
EASTAFRICANA COLLECTION**

Final result was that the boy failed the test and was barred from joining the National Honour Society and warned that a second cheating offence would count heavily against him in college entrance recommendations.

In a national survey of 356 high school teachers conducted in 1998 by the American School Board Journal, nine out of ten said cheating is a problem in their schools and half said they encountered students cheating in most of their classes, (School Board Journal 1999). In the same journal a nation-wide poll of 20,000 middle and high school students released in 1998 by the Josephson Institute of Ethics in Marina Del Rey, California showed the magnitude of the problem: seven out of ten high schoolers admitted to having cheated in an examination. Many educators say the rise in cheating is due to erosion of ethics in a self-centred culture. Some point to habits ingrained in students through years of working together in cooperative learning situations. Others pin

the blame on teachers who don't care if kids cheat or who would rather avoid the hassle of disciplining those who do. Still others bemoan growing numbers of indulgent parents who refuse to hold their kids accountable.

Michael Josephson, president of the Josephson Institute of Ethics, (1999) says that the real cause of the cheating epidemic is all of the above. High achievers-the nation's future business and political leaders - could be the worst offenders. According to a 1998 survey of 3,123 teenagers by Who's Who Among American High School Students in Lake Forest, Ill, 80% of the nation's best students admit to cheating in an examination which is a ten-point increase since the question was first asked 15 years ago. The nation is faced with the question; why do students cheat? What can be done to stop them? And if the schools are pressuring students to meet tougher academic standards will kids respond by cheating more? In the Who's Who survey, the reason most students gave for cheating is "competition for good grades." What is more disturbing is that roughly one of every two kids surveyed said cheating "didn't seem like a big deal." And of those who admitted cheating, a whopping 95% said they were never caught (The American School Board Journal 1999).

Still in America, a 1998 survey by Who's Who Among American High School Students revealed a serious disconnect between what kids admit and what parents believe. Roughly 80 percent of the students surveyed admitted cheating. But in a 1997 survey, 63% of parents Who's Who students said they believed their kids had never cheated. More serious is that many parents defend their kids even when they know they cheated.

While the survey done admit that cheating in exams is a real problem among American High School students they give guidelines on what school boards can do to curb students cheating under Policy Patrol. They give the following measures which can be undertaken to discourage and prevent students from cheating.

- ☛ Survey students, parents and teachers to find out how serious the problem of cheating is in their district.

- ☛ Talk to school administrators. Have they seen a rise in cheating? How do they think cheating incidents should be handled?

- ☛ Outline specific punishments for cheating offences and enforce them consistently. Schools run into trouble when one student

fails a test because of cheating but another gets a second chance after the same offence.

- ☞ Instruct teachers not to give the same tests year after year. Otherwise, kids simply find a way to get copies of the tests from students who took the classes the previous year.

- ☞ Make a strong statement as a board about the importance of rigorous test monitoring. Require teachers to stay in the room when giving a quiz or test unless there is an emergency. Also require teachers to pay close attention to students during a test. They should not become engrossed in reading a newspaper or grading papers during that time.

- ☞ Make sure that any policy against cheating addresses the growing use of new technologies.

- ☞ Educate parents about why schools will not tolerate cheating and how they can help. For instance, parents can talk to their kids about why cheating is wrong and monitor them to make sure they are doing their homework themselves and not copying from friends.

One teacher says that, 'Cheating has become a plague on the American school systems (American School Board Journal, 1999). It really is an epidemic.' Thus the more reason why Kenya Education Systems cannot take cheating for granted. It is the more reason why cheating or irregularities should be investigated more deeply in KCSE examination with a view of discouraging and preventing the vice.

2.4 Kenyan Situation

During the colonial period, public examinations were organised by the colonial government for the benefit of their governments. Since independence, examinations have been offered in public interest. In setting examinations for the purpose of testing the leavers' achievement, those concerned take into consideration the mood of the country, the curriculum in use and the criticisms that have been made by the previous commissions on education and the government's request to make examinations more relevant to the country's and the child's environment (Eshiwani, 1993).

Examinations have been used in promoting students up the academic ladder in the Kenya education system. The number of

candidates sitting for primary examination has increased greatly since independence. In the same way, the number of candidates in secondary schools has increased greatly. Eshiwani, 1993 describes the structure of education in Kenya as a funnel with very high push out rates at the end of primary and secondary education respectively. Examinations have been criticised from time to time for putting emphasis on selective criteria concerning who will continue to the next level of education (Gachathi Report 1976). It is noted that an examination fails to test hidden potentialities in the barely two to three hours that a test takes to determine the fate of a candidate. The examinations have been used to place a few individuals into higher institutions while the rest have been left to survive on other less remunerative means according to the report.

It is important to note that a study on EACE results by type of schools undertaken in 1975 by the Central Bureau of Statistics and the Ministry of Education confirmed that maintained schools had better results (Eshiwani, 1993).

The National Committee on Educational Objectives and Policies (NCEOP) of 1976 noted that the educational system appeared

characterised by two main features which were at the heart of the problem.

Firstly, the public had seen the formal educational system as the best access route to advancement of the individual, society and the economy. Most of the gains from independent Kenya's rapid economy growth had tended to concentrate in the modern formal sector of the economy. Since only the relatively few in the country who had completed secondary and tertiary levels of formal education had found it easy to enter into this sector of economy, the large majority of Kenyans were left to survive on other less remunerative means.

Secondly, the objective, structure and content of the formal education were highly selective. The aim of the system appeared to be one of producing a few individuals who were well equipped for placement in the modern formal sector of the economy. The rest of the school-leavers were normally not accounted for (Republic of Kenya 1976). It is in this light that examinations became an important tool for selection of the few individuals needed.

Among the key goals to be achieved by schools is promoting a sense of national unification and identity. Ominde Report notes that: “No problem is more important to the future welfare of Kenya than the cultivation of a sense of belonging to a nation.....” The Report observes that a sense of belonging is not something that merely comes from study or reasoning faculties. It has to be nurtured through aspects such as; the ceremonial atmosphere of the schools, singing of the national anthem, raising of the national flag and observing of national days and the like (Republic of Kenya, 1964). Education is expected to have two basic socialisation functions, namely:

- (1) to consciously change the attitudes and relationships of students to prepare them for dynamic roles in the country’s development and
- (2) to co-ordinate educational supply of human resource needs, (Sifuna, 2003).

The curriculum is the instrument in the achievement of these objectives. The content should reflect the political, social and economic values the government wishes to instill in its young people. According to Sifuna, the curriculum especially at the

secondary school level is not geared to serve that function well enough. No effort is made to transmit national values or ideology in a systematic fashion. The students are not taught to think analytically about politics. They are mainly geared towards preparing for their terminal examinations through rote learning.

Wasanga and Muriruri, (2002), say that the pressure is pegged on the benefits expected to be accrued from passing the examination, that is advance in education and training, job opportunities, perceived financial gains as well as elevation in social status in Kenya. While pressure to succeed and competition have been a major cause of cheating in national examinations, it has also been established that the inability of teachers and school heads to inculcate honest, discipline and the culture of working hard in the students also plays a role.

Public examinations in Kenya are greatly influenced by a set of purposes and predetermined requirements of the education system which notably appears to over emphasise on success in examinations. Due to the pressure to succeed in the high stake examinations in Kenya, the propensity to cheat in them is high when compared to the post school examinations which are terminal in nature and are not given a lot of prominence. The selection

purpose of the high stake examinations is a factor that has an influence in examination irregularities.

The KCSE Examination:

Although the KCSE examination is a terminal examination most of the graduates of this examination expect to be selected to the universities or to a good post school training institution. In Kenya minimum university entry qualification into Kenyan public universities is a mean grade of C+ in KCSE examination. In the year 2001, the candidates who qualified with a mean grade of C+ and above in key subjects are as show in Table III below.

Table III: Grade Counts for the Year 2001 KCSE Examination

Subject Code	Subject Name	No of Candidates that Sat	Candidates with Grades C+ and Above	Candidates with Grades C+ and Above (Percentage)
101	English	192,574	44,617	23.14%
102	Kiswahili	192,574	59,329	30.77%
121	Mathematics	192,574	23,477	12.15%
231	Biology	175,961	57,108	32.44%
232	Physics	54,496	10,980	20.13%

233	Chemistry	180,256	21,896	12.11%
311	History & Government	81,446	35,103	43.10%
312	Geography	108,827	23,359	21.44%
313	Christian Religious Education	64,878	34,862	52.68%

(SOURCE: KNEC, 2001)

From these statistics, it can be observed that the average number of candidates who met the minimum university entry qualification were about 32,000 candidates. Kenya has only 6 public universities with a student intake capacity of only 8,000 per year. This leaves 24,000 candidates qualified for university without a university place not to mention the rest of 164,000 candidates who have to compete for selection into the very few post secondary level learning institutions like polytechnics and teacher training colleges etc.

According to Wasanga and Muiruri (2002) another reason contributing to examination irregularities is reporting examination results. In Kenya, high stake examinations namely KCPE and KCSE are usually released to the public by MOEST. As a tradition stakeholders who include parents, politicians, inspectors of

schools, teachers, education officers and several opinion seekers have usually insisted on production of orders of merit of schools, districts, provinces and even candidates based on candidates performance. The Kenya National Examinations Council provides this information which is then picked up by the print media after the Minister's speech and published in the local dailies. This creates pressure on school heads to succeed and some teachers and heads of schools may be forced to engage in examination malpractices in order to appear in the local dailies in future. Another area which could contribute is the way high stake examinations are administered in the field. Those charged with the responsibility of supervision and invigilation may not understand some of the regulations. Briefing of those expected to carry out tasks of supervision and invigilation may be poor or lacking. Negligence of supervisors and invigilators in the execution of their roles as laid out by examining boards more often than not creates environment conducive cheating in examinations.

The Relationship between Examination Irregularities and Nature of a Subject in KCSE Examinations

Over the years the Kenya National Examinations Council has been detecting examination irregularities in the KCSE examination in various subjects and papers. An analysis done on the subjects and papers in which candidates and teachers have been involved seem to suggest some relationship between cases of examination irregularities in particular subjects and papers offered in KCSE examinations. Over the years the Kenya National Examinations Council has discovered that most of the examination irregularities take the form of collusion and smuggling of information into the examination rooms and that most of them occur in science subjects and mathematics. A Ministry of Education, Science and Technology report on the year 2000 KCSE investigation committee on examination irregularities noted that consistence of irregularities were mainly in mathematics and science practicals. In the science subjects the examination irregularities are concentrated on practical papers. Table IV gives the prevalence of examination irregularities from year 1998 to 2001.

**Table IV: Frequency of Cases of Examinations Irregularities
with Respect to the Subjects Offered in KCSE Examinations
1998-2001**

	PAPER NO.	PAPERS NAME	NUMBER OF CANDIDATES & YEARS			
			1998	1999	2000	2001
1.	101	ENGLISH	7	18	2	15
2.	102	KISWAHILI	0	5	15	8
3.	121	MATHEMATICS	1723	392	1580	385
4.	231	BIOLOGY	81	11	67	156
5.	232	PHYSICS	127	111	415	54
6.	233	CHEMISTRY	1419	228	1400	619
7.	311	HISTORY & GOVERNMENT	0	21	115	16
8.	312	GEOGRAPHY	0	20	26	10
9.	313	CHRISTIAN RELIGIOUS EDUCATION	0	0	0	3
10.	314	ISLAMIC RELIGIOUS EDUCATION	0	0	0	3
11.	315	HINDU RELIGIOUS EDUCATION	0	0	0	0
12.	316	SOCIAL EDUCATION & ETHICS	0	6	2	3
13.	441	HOME SCIENCE	0	0	0	0
14.	442	ART & DESIGN	0	1	0	0
15.	443	AGRICULTURE	0	28	11	26
16.	444	WOOD WORK	0	0	0	0
17.	445	METAL WORK	0	0	0	0
18.	446	BUILDING CONSTRUCTION	0	0	0	1
19.	447	POWER MECHANICS	0	0	0	0

20.	448	ELECTRICITY	0	0	0	0
21.	449	DRAWING & DESIGN	0	0	0	0
22.	450	AVIATION TECHNOLOGY	0	0	0	0
23.	451	COMPUTER STUDIES	0	8	14	30
24.	501	FRENCH	0	0	0	0
25.	502	GERMAN	0	0	0	0
26.	503	ARABIC	0	0	0	0
27.	511	MUSIC	0	0	0	0
28.	561	ACCOUNTING	0	0	0	0
29.	562	COMMERCE	0	18	5	15
30.	563	ECONOMICS	0	0	0	0
31.	564	TYPEWRITING WITH OFFICE PRACTICE	0	0	0	0

(SOURCE: KNEC, 2002)

The following observations can be made from the table.

- (a) The probability of candidates being involved in examination irregularities is highest in mathematics and sciences.
- (b) Prevalence of examination irregularities is lowest in vocational subjects, languages and social sciences.
- (c) Among the sciences, prevalence of examination irregularities is highest in Chemistry, Physics and Biology in that order.

- (d) In some of the subjects that are not considered to be high stake like Home Science, Drawing and Design and Music no examination irregularities have been reported or detected.

The KNEC has observed that most irregularities occur in the practical papers in science subjects offered at KCSE level. It is concluded that Advance confidential instruction on the chemicals, apparatus and specimen prior to the date of the examinations and some of the teachers collude with the candidates and practice with them, which constitutes an examination irregularity. Labor (1992) noted that;

“Teachers lack the professional skill in the conduct of practical examinations as they are not in the position to identify the desired practical skills to be learned by students. As a result, many candidates enter examination rooms with little or no knowledge of practical skills. This problem has a serious implication on irregularities that may occur.”

The nature of the practical examination where candidates share apparatus, chemicals and specimen creates a healthy environment for temptation to collude or candidates copying from each other.

The awards criteria given by KNEC states that no candidates can obtain a credit in any science subject unless they pass the practical examination. This caveat makes the practical examinations high

stake and hence the pressure to succeed in them and by extension cheating in them to pass.

The reasons cited for examination irregularities in Uganda are more or less similar to those of Kenya. The fact that high stake examinations are used for selection and because of limited places in the public universities competition is stiff and hence a reason for cheating. Besides imposing stiff penalties on the offenders, Uganda intends to put more effort in educating the public to increase their awareness of the negative effects of examination malpractice and irregularities on the country's education system. They intend to use more radio and television programmes, regular meetings with district education officials, head teachers and other parties involved in examination field administration, (Odongo, 2002.)

The whole review shows the concern with which examination irregularities are treated hence a need for investigation. Many countries agree on the importance of examinations and the fact that those who cheat in them must be punished. The challenge that many countries face however is how to do away with cheating in examinations completely. Many have not agreed on who is

responsible and at what stage the problem of cheating should be tackled.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the research methodology used in collecting and analysing data. This includes the research design, target population, sample and sampling procedure, instruments for data collection, pilot study, data collection procedure and data analysis techniques.

3.2 Research Design

This study was conducted using the ex-post facto design. According to Gall and Borg (1989) ex-post facto or causal-comparative design is a type of research that seeks to discover possible causes and effects of behaviour pattern or personal characteristics by comparing individuals in who it is absent. The causes are studied after they have exerted their effects on another variable and the relationships cannot be manipulated by the researcher. The design was chosen because it was to be used to

investigate conditions or factors that the researcher had no control over and could not manipulate. These are factors contributing to examination irregularities in KCSE in Nairobi Province.

3.3 Target Population

According to Gall and Borg (1989), this refers to the group of people for which the research was to be carried out. The target population contains all members or a set of people, event or objects to which the researcher wishes to generalise the results of the study.

The primary data source for this study was secondary school students, teachers and school administrators. The choice of secondary school students was because they are the ones who sit the KCSE examination at the end of the four years. They are in a better position to represent student views regarding examinations and education as a whole. Secondary school students are at an age when attitudes are formed and choices are made in education. Using Form three classes for the study was appropriate because the class was no longer considered as junior in the school and was getting ready for KCSE examinations. In secondary schools is where we have the youth who are a target of implementation of

education policies and who would be the decision-makers of the country.

Teachers who were key in the education system were an important source in the study. Apart from teaching, teachers are role models and are players in the administration of examinations. For this reason, teachers could not be left out in the investigation of Examination Irregularities. Teachers have their attitudes about administration of examinations and education system as a whole.

School administrators which includes school heads and their deputies is another group that was important in the investigation of examination irregularities. School administrators are in charge of discipline of both students and teachers in the school system. Administration of examinations involves school administration who must ensure that examinations were conducted in a proper climate and environment. School administration was in charge of implementation of education policies and therefore an investigation of examination irregularities had to involve them.

3.4 Sample and Sampling Procedure

According to Cooper (1998), how large a sample should be is a function of the variation in the population parameters under study and the estimated precision needed by the researcher. Best (1998) states that a sample should be large enough to serve an adequate representation of the population about which the researcher wishes to generalise, and small enough to be selected economically in terms of subject availability and expense in both time and money. Based on these guidelines, in this study the researcher sought information from a total of ten schools.

To select this sample, proportionate stratified sampling was applied. Cooper (1998) describes proportionate stratified sampling as a procedure where each stratum is properly represented so that the sample drawn from it is proportionate to the stratum share of the total population. Since Nairobi has all categories of schools, the researcher applied the sampling procedure stated above to ensure proportionate representation.

At Secondary school level, Nairobi has a student population of 22,838 and a total of 1859 teachers. There are 48 government

schools in total, headed by 48 principals at this level. These include Boys National Schools, Boys Day, Boys Boarding, Girls National, Girls Day, Girls Boarding, Mixed Day and Mixed Boarding. Samples were drawn from each category. Owing to this large population, only 10 schools were chosen for the purpose of this research.

Two of the schools which were involved in examination irregularities in 2000 participated in the research. Eight other schools which have not been involved in examination irregularities were also selected. Out of the eight schools two were National schools', one girls' national school and one boys' national and six Provincial schools with gender representation. Using purposive sampling again Form three classes were selected to participate in the study. From each school 15 Form three students were selected. Form three classes were appropriate because they have stayed longer in the school and have seen two examination classes go through. Form ones were too new to the school while Form two were still finding their footing in the school. Form four was an examination class therefore busy preparing for examination. Purposive sampling was also used in selecting five teachers from each sample school to participate in the study. Teachers who had

taught examination classes and those who had participated in the supervision of examination were suitable. There was a balance between science subject and subject teachers randomly selected because there are many of them teaching these subjects. All head teachers of schools selected were involved in the study because they were few in numbers.

3.5 Research Instruments

Three main instruments were used in gathering the data. These are: Student and Teacher questionnaire, Interview schedule for School Heads and School observation schedule.

(i) The Teachers' Questionnaire

It was made up of two major parts. Part one consisted of items which were closed and others open ended. The questions sought information on the teachers' personal background, both academic and professional training.

Part two consisted of attitude items. The objective of the attitude items was to determine the teacher's attitude towards education and examinations. The scale consisted of

attitude items some of which were positive and others negative. Teachers were therefore required to tick the right parentheses to indicate whether they strongly disagree with the statements given.

(ii) **Students' Questionnaire**

An attitude questionnaire was administered to Form three students in the selected schools. Questions consisted of items which were closed and others opened. The questions sought information on the student's personal details. The questions were to determine the student's attitude towards examinations and education. Students were also asked their views on Examination irregularities and how they might occur from their point of view. Students were also asked about their views on how to control examination Irregularities and what kind of punishment was appropriate for culprits.

(iii) **Interview Schedule**

This instrument was administered to the heads of schools selected. The structured open-ended questions enabled the interviewer to probe the interviewees for more information. The questions also gave the respondents the chance to give

information in details. The structured interview questions were also made flexible which means that the respondents were not strictly limited to respond to the questions as they appeared in the schedule. The interview sought information on the administration of Examinations.

(iv) **Observation Schedule**

An observation guide was used. Items which were observed was student population, classrooms, Examination rooms and general discipline of the school. The following valuing system was employed.

5 - Excellent

4 - Good

3 - Satisfactory

2 - Poor

1 - Very poor

3.6 Procedure for Data Collection

Before the actual fieldwork began, the researcher sought a research permit from the Permanent Secretary, MOEST. The researcher

then personally visited each school and began by establishing a rapport with the headteachers and teachers before administering the questionnaires. Appointments were then made with the headteachers and teachers for appropriate time to conduct the interviews and questionnaires. The researcher conducted the interviews with the head teachers of selected schools first, then issued the teachers' questionnaire and lastly students' questionnaire. The respondents filled the questionnaires and returned to the researcher.

3.7 Pre-testing of the Instruments

The validity and reliability of the instruments were determined through piloting of the questionnaires in two schools. The respondents were not involved during the final administration of the questionnaires.

Piloting helped to establish if the instruments were able to measure and whether the respondents found the items easy to respond to. It also helped the researcher to establish whether the instruments were comprehensive enough to elicit the intended information exhaustively and whether the language used was appropriate for

the respondents. Where necessary, the items were revised appropriately.

An instrument is reliable when it can measure a variable accurately and consistently if used under similar conditions. To establish the reliability of the instruments, simple descriptive statistics were used to analyse the collected data. These included frequencies, percentages and means.

3.8 Data Analysis Technique

The process began with examining the questionnaires to establish if there were items that were wrongly answered or unanswered. Data was then organised into different categories. Descriptive statistics which involve calculating frequencies and measures of central tendency such as mean and mode were used to analyse the collected data. The analysis of the data was done using the statistical computer package for social science software (SPSS). The results of the analysis were summarised in frequency tables and discussed in chapter four and five.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

4.0 Introduction

In this chapter the results and the findings of the study are presented. The chapter is organised into nine subsections under which data is presented. The discussions are based on the objectives of the study as outlined in chapter one. Data is presented in a descriptive form and summarised in tables. The discussions mainly focus on ways of conducting examinations in secondary schools and dealing with cheating in the same.

4.1 Analysis and Results

The broad objective of this study was to investigate into factors contributing to examination irregularities in KCSE. Data for the analysis was collected from teachers and students of ten sampled schools in Nairobi. A total of 40 questionnaires were given to teachers and 165 to students. The teachers targeted were especially those handling examination classes while questionnaires

for students aimed at Form three classes. From the returns, 29 teachers and 155 students responded to the questionnaires. From the analysis, it was generally observed among the teachers and students that there was gender imbalance. Female teachers in Nairobi Province are more than male teachers; (18:09). On the other hand, male students are more than female students; (93:62) (see Table V and XVIII). The high number of females shows that they prefer town or have joined their spouses in the city. The number of female students is outnumbered by males in high school due to various factors; for example, some parents prefer paying school fees for their sons rather than daughters and at other times the girls drop out of school due to pregnancy.

4.2 Professionalism/Academic Qualifications of Teachers

From the research, it was observed that most of the teachers in Nairobi Province are graduates standing at 62.1 percent though other Cadres like S1, Diploma, Form 4 and Form 6 are also present with a total of 34.4 percent (see Table IX).

4.3 **Supervision/Invigilation of Examinations**

UNIVERSITY OF NAIROBI
EAST AFRICANA COLLECTION

Among the sampled population it was observed that most of the teachers are involved in examination supervision. For example 69.0 percent were involved in supervision and invigilation and only 27.6 percent were not involved. This could be because the Kenya National Examinations Council feels that teachers are the ones preparing the students for examinations hence they should be the ones to supervise. Secondly there is the issue of science subjects where the relevant teachers are required to prepare practical examinations in advance.

4.4 **Irregularities in Internal Examinations**

The researcher found out that irregularities are not only found in national examinations but also in internal ones. Problems such as copying from one another or from smuggled in materials are common. The way these problems are dealt with during internal examinations reflect on how students carry themselves during external examinations.

4.5 Ways of Cheating

The researcher observed that various ways of cheating have emerged among the students and their accomplices. The reasons for cheating among students were observed as lack of proper revision, to please parents, to get better grades, to acquire highest grade and fear of failing. They do this through writing on the paper or stationary, copying from relevant books, colluding with invigilators, copying from others and leafages from either the teachers or others involved in the examination process.

4.6 Ways of Dealing with Culprits and Curbing Cheating

The Kenya National Examinations Council being the chief examining body in Kenya has devised ways of dealing with examination irregularity culprits. They have used their powers through the KNEC Act Chapter 225A to have teachers involved suspended and interdicted. The students and the schools involved have had their results nullified. Another way which could work, though the researcher observed was not very popular, was counselling.

4.7 Suggestions for Better Examination Conduct

The researcher observed that examinations play an integral part of the education system since it helps in selection of qualified personnel to the right positions therefore any form of cheating should be eliminated.

The suggested ways of good conduct of examination are increased number of invigilators to make the ratio small, there should be increased space between the candidates, thorough training of Invigilators and better remuneration. All this will work well if the teachers play their role of good preparation of the candidates, like good syllabus coverage, enough revision and practising mock examinations before the final examinations.

4.8 Teachers Choice of Subject

The research observed that 24 respondents preferred Mathematics to any other subject followed by English which represented 12.9%. Other subjects were also popular with the students apart from Agriculture which had 2 students.

4.9 **Headteachers Views**

The researcher observed that most of the headteachers in Nairobi Province from the sampled population have first degrees and masters which enables them to manage the schools. From their perspective of the cheating in examinations, they agreed that strict discipline should be adhered to, syllabus coverage should be encouraged, enough revision before examinations and counselling to be used more. As for the teachers, the administrators suggested that they should be remunerated well, properly trained on handling of the examinations and Kenya National Examinations Council staff to check into proper ways and means of conducting examinations.

Table V: Gender of Respondents

Gender	Frequency	Percent
Male	09	31.0
Female	18	62.1
No Response	02	6.9
Total	29	100.0

The table shows that majority of teachers in Nairobi are females as they represent 93.1% of the total sample population. This could be

because of hidden factors like their spouses being in the city. The males are few may be because the living standards in the city is high and therefore preferring smaller cities and towns.

Table VI: Marital Status

Marital Status	Frequency	Percent
Single	05	17.2
Married	22	75.9
No Response	02	6.9
Total	29	100.0

From the table it was observed that most of the teachers in Nairobi are married with only 17.2% single.

Table VII: Age of Teachers Sampled

Age Bracket	Frequency	Percent
20 – 25	02	6.9
26 – 30	04	13.8
31 – 35	04	13.8
36 – 40	10	34.5
Over 40	08	27.6
No Response	01	3.4
Total	29	100.0

The table shows that most of the teachers from the sampled population are between ages 36-40. Age 20-25 form the smallest population in the teaching fraternity in Nairobi. This could be that at this age they have just left school hence have not trained as teachers as they prefer other professions. Over 40 years represented 27.6% showing that this age some have moved out of the city or have been employed elsewhere.

Table VIII: Highest Academic Qualification

Gender	Frequency	Percent
Form 4	01	3.4
Form 6	03	10.3
Graduate	22	75.9
Other	02	6.9
No Response	01	3.4
Total	29	100.0

It was observed from the research that 75.9% of the teachers in Nairobi Province are graduate teachers. This could be due to the fact that to be posted in Nairobi is very competitive hence they get the best. Form 4 was represented by 3.4% showing that their services are no longer required in the secondary schools or they have paved way for the graduates.

Table IX: Highest Professional Qualifications

Professional Qualification	Frequency	Percent
S1	01	3.4
Diploma/ Education	04	13.8
B Ed	18	62.1
M Ed	04	13.8
Others	01	3.4
No Response	01	3.4
Total	29	100.0

The researcher observed that most of the teachers in Nairobi province have undergone professional training. Bachelor of Education Graduates were still leading here with 62.1% followed by Diploma and Master of Education at 13.8% each. This could be due to the fact that graduates are considered as the basic professional entry to secondary teaching or more graduates have been trained of late than any other cadre of teachers. S1 at a percentage of 3.4% are being faced out in the secondary education sector.

Table X: Do You Teach an Examination Class?

Teaching Examination Class	Frequency	Percent
Yes	25	86.2
No	03	10.3
No Response	01	3.4
Total	29	100.0

The researcher observed that most of the teachers sampled were teaching examination classes with only 10.3% not teaching examination classes.

Table XI: Ever Been A Supervisor/Invigilator in National Examination

Supervisor/Invigilator	Frequency	Percent
Yes	20	69.0
No	08	27.6
No Response	01	3.4
Total	29	100.0

The table shows that most of the sampled teachers in Nairobi Province have been involved in the supervision and invigilation of national examinations.

Table XII: Has Information on Conduct of National Examinations

Information on Conduct of National Exams	Frequency	Percent
Yes	21	72.4
No	05	17.2
No Response	03	10.3
Total	29	100.0

The table illustrates that 72.4% of the sampled population had information on the conduct of National Examinations in Kenya. This could mean that they had gone through or are involved in one way or the other in the examination process.

Table XIII: Is it Appropriate to have Teachers as Invigilators?

Have Teachers as Invigilators	Frequency	Percent
Yes	26	89.7
No	02	6.9
No Response	01	3.4
Total	29	100.0

From the table it was observed that 89.7% of the sampled teachers of population felt that it was appropriate to have teachers as Invigilators. This could be because teachers understand the logic of handling examinations since they are the ones who prepare the students for the examinations. 6.9% felt that teachers should not invigilate may be to avoid irregularities.

Table XIV: Previous Involvement in Examination Malpractice

Involvement	Frequency	Percent
Yes	01	3.4
No	27	93.1
No Response	01	3.4
Total	29	100.0

The table shows that cheating is very minimal in Nairobi as only 3.4% of the sampled population was affected

Table XV: Who to Blame for Examination Malpractice

Who to Blame	Frequency	Percent
Supervisor/Invigilator	10	34.5
School Administrator	04	13.8
Teachers	03	10.3
Students	03	10.3
Others	02	6.9
No Response	02	6.9
Total	29	100 .0

From the table it was observed that the highest blame in examinations irregularities goes to supervisors and invigilators. School administrators, teachers and students are also partially to blame in examination irregularities because at times they collude with invigilators and supervisors to cheat.

Table XVI: Rating Performance of Ones Subject in KCSE

Performance in Subject	Frequency	Percent
Very Good	06	20.7
Good	11	37.9
Average	10	34.5
No Response	02	6.9
Total	29	100.0

The table shows that most of the respondents felt that the performance of students in their subjects was good while 20.7% felt it was very good and 34.5% felt it was average.

Table XVII: Rating Performance of the School in KCSE

Performance of the School	Frequency	Percent
Very Good	04	13.8
Good	12	41.4
Average	10	34.5
Very Poor	01	3.4
No Response	02	6.9
Total	29	100.0

The table illustrates that 41.4% of the respondents felt that their school was performing well. This could be because of adequate examination preparation both among the teachers and the students. 34% felt it was average and this could be because of lack of syllabus coverage or facilities. A minority felt the performance was very poor may be due to school administration or the students are to blame.

From the attitude scale table it was observed that variables like setting examinations, teachers remuneration, ethical issues, alternative methods of assisting students, supervision and ranking of schools affect the general performance of school positively or negatively in the long run.

Table XVIII: Gender of Students

Gender	Frequency	Percent
Male	93	60.0
Female	62	40.0
Total	155	100.0

The table illustrates that most of the respondents were male students in comparison to females who represented 40.0%.

Table XIX: Age of Students

Age	Frequency	Percent
16	15	9.7
17	105	67.7
18	25	16.1
19	05	3.2
20	04	2.6
21	01	6
Total	155	100.0

Majority of the students in the sampled population were at the age of 17 years while age 20 and 21 was represented by a sandy 2.6 and 6% showing that students in Nairobi go to school at the right age.

Table XX: Students who Sat for KCSE Before

Information on Conduct of Examinations	Frequency	Percent
2	18	11.6
3	132	85.2
4	05	3.2
Total	155	100

It was observed that most of the respondents were form three who have not sat for any examination in the high school. 1.9% had sat the form four examinations and may have decided to go back to form three so as to perform better or may be the schools lacked form four places to accommodate them.

Table XXI: Information on Conduct of Examinations

Information on Conduct of Exams	Frequency	Percent
Yes	56	36.1
No	93	60.0
No Response	06	3.9
Total	155	100

It was observed that 60.0% of the student's population have no information on the conduct of examination while 36.1% have information showing that the majority of students are not aware of what is expected of them regarding the conduct of examinations.

Table XXII: Source of Information on Conduct of Examinations

Source	Frequency	Percent
Former Students	39	25.2
From Teachers	12	7.7
From Outsiders	07	4.5
No Response	97	62.6
Total	155	100

It was observed that students get information on the conduct of examinations from former students more than any other source.

Table XXIII: Punishment for Culprits

Punishment	Frequency	Percent
Marks Deducted	27	17.4
Paper Cancelled	59	38.1
Disqualified	43	27.7
No Response	26	16.8
Total	155	100

It was observed that cheating in school examinations met with various ways of punishment, ranging from cancellation of the

culprits paper to reduction of the marks. Cancellation of the paper was the most commonly used, standing at 38.1%.

Table XXIV: Previous Involvement in Examinations Malpractice

Involvement	Frequency	Percent
Yes	06	3.9
No	132	85.2
No Response	17	11.0
Total	155	100

Most of the schools sample out in Nairobi have not been victims of cheating as only 3.9% have cheated while 85.2% have not. This shows that in Nairobi province, students are prepared well in advance for examination and they are aware of the repercussions of cheating.

Table XXV: Blame for Examinations Malpractice in Your School

Who to Blame	Frequency	Percent
Supervisors/Invigilators	47	30.3
School Administration	30	19.4
Teachers	28	18.1
Students	31	20.0
Others	03	1.9
No Response	16	10.3
Total	155	100

It was observed that supervisors and invigilators are the ones mostly involved in cheating. The students are also not spared as they form 20.0% of the blame case in cheating.

The study established that most teachers in Nairobi are graduates who have also participated in supervision and invigilation of national examinations. The study also established that the majority of teachers had information on the conduct of national examinations while the majority of students did not have. It was also established that supervisors and invigilators were mostly to blame for examination malpractices.

CHAPTER FIVE

SUMMARY OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter is divided into four sections under which the summary of the study, conclusions, recommendation and areas for further research are discussed.

5.1 Summary of the Findings

The purpose of this study was to investigate into the factors contributing to examination irregularities in Kenya certificate of secondary education (KCSE) in Nairobi Province. The analysis of the samples has revealed that examination malpractices have occurred right from school level to national level. It has also revealed that culprits of examination irregularities have been subjected to some measure of punishment varying in degree from one school to another, some severe and others mild.

It was established that teachers and students in secondary schools have very positive attitudes towards education and examinations. It was also established that both admit that the culprits of examination irregularities should be punished. To the students the punishments range from cancellation of whole results to the results of the affected subjects. The school can also be disqualified. The teachers face severe punishment like being sacked, suspended or expelled from teaching. Their minor punishment could be to face a disciplinary committee to decide on their fate if the offence was minor considering examinations as a very vital aspect of education and development. It was noted that most teachers needed training in handling examinations. They further required in-service courses on integrity and ethical issues.

UNIVERSITY OF NAIROBI
EAST AFRICANA COLLECTION

There was noticeable difference in physical structures and facilities found in various Nairobi schools. Most teachers felt that there was connection between intake of students at form one and performance at form four and consequently cheating in examinations. They felt that the poorer the marks at intake the poorer the performance and hence their proneness to cheating. Many teachers who participated expressed concern over their

remuneration. The following are some to the recommendations they made;

- a) Teachers should have in-service courses on integrity and ethical issues.
- b) Teachers should be well remunerated to motivate them.
- c) The last KCSE papers should not be far apart on the examination timetable.
- d) Timetable arrangement should not make some subjects unpopular.
- e) Practical examinations should be made more confidential.

5.2 **Conclusions from the Study**

The results of this study indicate that examination irregularities do occur right from school level to national level. Ways of controlling the irregularities in schools remain a challenge. The challenges range from school administration to the students of particular schools.

The results of this study indicate that irregularities occur mostly where there is weak discipline. Weak discipline is manifested in

the way students absent themselves from school, come late for school examinations and teachers not taking invigilation seriously. It is further revealed that teachers start examinations late and students cheat in all manner of ways while the teacher is invigilating. The study reveals that there is need to train teachers on invigilation and supervision of examinations. There is need for teachers to have in-service courses on integrity and ethical issues. This is important because the very teachers who show laxity during school examination are the very ones used as supervisors and invigilators during national examinations. Only those teachers who are themselves concerned about the success of their own examinations can successfully conduct national examinations in other schools.

The study reveals that the school environment, including physical structures, students' appearance and general cleanliness say a lot about the school. Where structures are poor and students poorly dressed and dirt showing everywhere, there is general indiscipline, which can be observed. Teachers here tend to show laxity and handle examination casually. Students get into the habit of looking for loopholes of how to cheat.

The researcher also observed that teachers should be remunerated well so as to avoid any form of corruption or bribery in aiding students to pass examinations.

5.3 **Recommendations**

(a) **Recommendation on Examination Issues**

The government should clearly state the role of examinations especially the KCSE examination. From the analysis of the conduct of examinations it was established that the objectives of examinations are not very clear and specific. There is therefore need to re-emphasise the objectives of examinations. The objectives should be stated more clearly and specifically giving details on what the teacher's role in examinations is, such objectives will guide and assist teachers to examine students effectively. Teachers equipped with proper knowledge of examinations will guide and assist students in preparing adequately for examinations. This will also make examinations less scary because it is lack of preparedness that creates panic hence ways to cheat.

Supervision and invigilation of examinations should be done in the right way as part of the teaching process. Such kind of procedure would yield feedback on which the final examinations are conducted and can develop strategies of improvement where and when necessary. The findings of this study revealed that students have ideas on how best to conduct examinations and therefore they need to be involved in setting rules on examinations. Students believe that stringent measures should be taken against those who cheat in examinations. Involving them could therefore be a positive measure against examination malpractices. The Kenya National Examinations Council should publish the conduct of national examinations as a chapter in “Kenya Certificate of Secondary Education, Regulation and Syllabus”. This is a book that every school should have to use as a reference for guiding teachers and students. The fact that this book is availed early enough will give the stakeholders knowledge and enough time for correct practices.

(b) **Recommendation on Teacher Training**

Greater effort should be made to train teachers in conducting examinations. Through training, teachers will learn to handle examinations as an everyday process in learning. With teachers well trained, it will be easy for them to detect cheating in examinations and deal with it decisively. This is likely to deter students from cheating in national examinations because they will not have formed the habit. In-servicing teachers on integrity and ethical issues is bound to have positive impact on their jobs and on students. It is for this reason that they will handle supervision of examinations seriously. Practical examinations which have shown the highest number of cheating cases is bound to be handled professionally by the teachers. Training teachers would make them involve parents in education of their children and specifically the role of examinations. Teachers by the nature of their job are the main players in administration of examination therefore there is need for them to be well trained. The teachers should instil in students good morals through deliberate teaching and role modelling.

(c) **Recommendations on Guidance of Students**

Students should be taught and counselled to take responsibility over their own actions. They should learn that they have a moral obligation to themselves and to the society.

Parents and guardians should play a big role in disciplining the students since charity begins at home. In schools trained counsellors and career masters should advice correctly on how to conduct examinations. And last but not least, Kenya National Examinations Council personnel should be giving talks to schools and other stakeholders in the education sector concerning proper conduct of examinations and its importance.

5.4 **Suggestions for further study.**

The researcher observed that the study was limited hence a further research should be due in the suggested areas.

- i) Further research could be conducted to determine the role of Kenya National Examinations Council in reducing cheating.
- ii) A study may also be undertaken in a rural setting since in a town like Nairobi students are exposed to a totally different environment from rural.
- iii) Research should also be done to examine the effectiveness of field administration of examinations.

BIBLIOGRAPHY

- Beecher L. J.; Report on the Scope, Content and Methods of African Educational System, its Administration and Finance. Government Printer, Nairobi, 1973.
- Best J. and Kann J.; Research in Education. Boston: Allyn and Bacon, 1998.
- Binns A. L.; African Education: A Study of Educational Policy and Practice in British Tropical Africa, Oxford University Press, London, 1953.
- Borg W. R. and Gall M. D.; Educational Research: An Introduction (10th Ed) New York. Longman, 1989.
- Conrad W. S. Jr; Exam Fervor. Case Studies of the Influence of Primary Learning Examinations on Uganda Classrooms, Teachers and Pupils. Academy to Educational Development, Washington D. C., 1997.
- Daily Nation; Forms of Cheating – Views of a Secondary School Teacher, 23rd January 2003.
- Eshiwani G. S.; Education in Kenya since Independence, Nairobi, Kenya. East African Educational Publisher Ltd, 1993.
- Greaney V. and Kellaghan T.; Integrity of Public Examinations in Developing Countries. In H. Goldstein and T. Lewis (Eds), Assessment: Problems, Developments and Statistical Issues. A volume of experts contributions. Chichester, England; John Wiley and Sons, 1996.
- Gronlund E. and Linn L.; Measurement and Evaluation in Teaching – Sixth Edition New York, Macmillan Publishing Company, 1990.
- Journal; The American School Board Journal, April 1999.
- Labor S. A.; Confidentiality and Security Measures in the Administration of Tests of Practical Skills in

- Achievement Examinations. Paper presented during the 10th Sub-Regional Conference of Heads of Institutions Responsible for Examinations and Educational Assessment, Eastern and Southern Africa, 1992.
- Little A.; Why do Students Learn? A Six Country Study of Students Motivation, Sussex, UK, 1987.
- Mugenda O. M. and Mugenda A. G.; Research Methods. Quantitative and Qualitative Approaches. Nairobi: Acts Press, 1999.
- Mutua, R.; Development of Education in Kenya, Some Administrative Aspects 1846-1963, Nairobi, East African Literature Bureau, 1975.
- Mwiria and Wamahu; Issues in Educational Research in Africa, East African Education Publishers, 1995.
- Njabili A. F.; Examinations Legacy, Performance, Standards and Power with particular reference to International General Certificate of Secondary Education (I. G. C. S. E.) in Namibia, Inaugural Lecture proceedings No. 6, Faculty of Education, University of Namibia, 1998.
- Njabili A. F.; Curriculum Instruction and Assessment for Quality Life; SACHES 2000 Conference, Windhoek, Namibia, 2000.
- Nyangintsimbi C.; The Influence of Examination Irregularities on Highstakes Examination. Paper presented at the 20th Conference of the Association of Education Assessment in Africa, 2002 in Arusha, Tanzania, 2000.
- Odongo N.; Controlling Examination Malpractice and Irregularities: UNEB's Experience. A paper presented at the 20th Annual Conference of the Association for Educational Assessment in Africa (A. E. A. A.), AICC Arusha, Tanzania, 2002.
- Republic of Kenya; Circulars on KCSE Regulations, Supervision and Invigilation KNEC, 2002.

- Republic of Kenya; KNEC Act, Chapter 225A, 1981 (1998 Revised).
- Republic of Kenya; Report of the 2000 KCSE Examination Investigation Committee on Examination Irregularities, The Jomo Kenyatta Foundation, Nairobi, Kenya, 2001.
- Republic of Kenya; Report of the National Committee on Educational Objectives and Policies, Government Printers, 1976.
- Republic of Kenya; The Education Act, Chapter 211, 1980.
- Republic of Kenya; TIOET: Totally Integrated Quality Education and Training: Report of the commission of Inquiry into the Education System of Kenya (Koech Report). Nairobi, Government Printers, 1999.
- Sheffield, J.; Education in Kenya: An Historical Study, New York Teachers College Press Columbia University, 1973.
- Sifuna D. N.; Development of Education in Africa: The Kenyan Experience Nairobi: Initiatives Publishers, 1990.
- Sifuna D. N.; The National Education and Training Structure and the Attainment of National Goals in Kenya, Paper presented at the Kenya National Education Conference: Meeting the challenges for education in Kenya in the 21st Century, 26th to 29th November 2003.
- The Kenya National Examinations Council; Kenya Certificate of Secondary Education. Regulations and Syllabuses, 2002-2003, KNEC 2002.
- The World Bank Group, The public Examinations Malpractice, The World Bank Group, 2002.
- Wasanga P. M. and Muiruri E.; The Influence of Highstakes Examinations on Examination Irregularities: The Kenyan Experience. A paper presented during the 20th Conference of the Association of Educational Assessment in Africa, held in Arusha, Tanzania, 2002.

Wiersma W.; Research Methods in Education: An Introduction, Vol
4: Allyn and Bacon Inc. Wells Avenue, Newton, 1986.

LETTER TO THE HEAD TEACHERS

The Headteacher

Dear Sir/Madam

**REF: AN INVESTIGATION INTO THE FACTORS CONTRIBUTING
TO EXAMINATION IRREGULARITIES IN KENYA
CERTIFICATE OF SECONDARY EDUCATION (KCSE) IN
NAIROBI PROVINCE**

I am a Post Graduate student at the University of Nairobi, currently carrying out a study on the above a stated subject in Nairobi Province.

Your school has been selected to take part in the study. I kindly request your permission to gather the required information from you and the form four/three teachers through questionnaires.

The questionnaires are specifically meant for the research and the responses will be treated with strict confidentiality.

Your assistance and support will be highly appreciated.

Yours sincerely,

Pamela Aullo

(RESEARCHER)

APPENDIX II

INTERVIEW SCHEDULE FOR SCHOOL ADMINISTRATORS

Thank you very much for accepting to respond to my interview questions.

1. Name _____
2. What is your highest professional qualification? _____

3. What is your subject area? _____
4. (a) How long have you worked as head teacher? _____
(b) How long in this particular school? _____
5. Examinations is key in your Education System. What is your opinion?

6. Have you ever supervised National Examinations? If Yes which ones? _____

7. How was the performance of your school in KCSE the previous year? _____

8. (a) Were you satisfied with the performance or you think the performance would have been better?

(b) Explain how. _____

9. (a) Are you satisfied with the staff you are having in the school? _____

(b) Would you like to have some changes if possible?

10. (a) Has your school ever been accused of examination malpractice?

(b) If so, what type? _____

11. (a) As an education administrator, where would you place blame when examination malpractice occurs?

(b) Explain why? _____

12. (a) Is the present use of teachers as supervisors and invigilators satisfactory? _____

(b) What other suggestions do you give regarding the supervision of examinations? _____

13. How well are your students prepared for KCSE examinations?

14. How do you deal with cheating in internal examinations if at all they occur?

15. (a) You have heard of malpractice in KCSE examinations and how the government dealt with them. What would be your recommendations on how to deal with victims of the malpractices? _____

(b) How would the malpractices be eradicated?

LETTER TO THE RESPONDENTS

Dear Respondent,

REF : EXAMINATION IRREGULARITIES IN KENYA
CERTIFICATE OF SECONDARY EDUCATION (KCSE)

I am carrying out an Education Research in Secondary Schools in Kenya and your school has been selected for this purpose. The aim of the research is to examine the causes of Examination Irregularities in KCSE examinations. On completion of the project recommendations for future improvement will be made. All the data collected will be used strictly for statistical purposes and will be confidential. You are kindly requested to answer questions in the questionnaire provided correctly and honestly.

For the purpose of this research, Examination Irregularities involve issues such as impersonation, leakage, presentation of two or more scripts by one candidate, smuggling of written

unauthorised information into examination room, collusion and others.

Thank you very much for your kind co-operation.

P A AULLO

(RESEARCHER)

QUESTIONNAIRE FOR TEACHERS

Thank you very much for accepting to respond to this questionnaire. There are 20 questions in this questionnaire. Please read them carefully before answering. All responses are for statistical use only. Do not write your name to ensure complete confidentiality. Please respond to all the questions.

1. Name of School _____
2. Sex: (a) Male _____ (b) Female _____
3. Marital Status: (a) Single _____ (b) Married _____
4. Your Age (a) 20 – 25 years
 (b) 26 – 30 years
 (c) 31 – 35 years
 (d) 36 – 40 years
 (e) over 40 years
5. Your highest academic qualification (mark the one applicable)
 - (a) Form IV
 - (b) Form VI
 - (c) Graduate

(d) Others (Specify)

6. Your highest professional qualification

(a) S1

(b) ARTS

(c) Diploma/Education

(d) B Ed

(e) M Ed

(f) Ph. D

(g) Others (Specify)

7. (i) When did you become a secondary school teacher?

(ii) What is your subject area?

(iii) Do you teach an examination class?

8. How long have you taught in this particular school?

9. Have you been a supervisor/invigilator of any National Examinations?

(a) Yes _____ No _____

(b) If Yes, explain size and type of school.

(c) If No, please explain why you think you have never been involved .

10. As a teacher, do you have information regarding the conduct of KCSE Examinations?

(a) Yes _____ No _____

(b) If Yes, please explain if your students are aware of the same information

11. Mention some of the problems you face while conduction internal examinations in your school.

(a) _____

(b) _____

- (c) _____
- (d) _____
- (e) _____

12. How did you resolve these problems?

13. (i) Is the present use of teachers as supervisors and invigilators appropriate?

(a) Yes _____ No _____

(ii) If Yes, please give your reasons.

(a) _____

(b) _____

(c) _____

(iii) If No, please give a suggestion of who should be used.

14. (i) Has your school been involved in KCSE Examination malpractice?

(a) Yes _____ No _____

(ii) If Yes, how was the matter dealt with?

15. (i) If there was malpractice in National Examinations in your school where would you place the most blame?
- (a) Supervisors and Invigilators
 - (b) School Administration
 - (c) Teachers
 - (d) Students
 - (e) Other

- (ii) Please explain your choice.

- (iii) Give suggestions on how those involved in examination malpractice should be dealt with.

16. Write down some of the recommendation you would like to suggest regarding the conduct of KCSE Examinations.

17. How would you rate the performance of your subject in KCSE Examination?

- (i) Very good
- (ii) Good
- (iii) Average
- (iv) Poor
- (v) Very poor

18. How would you rate the performance of your school in KCSE.

- (i) Very good
- (ii) Good
- (iii) Average
- (iv) Poor
- (v) Very poor

19. To what would you attribute to the performance in your subject?

20. To what would you attribute to the performance of your school?

PART B:

TEACHERS ATTITUDE SCALE

Put a tick in the right parenthesis to indicate whether you strongly agree (SA), agree (A), disagree (D) or strongly disagree (SD) with the statements to the right.

NO	ITEM	SA	A	D	SD
1.	Education is key to progress in life				
2.	Examinations is an integral part of education				
3.	People should be placed according to how well they have passed their examinations				
4.	Examinations have no value in education				
5.	Examinations destroy the pleasure of teaching				
6.	Most pupils are not good at taking examinations				
7.	Examinations should not be there				
8.	Alternative methods should be found to assess pupils				
9.	Supervision of examinations should be left to individual schools				
10.	There should be no ranking of students in examinations				
11.	Ranking in examinations is important				
12.	Most pupils like learning but hate examinations				
13.	Most teachers don't have time to set and mark tests to prepare their students for KCSE examinations				

14.	Teachers should be well remunerated in order to prepare their pupils well for examinations				
15.	Teachers should have in-service courses on integrity and ethical issues				

QUESTIONNAIRE FOR STUDENTS

Thank you very much for accepting to respond to this questionnaire. There are 20 questions in this questionnaire. Please read them carefully before answering. All responses are for statistical use only. Do not write your name to ensure complete confidentiality.

1. Name of School _____
2. Sex: (a) Male _____ (b) Female _____
3. Age: _____
4. In which class are you? _____
5. Have you done KCSE Examination before?
 - (a) Yes _____ No _____
 - (b) If Yes, please explain why you have to do it again.

6. As a student, do you have information regarding the conduct of KCSE Examinations?
 - (a) Yes _____ No _____

(b) If Yes, please explain how you got the information.

7. Mention some ways in which students cheat during internal examination in your school.

(a) _____

(b) _____

(c) _____

(d) _____

(e) _____

8. How are the culprits dealt with?

9. Why do you think students cheat during these internal examinations?

10. Which form of cheating do students find easy to get away with?

11. Has your school ever been involved in KCSE Examination malpractice?

(a) Yes _____ No _____

(b) If Yes, how was it dealt with?

12. (i) If there was examination malpractice in KCSE in your school, who would you blame?

(a) Supervisors and Invigilators

(b) School Administration

(c) Teachers

(d) Students

(e) Other

(ii) Please explain your choice.

13. According to you, how should the culprit be dealt with?

14. Write down some recommendations you would like to suggest regarding the conduct of KCSE Examination.

15. Would you cheat in examinations if you had a chance?

(a) Yes _____ No _____

(b) Explain your answer briefly.

16. (i) Which is your best subject?

(ii) Which is your worst subject?

17. Why is it important for you to pass your examinations well?

18. Do you think examinations are important in the education system of the country?

(a) Yes _____ No _____

(b) Explain your answer briefly.

19. Does your school perform well or poorly in the KCSE examinations?

Well _____ Poorly _____

UNIVERSITY OF NAIROBI
EAST AFRICANA COLLECTION

20. Why do you think your school performs poorly or well?

APPENDIX VI

OBSERVATION SCHEDULE SCORING BOARD

NAME OF SCHOOL	ITEMS OBSERVED	1	2	3	4	5
	CLASSROOM SPACE					
	STUDENTS' APPEARANCE					
	TEACHERS' APPEARANCE					
	GENERAL DISCIPLINE					