

**AN INVESTIGATION INTO THE ATTITUDE OF SECONDARY  
SCHOOL TEACHERS AND STUDENTS TOWARDS  
CHEATING IN NATIONAL EXAMINATIONS**

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## DECLARATION

I declare that this is my original research report and has not been presented for award of degree in any other university or institution.

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This project has been submitted for examination with my approval as University Supervisor.

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## **DEDICATION**

This research report is dedicated to my late father Simon Musyoka and my loving mother Veronica Musyoka who sacrificed dearly to pay my school fees for primary and secondary schools without which I would not be the person I am today.

I dedicate this work to my husband Joshua Mbondo, my sons Simon and Harmon and my daughters Edith and Faith for the support they accorded to me during my study.

Lastly, I wish to pay tribute to the lecturers who taught me and the course coordinator, Dr. Karen Odhiambo.

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## ABSTARCT

National examinations are used in selection and placement because they are valid and reliable. However, examination malpractices remain a major challenge to all examination bodies of different countries all over the world. National examinations have been used in Kenya for many years as instruments for further education and training. In the review of the literature, different authors and researchers have described the meaning of examination malpractices and the different methods that students use to cheat in examinations. Examination malpractice has been perceived differently and students do not see it as a wrong practice. It is however brought to light that examination malpractice is an indication of a decline in the quality of education and affects the national development of a country. This study intended to find out the attitudes that teachers and students have towards cheating in national examinations with a view to establishing the different ways that can be used to curb the malpractices. The study involved 362 students in which, 178(49.2%) and 184(50.2%) were male and female students respectively. The study also interviewed 30 teachers whereby 23(76.7%) were males and 7(23.3%) female teachers. The respondents varied in their age, school category and school location. The overall findings revealed that out of the 392 respondents 219(60.5%) of the students would not mind cheating in a national examination given an opportunity and 17(56.7%) of teachers would also not mind if cheating was done in the national examinations. The study established that female students' likelihood to cheat in a national examination was 48% more compared to male students. It was found that a student in a district school and a provincial school was 2.154 and 2.890 times respectively, likely to cheat compared to one in a national school. To reduce cheating, 50% of the respondents suggested that students should work hard, 69% said that they should employ peer counseling while 38% stated that coverage of syllabus on time would help to curb cheating.

Some of the highly suggested measures included taking strict measures against those found cheating; this was cited by 41% and 13% of the students and teachers respectively. Integrity was suggested by 23% and 25% of the students and teachers respectively as a way to reduce and eliminate cheating in national examinations. Among the others suggested included thorough frisking, banning mobile phones in schools and enough text books.

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## **ACRONYMS AND ABBREVIATIONS**

<b>KCPE:</b>	<b>Kenya Certificate of Primary education</b>
<b>KCSE:</b>	<b>Kenya Certificate of secondary education.</b>
<b>KNEC:</b>	<b>Kenya National Examinations Council</b>
<b>MOE:</b>	<b>Ministry of Education</b>
<b>SATEMQ:</b>	<b>Students' Attitudes Towards Examination Malpractices Questionnaire</b>
<b>TATEMQ:</b>	<b>Teachers/head teachers Attitudes Towards Examination Malpractices Questionnaire</b>
<b>UCE:</b>	<b>Uganda Certificate of Education</b>
<b>WAEC:</b>	<b>West African Examinations Council</b>
<b>SPSS:</b>	<b>Statistical Package for Social Sciences</b>

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# CHAPTER ONE

## INTRODUCTION

### 1.1 Background

The basic rationale for using national examinations in selection and placement is because they are valid and reliable according to Ebel (1978). However, one of the major problems being faced in educational institutions world over is examination malpractices. Different terminologies have been used to describe examination malpractices as indicated in Harvey Goldstein and Tobby (1999). These terminologies include unfair practice, cheating, misconduct and irregularity.

Different researchers have described examination malpractices in different ways. In Oluyeba and Daromola (1992), examination malpractice is described as any irregular behaviour exhibited by a candidate or anybody charged with the conduct of examination before, during or after the examination which contravenes the rules and regulations governing the conduct of the examination. Kibler (1998) defines examination malpractice as the forms of cheating or plagiarism that involves students giving or receiving unauthorized assistance in an academic exercise or receiving credit for work that is not their own.

Examination malpractice has attracted the wrath and concern of the examination bodies world over. The vice, according to Ongom (1985), has various names world over. The university Entrance and School Examinations Council of London University refers to it as

'misconduct' while the Delegacy of Local Examinations, Oxford, calls it 'cheating'. In Nigeria, the Joint Admissions and Matriculation Board terms it as 'unfair practice' and the Uganda National Examinations Board refers to it as 'irregularity', 'misconduct' and 'dishonesty'. The West African Examinations Council calls it 'irregularity' while the Kenya National Examinations Council refers to it as 'cheating'.

Examination malpractice is not a recent phenomena but it is as old as the Examination itself world over according to Ikupa (1997). In Nigeria, Oluyeba (1996) noted that the first publicly reported cases of examination malpractice occurred in 1914 when there was leakage of question papers in Senior Cambridge Local examination. The West African School Certificate Examinations first cases were reported in 1963 and in 1967 and 1977, there was public outcry because of the large-scale involvement of students in the vice, and as a result of people's reactions towards these examination malpractices, Judicial Tribunals were set up by the Federal Government of Nigeria to investigate the causes of examination malpractices and develop strategies for remedies.

In Kenya, public national examinations have been used for many years as instruments for further education and training. These national examinations are the Kenya Certificate of Primary Education (KCPE) done at the end of eight years in primary school and the Kenya Certificate of Secondary Education (KCSE) which is done at the end of four years in secondary education. These two national examinations are administered by the Kenya National Examinations Council (KNEC) established under Cap 225A, Laws of Kenya to administer all the public national examinations in Kenya. The objective of primary



schools national examinations is to reduce the number of students eligible for secondary school (Eiseman and Schwille, 1992), and that is one of the factors affecting students performance in both primary and secondary schools national examinations is the characteristic of how critical these examinations are as they are to be used to select students for further education and training.

In the Elimu News (Issue No.2 December 2007) Professor Munavu, the then chairman of KNEC says that examination irregularities is a global issue. In this illustration he cites a case in America where teachers assisted children to cheat in examination so that their performance may improve and hence attract funding.

In 2001, the then Minister of Education Hon. Stephen Kalonzo Musyoka set up a ministerial committee to investigate the massive examination malpractices in the KCSE of 2000. Another committee was also set up in 2008 by the Ministry of Education that was chaired by Professor Mugenda to investigate into the KCSE of 2007 grading anomaly, that affected the results of 2007 KCSE candidates. Examination malpractice in Kenya has also received the wrath of the national examinations body KNEC as cited in Elimu News (Issue No.2, December 2007), that KNEC takes tough measures and puts exam cheats on notice. In this Elimu News (issue, No.2 2007) cheating candidates were to be barred from sitting national exams for the next two years.

In his address to KNEC field officers workshop, Godia (2006) cited that reports of exam malpractices reached KNEC every year and that candidates have become innovative and

every year they come up with new tricks of cheating. This was specifically witnessed when the Minister of Education Professor Ongeru, showed a piece of slipper which had answers to questions of KCPE paper written on it and a shirt which also had answers to questions to a KCPE paper written on it, when he was announcing and releasing the results of the 2011 KCPE. In the education issue (July 9 – July 20, 2012), the Teachers Service Commission announces mass interdiction of teachers over examination cheating during the 2011 KCPE and KCSE national examinations. There is no doubt that examination malpractice in Kenya has encroached into the fibre of the society. This study thus undertakes to establish the attitude of the teachers and students towards this cankerworm that has eaten deep into the fabric of the society and has become so rampant among students that many regard it as a normal process of passing national examination.

The purpose of public examinations is to assess the competence of student learning relative to some agreed criteria, and the results of these examinations are used to discriminate among students with regard to their preferred careers, further education or employment or fit into the societal strata (Nyaswa, 2010). The high stakes for better careers and further studies pegged to examinations at secondary school level have given rise to many forms of examination malpractices especially in developing countries like Kenya. This uncontrollable pollution of our education standards occasioned rampant examination malpractices at K.C.S.E is pointing at the wrong direction for the entire educational establishment system in Kenya.

## **1.2 Statement of the problem**

Public national examinations in Kenya are a sensitive issue. They determine the manpower requirement and the allocation of available resources and opportunities in the society and above all, a great amount of public are involved, Yusuf (1985). The national examinations body KNEC, recognizes that lack of security for examination materials can put to risk the whole of national examinations in the country. It is the policy of KNEC to ensure security of question papers and manuscripts at all stages from setting to issuing of results. Although KNEC has always gone out of its way to ensure that integrity is maintained throughout the administration of national examinations, yet examination malpractices in both KCPE and KCSE have reached alarming states. This vice can, if undetected and unpunished, undermine the core functions of national examinations which aim to grade candidates according to their abilities. The rationale for using national examinations in selection and placement is because they are valid and reliable as cited in Ebel (1978). In situations where some students have advantage either by accessing the exam materials prior to exam time or possess materials that assist them during the exams, then they gain unfair advantage over the other students. This is why cheating in national exams has been of such great concern to national examining body KNEC and the MOE. Increasing cases of examination malpractices by secondary school students is evidenced every year when the minister of education releases the KCSE results. The minister decries the rate of cheating and the sophistication in examination malpractices. This is evidenced in the many candidates whose results are cancelled or schools whose results are withheld pending investigations into examination malpractices.

In 2001, a ministerial committee was set up by the then minister of education to investigate examination malpractices in KCSE of 2000 where out of 181,966 KCSE candidates, 2,880 had their results cancelled due to involvement in exam malpractices (source KNEC issue, March 2007).

In Elimu News Issue No. 2 (Dec 2007), KNEC outlines tough measures to curb exam malpractices and puts exam cheats on notice. It is in this issue where KNEC outlines introduction of new exam bags with tamperproof seals to curb leakage and that certification will carry candidates' photographs to address the problem of impersonation during national exams. In this issue, KNEC goes further and states that exam cheats will in future be issued with certificates indicating that they cheated in addition to having their results cancelled. The measures further warn that cheating candidates will also be barred from sitting national exams for the next two consecutive years.

While KCPE results for 2011 were announced by the minister of education, the minister showed a 'slipper' which had answers to questions written on it and a shirt which also had written materials. All these were intended to be used to assist the candidates during exams, and these shows the great length candidates can go through to perpetrate cheating in examinations.

This magnitude of exam malpractice is further evidenced in Education News (July 9 – July 20, 2012) where many teachers are reported to have been interdicted due to involvement in exam malpractices. It cannot therefore be overlooked and assumed since

as outlined in the above paragraphs, examination malpractice is a thorn in the flesh of all education stake holders from students to teachers as well as to the national examining body KNEC and the MOE.

It was therefore, the intention of this study to determine the attitude of the students and teachers towards examination malpractices in national examinations and gather suggestions on how to curb this practice.

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

This study aimed to explore the attitudes of students and teachers towards examination malpractices and more specifically towards secondary students who cheat in KCSE. The study also undertook to establish measures that could be put in place to curb examination malpractices during the administration of national examinations.

### **1.4 The objectives of the study**

The study was guided by the following specific objectives.

- i) To establish the attitude of students towards cheating in national examinations
- ii) To determine the attitude of teachers towards cheating in national examinations.
- iii) To determine the attitude of secondary school students towards;
  - a) Their peers who cheat in national examinations
  - b) Those who abet cheating
  - c) Those who report examination cheats to authority.

- iv) To establish measures that can be put in place to curb cheating in national examinations.

### **1.5 Research questions**

- i) What is the attitude of secondary school students towards cheating in national examinations?
- ii) What is the attitude of secondary school teachers towards students who cheat in secondary school national examinations?
- iii) What is the attitude of secondary school students towards;
  - a) their peers who cheat in examinations
  - b) those who abet cheating
  - c) those who report exam malpractices to authority
- iv) What measures can be put in place to curb cheating in national examinations?

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

This study has shown that learners should be trained on good practices and helped to embrace honesty and integrity as key virtues in examination taking process. Examination malpractices are nurtured in corrupt society which is a reflection of the society. Corruption is in the psyche of the people and can only be tackled in their minds according to Oromosele (2008). Parents should discourage their children and the schools from practicing in these examination ills by refusing to finance them but rather encourage learners and teachers to work hard. The schools and sponsors should always inculcate good examination ethics by instilling healthy and positive attitudes in students, teachers

and school administrators. From the results of the study, it has been found that MOE should foster integrity in the search for knowledge among the youth as well as instill positive approaches in tackling of examinations.

### **1.7 Scope and delimitation of the study**

In Kenya, most of the districts (counties for now) have been affected by examination irregularities of one form or another. For the purposes of this research, the study was restricted to Machakos county's public and private schools. The target population was form IV and III students, teachers and, head teachers of the selected secondary schools.

### **1.8 Limitation of the study**

Examination malpractice is a very sensitive issue. The study experienced some limitations like lack of openness in divulging secrete information that surrounds this issue. This was especially where teachers and head teachers, have been involved in one form of cheating or another .

The study relied on information from the respondents which may not have been exhaustive. Other limitations were associated with the sample size which may not be adequately representative (only Central division in Machakos District was sampled), and the instruments which may have failed to elicit all possible information required. Access to KNEC documents was classified as confidential and most of the material limited to outsiders, and as such the study relied mostly on print media reports and KNEC seminar papers.

## **1.9 Assumptions of the study**

The following assumptions were made in conducting this study;

The students, teachers, and principals were all aware of examination irregularities in schools. The KNEC rules and regulations that govern conduct of national examinations were availed to the students, and teachers prior to take off of examinations and the consequences hitherto. The people in charge, that is, the supervisors, invigilators and examination storage centers were given proper training before the examinations started and are made aware of the consequences of any irregularities.

## **1.10 Definition of significant terms**

**Examination:** A test of capacity and knowledge. It is a determinant of a learner's strength and weakness necessary for his/her academic adjustment and work life.

**Malpractice:** The behaviour of a person contrary to the laid down code of conduct.

**Cheating:** Refers to a type of examination malpractice which takes place in the examination hall.

**Attitude:** This is a relational mental state that connects a person to a particular act or action. In this study, it is about the mind set and feelings that people have towards examination malpractice.

**National Examination:** This is a standardized test developed and administered by a country's national examination body to determine whether students can pass and continue to higher education, and its aimed at maintaining quality education nationwide and setting of national standards in education.



## CHAPTER TWO

### LITERATURE REVIEW

#### 2.1 Introduction

Education is the foundation upon which physical and technological developments of any nation rest. In Kenya, education has been adopted as an instrument for national development. The government, communities, private organizations and individuals have established educational institutions with a view to training the citizens for the development of the nations physical and human resources. One of the objectives of education in Kenya is to prepare the youth to face future challenges and develop them to meet the nations' man power requirements.

In educational institutions, teaching and fostering of positive attitude, activities take place so that appropriate skills, knowledge and attitudes can be acquired by the students. There is a machinery set up through which the extent of knowledge and skill acquisition is determined at each stage of education. This is in the form of examination which is organized to evaluate, assess and test knowledge and skills. Schools need to conduct examinations as yardstick for assessment. It is the most practical way of assessment in education. Maduka (1993) defined examination as a way of ascertaining how much of a subject matter in a particular field of study the candidate has mastered. Homby (1995) defined an examination as a formal test of somebody's knowledge or ability in a particular subject, especially by means of answering questions or practical exercises.

Examination, thus being an instrument for decision-making, is always prone to fear and anxiety. Many examinees would thus want to pass by any means. Many school authorities and parents would also want to explore means of getting good grades for their students and children. Hence, they result to different forms of malpractices before, during and after examinations.

## **2.2 Types of exam malpractices**

According to Adesina (2005), examination malpractices include leaking out questions to students, 'giraffing' and smuggling of material into examination hall as well as deliberate extension of time by supervisors and invigilators, change of scores, buying and selling of exam grades, question papers and prepared answers, and trading sex for question papers, marks and grades. Magaji (2006) identified impersonation, that is, a non-candidate takes an examination for a registered candidate, collusion between candidates and supervisors, assault and intimidation of supervisors and invigilators by students, mass cheating, teacher-student affair, bribery, spying, submission of multiple scripts, use of coded or sign language, multiple entry for the same exam among others as different forms of malpractices in examinations. According to Ngaca *et al.* (2007), irregularity of time is also a form of examination malpractice and when supervisors alter the time allotted for a particular paper mostly by allowing more time than prescribed.

The issues of examination malpractice described above are the same views shared by Greaney and Kellaghan (1995), that, unfair advantage in examination would occur if a candidate had prior access to examination paper or received support from an external

source during the course of the examination. According to Oluyeba and Danamola (1992), examination malpractice occurs in the form of leakage, impersonation, cheating, collusion, swapping of scripts, smuggling of unauthorized materials in examination halls, results and certificate forgery and verbal or physical assault on examination administrators.

In the article 'Curbing Cheating on National Examination in Kenya', the Nairobi Star (05/03/2012) cites that corruption in examinations occurs when the integrity of the conditions under which examinations are prepared, moderated, administered, invigilated, supervised, marked and results released are violated. In this article, various forms of examination malpractices identified include use of toilet papers disguised as handkerchiefs with copious micro-notes on them, use of currency notes with tiny notes written on them, candidates visiting toilets more frequently than is normal to access reading materials hidden in toilets. Another form of corruption identified in this article is collusion in which notes and answers are passed on from one candidate to another under the desk and this could be electronic text messages on mobile phones.

A candidate may physically assist another through a whisper while the invigilator is facing away; others use lip reading, facial expressions, sign and body language to pass answers to one another. It has also been observed that examination open sealed envelopes security personnel, invigilators and supervisors collude to gain knowledge of questions in advance, often a few hours before examinations are taken. This leaves plenty of room for leakage, even if the envelopes are sealed again to be opened in front of the candidates.

According to Ojembe (2008), the West African Examination Council announced the Nov/Dec 2007 exam results with results of some candidates suspected to have been involved in various forms of exam malpractices. The head of national office WAEC, reiterates that Nigeria is far from recording zero percent fraud in school certificate examinations. He further reiterates that 35,484 candidates out of a total of 378, 018 had their results withheld due to involvement in examination malpractices while 40, 174 had their results being processed due to errors and omissions.

According to Ojembe (2008), some desperate candidates found some exam officials 'too willing' to assist them in cheating if only they could pay the price. In his observation, this author says that the situation has degenerated such that even some parents are choosing to put their children in schools where it will be easier for them to cheat. He reiterates that exam malpractice is a by-product of corruption which has eaten deep into the very fabric of the society. In his view, he observes that there is a direct relationship between exam malpractice in educational institutions and corruption in the wider society. The same view is shared by Aina (1996) in a paper presented at the Examinations Ethics Project, Lagos, Nigeria where Aina emphasized that ethics and integrity hold the promise of a panacea for all evils bedeviling examinations which when released may lead countries into meritocratic societies where honesty, hard work and virtues are rewarded, while ill social vices are punished.

Exam malpractice has now taken a new trend involving an organized system of the supervisors, invigilators, subject teachers and in some cases, principals of schools (Aina,

1996). This view is shared by the author Eromosele (2008) who observes that examination bodies, government functionaries, school authorities, invigilators, supervisors, parents and students all participate in examination malpractices. This author reiterates that examination malpractice has long graduated from normal 'giraffing' at neighbours' work using key point notes or text books or copying on sheets of papers referred to as 'microchips' (or 'mwakenyas' as is referred to in Kenya) to a more sophisticated and organized system of buying questions from examination bodies or from corrupt bank officials entrusted with safe keeping of examination question papers. In support of this view, Eromosele (2008) observes that syndicates have been able to arrange 'special' centers for their 'special' candidates they enroll for examinations in the collusion of examination bodies for the easy flow of malpractices. These 'miracle' centers enjoy the patronage of some corrupt administrators and examination officers.

In his address to the KNEC field officers workshop, Godia (2006) shared the above view. In his address, Godia observed that students had become innovative and every year they come up with new tricks of cheating. He emphasized that KNEC field officers need to be aware of the many different ways in which cheating occurs. In his observation, he cited that the latest forms of cheating included teachers writing answers on behalf of the students and submitting the answer sheet while other cases involved head teachers colluding with the distribution center organizers to destroy materials found with candidates during examinations. In emphasizing the critical state of exam malpractices in Kenya, Godia (2006) reiterates that like corruption, cheating is a social vice and students

need to be educated to do the right things so that the results they finally achieve are valid and schools encouraged to sensitize and counsel students on these issues.

### **2.3 Students' perceptions of examination malpractices**

In a study carried out by Alutu and Alutu (2006) to assess secondary school students' perceptions of examination malpractices and ethics in Benin City of Nigeria, a sample of 200 students was drawn from two public secondary schools randomly selected from Benin in the state of Metropolis. The study used two instruments; an examination malpractice questionnaire administered to 200 students (100 males, 100 females) and an exam ethics questionnaire administered on a sample of 45 students who attended a seminar on study techniques and examination preparations. The sample may have been too small to warrant validity of findings and inference to a similar population but the study revealed that majority of the students believed that their indulgence in examination malpractices was a common occurrence, hence showing that it is difficult to eradicate the vice.

This study also revealed that parents, teachers and school head teachers also encouraged cheating in examinations. This supports the observations by Alutu and Alutu (2006) that lazy teachers who have not covered the syllabus well would at all cost want their students to pass exams since it is seen as a measure of good teaching. Nanna (1997) cites that parents and school teachers aid and abet examination malpractices to enable candidates get undeserved grades.

However, examination malpractice is a socially undesirable behaviour exhibited by students and should strongly be discouraged according to Alutu and Alutu (2003). These authors too argue that examination malpractice renders the objectives of the examination invalid and affects the psyche and integrity of students who are hard working and would not indulge in any form of cheating. It is evident that majority of students do not see cheating as bad as shown by MacCabe and Trevino [10] that from 1,946 undergraduates of 16 institutions, it was found that 82% percent of engineering students agreed to having engaged in cheating, as well as 91% of business students, while 73% of social sciences students and 71% also reported having engaged in the vice. In this survey, the students identified cheating as those acts such as copying on exams, fabricating a bibliography, and falsifying lab data. However, In Elimu News (2007 Issue No.2) students of Moi Girls High School Nairobi, say cheating in exams is a blow to those who work hard at school. They reiterate that cheating is retrogressive and call for severe measures against exam cheats.

#### **2.4 Causes of student involvement in examination malpractice**

Some theoretical propositions have been put forward to explain students' involvement in exam malpractices. The behaviourists say that this act emanates from the environment through learning processes. This fact is supported by Igboalouchi (1989) that failure of the candidates, mostly adolescents to develop their own separate identity while 'fitting in' with friends and peer group leads to confusion of personality and indiscipline.

In their study, Ayayi, Opadare and Ariwola (1997), it is reported that a study involving 480 students from ten secondary schools in Ibadan municipality engaged in examination malpractice due to laziness, poor teaching, inadequate supervision, poor funding in schools, negative parental attitudes, desperation for certificate and desire to obtain good grades without straining. This fact is supported by Olayinka (1996) who notes that passing examination to secure certificates is the main goal of education to many people and not acquisition of knowledge and skills through devotion to studying.

According to Oluyeba (1996), the main causes of examination malpractice are greed for financial or material benefits, lack of integrity and moral uprightness, poor teaching and learning situations. Other causes cited include; unconducive environment for reading and learning, intense competition for few vacancies in the next level of education, employment opportunities, great importance that is placed on certificates and unwholesome societal values which place wealth and affluence at the expense of merit, hard work and integrity.

Many researches including Olayinka (1996) and Fibresima (2001) also identified poor study habits as causes of students' poor performance in examinations. The desire to pass examinations without studying effectively therefore leads students into examination malpractice. In their studies, Anameze (1999) and Eweniyi (2002) found that poor study habits resulted in little or no learning and that students with such defective study habits involved themselves in examination malpractices due to the desire to pass by all means.



Many researchers have cited several reasons as to why students cheat in examinations. According to Kano (1978), cheating behaviour among students is based on the belief that a person's ability to obtain a descent job and his socio-economic mobility are pegged on his performance in certain examinations and acquisitions of relevant paper qualifications. This author further cites that most students cheat when they are faced with a possibility of failing in a particular examination.

The same view of grades is shared by Drake (1941), Ludeman (1938), Monto (1971) and Schab (1969) that pressure to get good grades to gain admission in college, or to maintain existing average caused many students to cheat. In his study, Cornehtsen (1965) showed that any kind of pressure from administrators, teachers and parents frequently influenced cheating among students.

In his study of 200 students, Cornehtsen (1965), found that 33% of the girls and 55% of the boys felt that cheating was justified when success or survival was in jeopardy. It is also cited in Woods (1957) that fear of failure is a cause for students to cheat in examinations. Some students cheat, according to Zastrow (1970), because they are not ready or well prepared to take the examination.

Other causes of students' cheating in examinations cited by KNEC (2000, 2005, 2007 issues) are competition for limited opportunities. Too many people chasing limited opportunities either for higher training or employment, selection to universities, teacher training colleges and other professional training colleges in Kenya depends on the quality

of grades obtained at KCSE. In addition to professional certificate, selection to job market in private sector requires one to have obtained a good grade at KCSE. This therefore creates the desire for students in secondary schools to look for ways to obtain such quality grades at KCSE.

Another cause or reason to cheat in exams in Kenya can be attributed to lack of adequate preparation of candidates by subject teachers. When a teacher fails to cover the syllabus due to poor supervision by either head teachers, field inspection officers and heads of departments, teachers opt to abet cheating to conceal their poor work.

Some schools nurture the culture of cheating. This occurs when students cheat in class tests and assignments and the school management does not punish the victims to eradicate the practice. This practice is gradually carried on to national examinations.

When supervisors and invigilators are not strict in exam supervision and invigilation, this lax by the people who are expected to conduct exam supervision creates one of the major loopholes as avenues for students to cheat. This may result due to lack of proper established criterion for identification of supervisors and invigilators as is the case in Kenya, and also lack of adequate briefing and training of such officers.

The views discussed above are supported in Greaney et al (1995). This author stressed that examination results are used for selection for further education and employment placements and as such places a burden on practice of examinations. It is further

observed, Greaney et al (1995) that final exams take place at the end of secondary schooling at which stage students compete for university entrance and a range of white collar jobs after secondary education. Thus, the great weight attached to national examinations and hence the more the malpractices as a result.

## **2.5 The functions of national examinations**

In most countries of the world, national examinations serve various purposes:

To assess the competence of students' learning relative to some set national standards.

The results of the assessment are used to discriminate among students with regard to their preferred further future education and admission to professional careers or employment.

To issue certificates to students leaving the education system which are presented during placement or selection for employment, professional training or further education.

According to Greaney et al (1995), examination results are used formally or informally as evidence of school effectiveness. This makes schools and teachers more accountable for their students' achievement as is reflected in national examinations.

In China, national examinations were started to enable selection of government officials on the basis of ability and achievement rather than on the basis of where one was born or family background according to Miyazaki (1976). In Britain, public examinations results were used to replace patronage and nepotism in making appointments to civil service as cited in Montgomery (1965). These functions highlight the weight carried by national examinations in any country and as such, the issue of examination malpractices cannot be wished away.

## **2.6 Examination malpractices globally**

The core purpose of education as described by Nanna (1997), Peterson (1998) and Alutu and Aluede (2006) is to train the mind, and character for the acquisition of practical and theoretical skills, knowledge and functional ideas for development, research, truth and knowledge and communication of ideas. The rampant exam malpractices world over, is reducing this noble purpose of education to nothing but an illusion.

This scenario is not unique to Nigeria as a similar case was witnessed in Kenya during the release of the 2007 KCSE results when KNEC recalled results of 40,517 candidates due to what was termed as 'grading anomaly' as observed by Ojembe (2008).

A report on exam malpractice in India cites that while teachers looked on helplessly in the classrooms and police indifferently, dozens of brothers, sisters, fathers and cousins stood outside a government school, hurling rocket propelled answer sheets to students according to Moore (1993). This author reiterates that the answer sheets had been obtained through bribery. To show the desperate state in examination ills in India, Moore (1993), reports that it is the school where cheating is not reported that make news paper headlines.

In Pakistan, a review of twenty nine separate reports and policy papers observed that public examinations had become devoid of validity, reliability and credibility according to Eafan (1990). It is also observed that results from examinations can be bought, a situation which is far worse or cheating in the highest level, leading to lowering of

education standards if it can appear that one does not need to work hard in order to excel in exams but can buy the certificates (Greaney et al., 1995). Thus the nations of the world should quickly address these issues if the dwindling academic integrity of the nations of the world education systems are to be salvaged.

In Uganda, it was cited in East African Reporter (Wed 2/8/2012) that head teachers of 45 secondary schools are to face demotion, dismissal and deregistration over examination malpractices in last year's Uganda Certificate of Education (UCE) examination. The malpractice involved students being supplied with worked out answers either through dictation or in sheets of papers passed around for students to copy.

In America, Bill bowers conducted the first large scale study of cheating among US colleges and university students in early 1960's. In 1964, he reported that three fourths of more than 5,000 students had engaged in one or more incidents of academic dishonesty. In his most recent research, Mc Cabe survey has more than 14,000 undergraduate students and two-thirds of the respondents admitted cheating.

## **2.7 Consequences of examination malpractice**

According to Ijaiya (2001), examination malpractices indicate a declining quality of education, and this affects national development of a country adversely. Those who engage in the vice at lower levels are likely to continue at higher level of education and when they graduate into the society, these previous attitudes can easily lead them into corrupt practices. The people who possess certificates through cheating use the same

certificates to secure jobs which they are not able to perform. Poor performance leads to poor productivity and this puts development and sustenance of human and material resources at stake.

In occasions when students are suspended, examiners blacklisted and schools derecognized as centers for public national examinations, due to one form of exam malpractice or another, this brings shame to perpetrators and at the same time serves to deter others from such practices.

## **2.8 Summary**

The review of the literature on examination malpractices has brought to light the different methods students use to cheat in examinations. It has also revealed that students do not perceive cheating in examinations as wrong. Many researchers have shared the same views on the different reasons why students cheat.

The functions of national examinations such as discrimination among students for further future education and admission to universities, professional colleges and also presentation of certificates and placement in civil service have been seen to accelerate examination malpractices in different countries of the world inclusive of Kenya.

However, the attitude towards these exam malpractices by students, teachers and education stakeholders has not come out as an area where researchers have shown concern. It is therefore the main concern of this study. To establish the attitude towards

examination malpractices by the stakeholders where the students' attitudes will form a good portion of the study and their views on how the vice can be minimized if not eradicated.

## **2.9 Theoretical Frame Work**

The study is based on the theory of attitude formation. In social psychology attitudes are defined as positive or negative evaluations of objects of thought. Katz (1960) asserts that at the psychological level the reason for holding on to or for changing attitudes are found in the functions they perform for the individual. The functions are those of adjustment, ego-defense, value expression and knowledge. Attitude formation involves three components. The cognitive component which is made up of the thoughts and beliefs people hold to about the object of the attitude. The effective component which consists of the emotional feelings stimulated by object of attitude and the behavioral component which consists of predispositions to act in certain ways towards any object attitude. The 'object of attitude' refers to anything that people have opinions about.

Researchers have identified a number of mechanisms of attitude formation through psychological functions. Attitudes may be explicitly acquired via classical, operant or evaluative conditioning. Attitude formation in operant conditioning is based on the 'Law of Effect' and involves voluntary responses. Behaviours, including verbal or thoughts tend to be respected if they are reinforced, i.e. followed by an unpleasant experience.

Thus if one expresses or acts out an attitude towards same group and this is reinforced by one's peers, the attitude is strengthened and likely to be expressed again. Classical conditioning, originally studied by Pavlov, is involved with the emotional or effective component of attitudes. Pleasant or unpleasant experiences with members of a particular group or individual can lead to positive or negative attitudes towards that group or individual. Classical conditioning can also occur vicariously through observation of others. In this study, for instance, if students cheat in examination, get good grades and join university and are not punished for cheating, then the attitude of other students to cheat will be as a result of what they observe.

Attitudes may also be formed through direct instructions. These involve being told what attitudes to have by parents, schools, community organizations, peers and religious doctrines. Attitude formation is also based on the theory of reasoned actions, Fishbein and Ajzen,(1975). According to this theory, attitudes are the product of explicit deliberation involving the anticipation and weighted integration of valued consequences associated with an attitude object. The individual consciously considers the consequences of the alternative behavior and chooses the one that leads to the most desirable consequences.

However, according to Schwarz, (2000) , people can explicitly form attitude on the spot with little cognitive effort while under certain conditions. High accuracy motivation coupled with high ability form attitudes explicitly involves a thorough and rational analysis of values and expectations, Fazio,(1990). These explicit processes are controlled



by the individual. They start with the intention to arrive at an attitude judgement and the individuals are aware that they are evaluating the target entity. Attitudes involve social judgments. They are either against, pro or con, positive or negative or a mixture of both positive and negative feelings. Attitudes vary along dimensions of strength and accessibility. Strong attitudes are very important to the individual and tend to be desirable and have powerful impact on behavior where as weak attitudes are not very important and have little impact. Accessible attitudes come to mind very quickly while other attitudes may rarely be noticed. Attitudes can too be prejudicial, that is arbitrary beliefs or feelings directed towards a group of people or its individual members and as such may lead to discrimination of such individuals. The study thus employs the theory of attitudes and attitude formation in trying to find out what people feel and what opinions they form towards cheating in national examination and especially about those who cheat and get away with it, those who condone the vice and more generally about the practice of cheating in national examinations.

The researcher will apply this theory of attitudes and attitude formation to explore the feelings and attitudes of teachers and students towards cheating in KCSE examinations which has become so rampant and whether it is in the mind of the students and teachers that cheating is a must if one has to pass K.C.S.E.

Katz (1996) defines attitudes as ‘the predisposition of an individual to evaluate some symbol or object or aspect of his world in a favourable or unfavourable manner.’ Cambel (1950) defines an individual social attitude as an enduring “syndrome of response consistency with regard to a set of social objects”.

## **2.10 Conceptual framework**

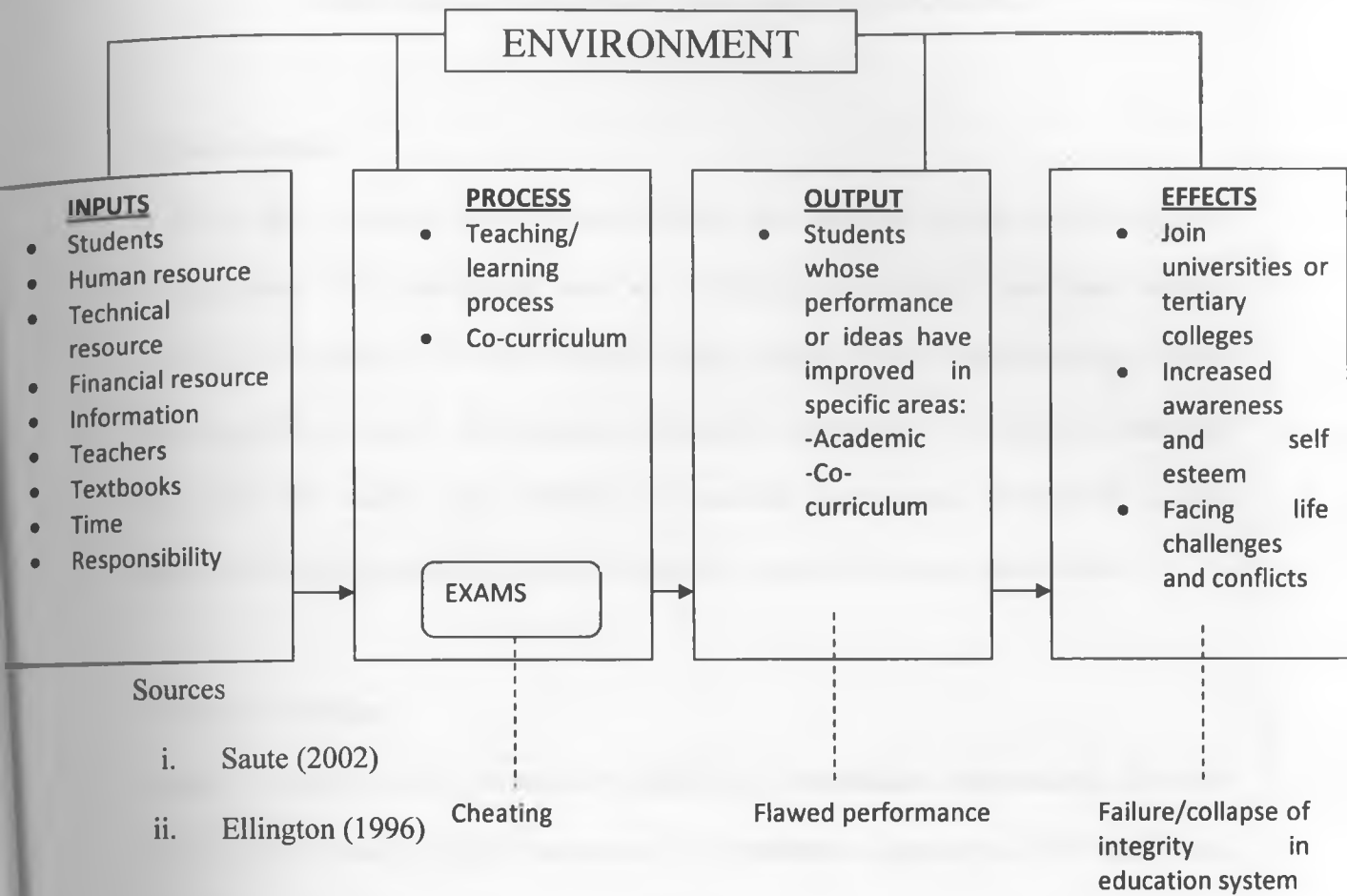
Value system has been conceptualized in different forms by different scholars, but what is common to all the concepts is that the culture of a people represents the embodiment of their society’s values, norms, beliefs, ethos and religions, which, in all, form the basis for social interactions between members of that society (Idachaba, 2005; Olurode, 2005). Cultural mores, values, ethos, norms, in effect, define the expectations of right and wrong behaviour, proper and improper behaviour, in a given society. Our values and attitudes often reflect the degree of internalization of the norms, beliefs, and ethos imbibed from the family, community and society in which we live. Development of a positive value system is therefore the first process of proper socialization in an individual in any given society. Families, communities, schools and religious institutions are all major socialization agencies responsible for uncalculating positive aspects of human values in individuals from birth, through adolescence, to adulthood (Idachaba, 2005). This in effect suggests that when an individual’s values are right, his or her attitude to issues, to self and to others will be healthy because positive attitude and behaviour emanate from an entrenched positive value system. This presupposes that a good value system is hinged on the emergence of a socially responsible citizenry that make for a healthy, peaceful and

prosperous society. There is, therefore, a close interconnection between a good value system, socio-economic growth and the development behaviour of a nation.

The desirable values and attitudes that make for national development and peaceful co-existence are identified as respect for authority, respect for self, for others, for life and property, tolerance for individual and group differences, tolerance for ethnic difference, tolerance for religious faith and cultural beliefs, hard-work, diligence, commitment, resilience, trust, dependability, reliability, integrity, loyalty to state, interdependency, sense of oneness and family spirit, contentment, honesty, gratitude, love, honor, accountability, transparency, sexual morality, positive attitude towards self, to leadership and to others (Rojers, 1981).

The corruption that has encroached into education systems of the world is a reflection of flawed value system in the society. When grades are obtained through flaws, that is examination malpractices, the assessment and the evaluation will not reflect a true picture on whether the teaching and the learning process achieved the intended objectives. The performances of the students does not offer reliable data for evaluation of the education assessment and this places the value system of the assessment of learning and teaching process in jeopardy. The learning and teaching process evaluation should be based and build upon a society that upholds strong moral values, where positive attitude approaches, ethics and integrity are the foundation.

**Figure1. Conceptual framework**



## **CHAPTER THREE**

### **RESEARCH DESIGN AND METHODOLOGY**

#### **3.1 Introduction**

In this chapter, a rationale for the research design and methodology that guided the study is highlighted. The procedures used to investigate the problem and their rationale according to Kerlinger (1993) are outlined. Other sections on the research design include target population, sample and sampling procedures, description of research instruments and tools, the validity and reliability of research instruments, description of data collection procedures and data analysis procedures used in the study are outlined.

#### **3.2 Research design**

In order to determine the attitudes of students on examination malpractices, the study used a mixed research design (Quantitative and Qualitative approaches). This design was used in sample and sampling procedures, data collection instruments, data collection procedures and data analysis.

The research employed descriptive survey by use of questionnaires to obtain current status of opinions, beliefs and attitudes. The survey acquired both quantitative data from the participants (Sally & Mc Millan, 2001) and the qualitative data from participants by using closed and open-ended questions respectively.

### 3.2.1 Target population

The study targeted students, teachers and heads of schools in public secondary schools in Machakos central division in Machakos County. The secondary schools comprised of national, provincial and district schools. According to the District educational office in Machakos district there are 54 secondary schools in central division with a population of 8400 students in forms three and four, and 418 teachers who formed the target population for this study. The students played a key part in this study because they are directly affected when results are cancelled. On the other hand, teachers are the ones used by KNEC to supervise and invigilate national examinations while the heads of schools are in charge of examinations centers (their schools).

### 3.2.2 Sampling design

A sample is a sub-group of individuals selected from a population (Baxtes *et al*, 2004). Sampling is the process of constructing or designing a sub-group by a complete or partial listing of items comprising the population. The study used the Cochran's (1989) formula for categorical data in determining the sample size.

$$n = \frac{N}{1 + N(\delta)^2}$$

Where:

N is the target population

n is the desired sample size

$\delta$  is the critical value of the confidence interval (0.05)

Using the formula and given a target population (N) of 8400 respondents the sample consisted of 380 respondents. For each sampled station two teachers were interviewed by completing a questionnaire to get the teachers' opinion and attitude towards cheating.

### **3.2.3 Sampling procedures**

The study employed the probability sampling procedures in order to ensure a non-zero chance in selecting the participants, Ogula (2001), for both quantitative and qualitative data. A probability sampling procedure gave an equal chance to all participants involved and removed biasness. Sampling without replacement was employed to give efficient and reliable information.

#### **3.2.3.1 Schools Sample**

Stratified sampling method was used to sample out the schools into five major strata, namely national boys' schools, national girls' schools, provincial boys' schools, provincial girls' schools and district mixed schools. The schools' samples consisted of one national boys' school but there was no national girls' school within the study area, two provincial boys' schools and two provincial girls' schools and two district schools (mixed). Simple random sampling was used to get a representative sample from each stratum.

### **3.2.3.2 Teachers and Principals of schools**

Purposive sampling was used to sample head teachers of the already sampled schools. Simple random sampling was used to select teachers from the selected schools for the study.

### **3.2.3.3 Student sample**

The study used samples from the current form three and four students in the year 2012. The proportions of the students was distributed among the various strata identified in the previous section.

## **3.3 Description of research instruments**

### **3.3.1 Student Questionnaire**

The student questionnaire had three sections. Section A was about student back ground information and section contained question items on Students' Attitudes Towards Examination Malpractices (SATEM). The questions in this section were measured in a five-point Likert Scale, (i.e. strongly agree – 5, agree – 4, neutral – 3, disagree – 2, strongly disagree – 1). Section C contained question items on the measures that could be put in place to curb examination malpractices. The questions in this section were open-ended.

### **3.3.2 Head teachers/ Teachers Questionnaire**

The teachers/ head teachers' questionnaire had three sections. Section A was about the background information for the teachers and heads of schools while section B contained



question items on Teachers/ head teachers Attitudes Towards Examination Malpractices (TATEM). The questions in this section were measured in a four-point Likert Scale, (i.e. strongly agree – 5, agree – 4, neutral – 3, disagree – 2, strongly disagree – 1). Section C contained question items on the measures that could be put in place to curb examination malpractices. The questions in this section were open-ended.

### **3.4 Validation of the instrument**

#### **3.4.1 Validity**

According to Nachmias and Nachmias (1992) researchers are never completely certain that they are measuring what they intent to measure. Thus validity is concerned with the question, “is an instrument measuring what it intends to measure?” Validity of research instruments is the degree to which an instrument measures what it purports to measure as cited in Nachmias and Nachmias (1992). In this study, the instrument were administered to different respondents and the responses checked to see if the questions were interpreted the same or differently by different respondents. This was followed through the pilot study and during the actual research time.

#### **3.4.2 Reliability**

This is the consistency of a measuring instrument in producing consistent results of measurement ( Nachmias and Nachmias, 1992), Sally and Mc Millan (2001) defined reliability as the extend to which measures from a test are consistent. A pilot survey and a test-retest method were carried out to assess if these instruments yielded the same or

fairly closely same results at different times when administered to the same group of participants.

### **3.5 Data collection procedures**

A letter from the psychology department, University of Nairobi, was obtained to introduce the researcher to the institutions where data was to be collected after successful defense of the proposal. The questionnaires were then distributed to the sampled schools and the filled questionnaires collected within a time frame of two weeks.

### **3.6 Description of data analysis**

Statistical procedures were used in trying to organize the quantitative data. The data was coded to allow entry into computer for analysis. The coded data was analyzed using Statistical Package for Social Sciences (SPSS) software.

## **CHAPTER FOUR**

### **THE RESEARCH FINDINGS**

#### **4.1 Introduction**

This chapter covers data presentation, data analysis and interpretation. It presents the analysis of the research findings. Data analysis is aimed at answering the research questions of the study which sought to:

- Establish the attitude of students towards cheating in national examinations
- Determine the attitude of teachers towards cheating in national examinations.
- Determine the demographic characteristics of ready to cheat respondents, and
- Establish measures that can be put in place to curb cheating in national examinations

The first part of the analysis deals with the demographic information, as it relates to the respondents attitudes towards cheating in national examinations, while the second part deals with the comparison of different groups of respondents with regards to their likelihood to cheat in national examinations in Machakos central division, Machakos District. The respondents' suggested strategies to address the menace and they are summarized at the end of this chapter. The data was presented in descriptive and tabular form. The following are the results of the data analysis and their interpretations. The analysis was done using SPSS. Three hundred and ninety two (392) respondents completed and returned the questionnaires. 362 out of the 392 were students and 30 teachers.

## 4.2 Instrument return rate

The questionnaire response rate is the proportion of the sample that participated in the study as intended in all research procedures. The questionnaires were administered to a sample of 420, of which 392(93.33%) were duly filled and returned. The return rate was therefore far much above average thus making research effective. Table 1 below gives the summary of the instruments return rate.

**Table 1: Instrument return rate**

<b>Respondent</b>	<b>Sampled</b>	<b>Returned</b>	<b>Percent</b>
<b>Students</b>	380	362	95.3
<b>Teachers</b>	40	30	75.0
<b>Total</b>	420	392	93.3

The response was higher for the students at 362(95.3%) compared to teachers at 30(75%), however in both cases the response was above average.

## 4.3 Demographic information of the respondents

The part covers the information concerning the respondents' gender distribution, education level, age distribution and school types.

### 4.3.1 Gender Distribution.

The respondents were asked to state their gender. Tables 2 and 3 gives the summary of the findings for the students and teachers respectively.

**Table 2: Gender: Students**

<b>Gender</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Male</b>	178	49.2
<b>Female</b>	184	50.8
<b>Total</b>	<b>362</b>	<b>100.0</b>

There was very small disparity in responding and completion of the questionnaires among the students. Male students and Female students successfully completed 178(49.2%) and 184(50.2%) questionnaires respectively.

**Table 3: Gender: Teachers**

<b>Gender</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Male</b>	23	76.7
<b>Female</b>	7	23.3
<b>Total</b>	<b>30</b>	<b>100.0</b>

The study observed disparity in response with males 23(76.7%) compared to 7(23.3%) of their counterpart female.

#### **4.3.2 Students' year of study**

The respondents were asked to state their year of study, table 4 gives the summary of the findings.

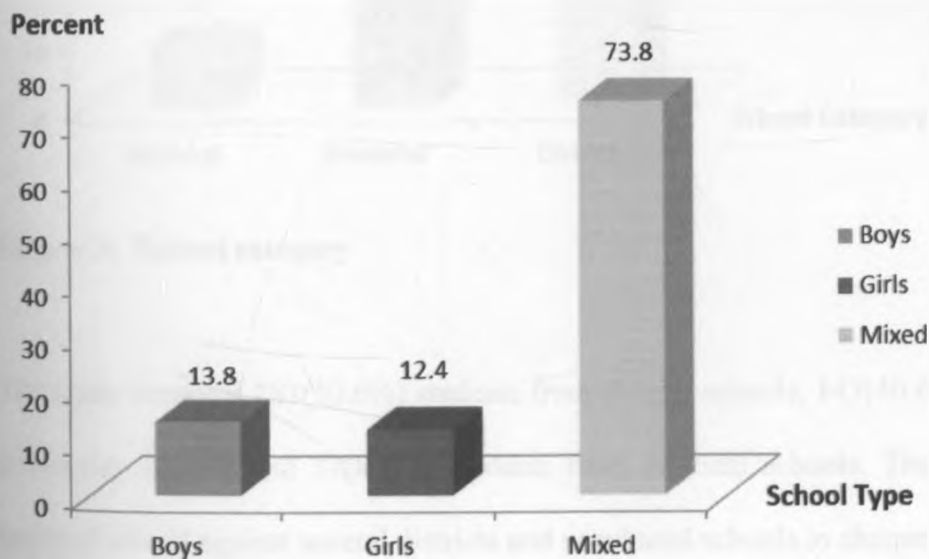
**Table 4: Students' year of study**

Level of study	Frequency	Percentage
Form 4	154	42.5
Form 3	208	57.5
Total	362	100.0

More students in form three participated and responded to the study at 208(57.5%) compared to 154(42.5%) of the students in form four class.

#### 4.3.3 Students' school type

The respondents were asked to state the type of their school, figure 2 gives the summary of the findings.

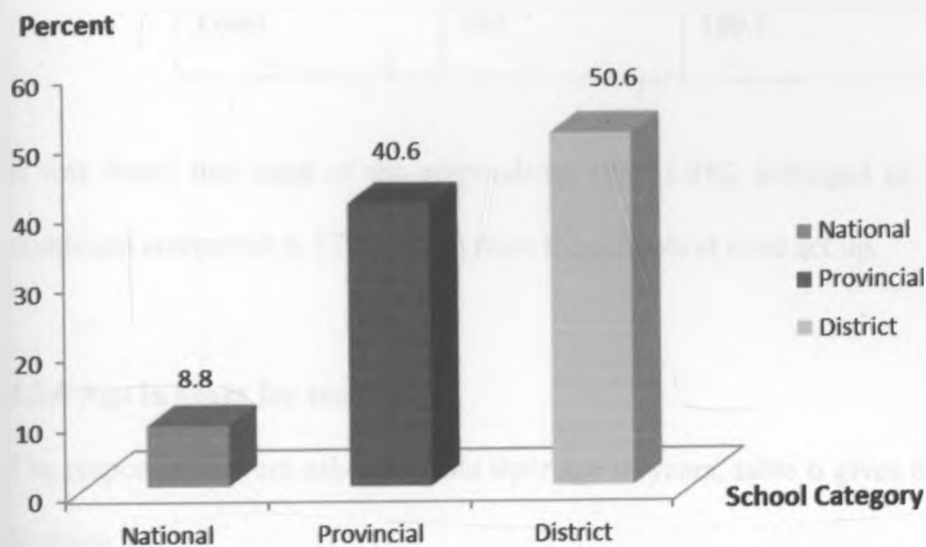


**Figure 2: School type**

Most participants were drawn from the mixed secondary schools at 267(73.8%) since they dominated the area. Participants from Boys' and Girls' schools were at 50(13.8%) and 45(12.4%) respectively.

#### 4.3.4 School category

The respondents were asked to state the category of their school, figure 3 gives the summary of the findings.



**Figure 3: School category**

The study involved 183(50.6%) students from district schools, 147(40.6%) students from provincial schools and 32(8.8%) students from national schools. There was only one national school against several districts and provincial schools to choose from.

#### 4.3.5 School Location

The schools were categorized into either Rural or Municipal, table 5 gives the summary of the findings.

**Table 5: Location of the school**

<b>Location</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Rural</b>	176	48.6
<b>Municipality</b>	186	51.4
<b>Total</b>	<b>362</b>	<b>100.0</b>

It was found that most of the respondents 186(51.4%) belonged to schools within the municipal compared to 176(48.6%) from the schools at rural set up.

#### 4.3.6 Age in years for teachers

The respondents were asked to state their age in years, table 6 gives the summary of the findings.



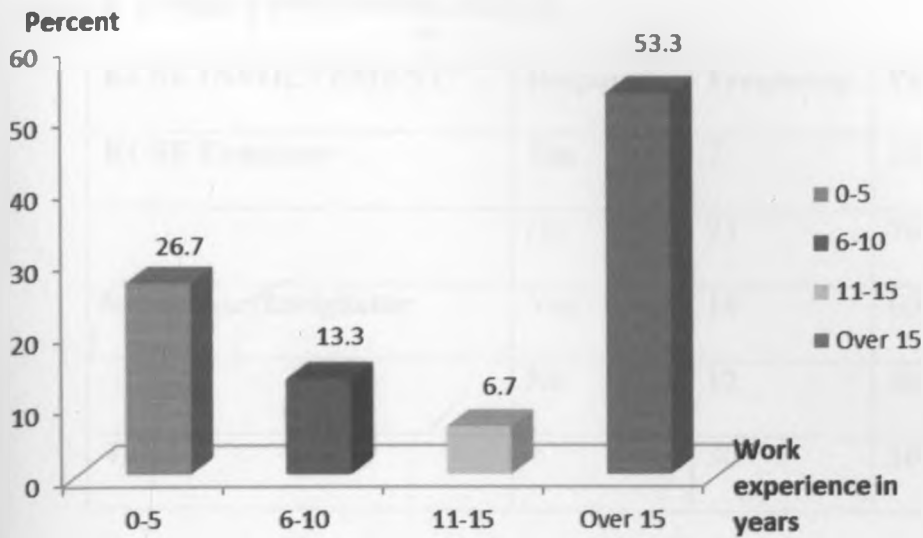
**Table 6: Age in years for Teachers**

<b>Age in Years</b>	<b>Frequency</b>	<b>Percentage</b>
<b>21-25</b>	5	16.7
<b>26-30</b>	3	10.0
<b>31-35</b>	4	13.3
<b>36-40</b>	2	6.7
<b>41-45</b>	13	43.3
<b>Above 50</b>	3	10.0
<b>Total</b>	<b>30</b>	<b>100</b>

The study involved teachers of various age brackets although most of the teachers interviewed were aged between 41-45 years at 13(43.3%), followed by 5(16.7%) aged between 21-25 years.

#### **4.3.7 Teachers working experience**

The respondents were asked to state their working experience in years, figure 4 gives the summary of the findings.



**Figure 4: Teachers' experience**

Teachers had different time working experience, with the majority 16(53.3%) having over 15 years of working experience. The next big share had 0-5 years working experience forming 8(26.7%). The least 2(6.7%) had 10-15 years of working experience. The differences in working experience brought variability in the research findings.

#### **4.3.8 KCSE involvement**

The study sought to establish the number of teachers who were involved in KCSE supervision or invigilation or as examiners. The findings are summarized in table 7.

**Table 7: Teachers involvement in KCSE**

<b>KCSE INVOLVEMENT</b>	<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
<b>KCSE Examiner</b>	Yes	7	23.3
	No	23	76.7
<b>Supervisor/Invigilator</b>	Yes	18	60.0
	No	12	40.0
<b>Total</b>		<b>30</b>	<b>100</b>

Majority 18(60%) had neither been a KCSE supervisor nor an invigilator. However a fair number 12(40%) had been a KCSE supervisor or invigilator.

As reflected in table 7 most of them 23(76.7%) had not been KCSE examiners before.

#### **4.3.9 Education**

The respondents (teachers) were asked to state their formal level of education, table 8 gives the summary of the findings.

**Table 8: Formal education level**

<b>Level of Education</b>	<b>Frequency</b>	<b>Percentage</b>
<b>KCSE</b>	3	10.0
<b>Diploma</b>	8	26.7
<b>Graduate (Bed)</b>	17	56.7
<b>Others (Masters)</b>	2	6.7
<b>Total</b>	<b>30</b>	<b>100</b>

The findings in table 8 reveal that the highest level of education for the majority 17(56.7%) was degree followed by diploma holders at 26.7%. The least were masters' degree holders

#### **4.4 Cross tabulation**

This section sought to establish how attitude towards cheating related to respondents' different attributes and characteristics.

##### **4.4.1 Respondents who won't mind cheating in an examination**

The study developed an attitude index through vigorous likert scaled questions to the respondents who were either found to have a negative attitude towards cheating in national examination or positive about it. For the research analysis purposes those who did not mind cheating in a national examination were coded 1, otherwise they were coded 0. Table 9 gives the summary of the findings.

**Table 9: Attitude towards cheating**

<b>Respondent</b>	<b>Number of Respondents</b>	<b>Positive Attitude(1)</b>	<b>Negative Attitude(0)</b>
<b>Students</b>	362	219(60.5%)	143(39.5%)
<b>Teachers</b>	30	17(56.7%)	13(43.3%)
<b>Total</b>	392	236(60.2%)	156(39.8%)

The overall findings revealed that out of the 362 respondents 219(60.5%) of the students would not mind cheating in a national examination given an opportunity and 17(56.7%) of teachers would also not mind if cheating was done in the national examinations. This showed that majority 236(60.2%) of the respondents did believe that cheating in national examinations was not a vice to be eliminated. This confirmed the observations by Alutu and Alutu (2006) which showed that parents, teachers and school head teachers also encouraged cheating in examinations. His research also noted that lazy teachers who had not covered the syllabuses would also condone cheating to enable their students to pass examinations.

#### **4.4.2 Students cheating and gender**

The study questionnaires were administered to both girls and boys to find out if there was any significant difference on how the two genders viewed cheating in national examinations. The findings are summarized in table 10.

**Table 10: Gender**

Attitude towards cheating	Gender		Total	
	Male	Female		
<b>0</b>	80	63	143	39.5%
<b>1</b>	98	121	219	60.5%
<b>Total</b>	<b>178</b>	<b>184</b>	<b>362</b>	<b>100</b>

The research showed that among the students who would not mind cheating 121(55.3%) were girls compared to 98(44.7%) boys. This meant that based on gender more girls would cheat in an examination compared to their counterpart boys.

#### 4.4.3 Students cheating and type of school

The research sought to find out how students from different schools viewed cheating in national examinations. The findings are summarized in table 11.

**Table 11: School type**

Attitude towards cheating	School Type			Total	
	Boys	Girls	Mixed		
<b>0</b>	20	10	113	143	39.5%
<b>1</b>	30	35	154	219	60.5%
<b>Total</b>	<b>50</b>	<b>45</b>	<b>267</b>	<b>362</b>	<b>100</b>

The findings showed that Girl school had the highest prevalence in cheating attitude 35(77.8%), followed by Boys' schools 30(60%) and then mixed 154(57.7%). This also agrees with the findings in table 11.

#### 4.4.4 Students attitude towards cheating and year of study

The study sought to find out whether students differed on how they treated cheating in national examinations based on their year of study. Different students in their third and fourth year of study filled in the questionnaires and their responses are summarized in table 12.

**Table 12: Year of study**

Attitude towards cheating	Year of Study		Total	
	Four	Three		
Negative	73	70	143	39.5%
Positive	81	138	219	60.5%
<b>Total</b>	<b>154</b>	<b>208</b>	<b>362</b>	<b>100</b>

The findings in table 12 showed that proportionally form three had a higher prevalence to cheat 138(66.3%) compared to 81(52.6%) of the form four students.

#### 4.4.5 Students attitude towards cheating and school location

The research categorized the schools visited into two depending on the school's location from Machakos town and also following the Machakos municipal council demarcations. The schools were either within the municipal or rural .The attitude towards cheating in national examinations based on school's location are summarized in table 13.

**Table 13 Attitude vs. Location of the school**

Attitude towards cheating	Location of the school		Total	
	Rural	Municipality		
Negative	83	60	143	39.5%
Positive	93	126	219	60.5%
<b>Total</b>	<b>176</b>	<b>186</b>	<b>362</b>	<b>100</b>

The results in table 13 showed that prevalence of those who did not mind cheating in the national examination was higher among the schools within the Machakos town municipality 126(67.7%) compared to 93(52.8%) of the schools in rural set up.

#### 4.4.6 Students attitude towards cheating and school category

The study sought to find out how students from different school categories would treat cheating in national examination. The findings are summarized in table 14.



**Table 14 Category of the school**

Attitude towards cheating	Category of the school			Total	
	National	Provincial	District		
Negative	16	63	64	143	39.5%
Positive	16	84	119	219	60.5%
<b>Total</b>	<b>32</b>	<b>147</b>	<b>183</b>	<b>362</b>	<b>100</b>

The findings showed that attitude towards cheating increased progressively and positively from national to district, that is 16(50%), 84(57%) and 119(65%) for national, provincial and district schools respectively.

#### 4.5 Logistic regression

Regression Analysis is concerned with the study of the dependence of one variable (*The Dependent Variable*), on one or more other variable(s) (*The Explanatory Variable*), with a view to estimating and or predicting the population parameters. Logistic regression was used to test the impacts of the students' year of study, location of the school, type of school that is whether Boys, Girls, Mixed, Provincial or District and teachers' experience, gender and formal level of education on their attitude towards cheating in national examinations in Machakos District, central Division, Kenya. The dependent variable being the dichotomous (binary) variable of whether the respondent would cheat (1) or not (0). The central mathematical concept that underlies logistic regression is the logit-the, that is, the natural logarithm of an odds ratio. Logistic regression describes the relationship between a dichotomous response variable and a set of explanatory variables.

The explanatory variables may be continuous or discrete. Taking  $y$  as random variable that can take the values 1 and 0;

The simple logistic model has the form;

$$\text{logit}(y) = \text{Natural log (odds)} = \left(\frac{p}{1-p}\right)$$

Where

$$\ln\left(\frac{P}{1-P}\right) = l_i = \beta_0 + \beta_1 x_1 + \beta_2 x_2 + \dots + \beta_n x_n$$

Whereby

$\beta_i$  denotes a vector of parameters,

$X_i$  is often called the design matrix and

$X_i \beta_i$  is the linear component of the model.

#### 4.5.1 The model fitting test

This was done to test the appropriateness of using the logistic regression to predict the attitude towards cheating with the collected data. The findings are summarized in table 15.

**Table 15: Model Summary**

Step	-2 Log likelihood	Cox & Snell R Square	Nagelkerke R Square
1	459.604(a)	0.37	0.59

The results in table 15 suggested that between, 37% to 59% of the variability in the dependent variable (attitude) could be explained by the given set of independent variables.

#### **4.5.2 The univariate logistic regression**

The univariate logistic regression was done to test the association and significance of the predictor variables on the attitude to cheat in national examinations by picking one independent variable at a time while holding the rest constant. The findings are summarized in table 16

**Table 16: Univariate logistic regression**

<b>Variable</b>	<b>Estimate</b>	<b>Std. Error</b>	<b>Z Value</b>	<b>OR(95%CI)</b>	<b>Pr(&gt; Z )</b>
<b>Gender (students)</b> <b>“Girls”</b>	<b>0.397</b>	<b>0.2075</b>	<b>-2.218</b>	<b>1.48 (0.90 ,2.47)</b>	<b>0.027</b>
<b>Schools, ref.=Girls</b>					<b>0.118</b>
<b>Boys</b>	<b>0.8473</b>	<b>0.4603</b>	<b>1.841</b>	<b>0.70(0.22,2.23)</b>	
<b>Mixed</b>	<b>-0.0885</b>	<b>0.3115</b>	<b>-0.284</b>	<b>0.48 (0.22,1.05)</b>	
<b>Location</b> <b>“Municipal”</b>	<b>0.7230</b>	<b>0.2102</b>	<b>-3.641</b>	<b>2.06(1.30,3.26)</b>	<b>0.002</b>
<b>Form “Three”</b>	<b>0.6431</b>	<b>0.2104</b>	<b>3.057</b>	<b>1.61 (1.03, 2.54)</b>	<b>0.002</b>
<b>School status,</b> <b>ref=National</b>	<b>-0.5596</b>	<b>0.3817</b>	<b>-1.466</b>	<b>2.154 (0.826,</b>	<b>0.143</b>
<b>District</b>	<b>-0.2299</b>	<b>0.2180</b>	<b>-1.054</b>	<b>5.616)</b>	<b>0.292</b>
<b>Provincial</b>				<b>2.890 (1.086,</b> <b>7.690)</b>	

Considering the gender and using male students as reference it can be seen that the odds of a female student’s likelihood to cheat in a national examination increases by 48% compared to male students. The student’s gender was statistically a significant factor in predicting the attitude to cheat in an examination at 95% confidence level since its  $P=0.027<0.05$ . Considering the type of the school and using Girls school as reference, the attitude to cheat in national examinations drops by 30% and 52% for a student in Boys

and mixed schools respectively. Categorizing schools into Boys, Girls or mixed was not statistically significant factor in predicting the attitude to cheat in national examination among the students at 95% confidence level since its  $P=0.118>0.05$ . Schools categorization on whether a school is national, provincial or district was not statistically a significant factor in predicting the attitude to cheat in an examination at 95% confidence level since its  $P=0.084>0.05$ , however it was found that a student in a district school and a provincial school was 2.154 and 2.890 times likely to cheat in a national examination respectively compared to one in a national school. According to the findings a student in a school within the municipal was 2.06 times likely to cheat in a national examination compared to a student in a rural set up school. The school location was statistically a significant factor in predicting the attitude in examination cheating at 95% confidence level since its  $P=0.002<0.05$ . The research established that a student in form three was 61% more likely to cheat in a national examination compared to a student in form four. The student's level of study was statistically a significant factor in predicting the attitude in examination cheating at 95% confidence level since its  $P=0.002<0.05$ .

#### **4.5.3 The Results for Multivariate logistic regression**

This was done by fitting all the predictor variables in the model at the same time and noting the impact of each on the dependent variable in presence of one another. The findings are summarized in table 17.

**Table 17: Multivariate logistic regression**

Variable	Beta
<i>(Intercept)</i>	1.532
Gender	0.033
School type	0.073
Year of study	-0.272
Location of school	-0.082
School Status	0.020

According to the results in table 17 the odds ratio of the attitude to cheat in the national examination in Machakos District, central division could be forecast by using the regression equation given as;

$$\frac{\exp(\alpha + \beta x)}{1 + \exp(\alpha + \beta x)} = 1.532 + 0.033(\text{gender}) + 0.073(\text{school}) + \dots + 0.02(\text{sch. status}) + \varepsilon$$

Whereby, the value of the betas or the coefficient of the predictors shows the magnitude of change in attitude to cheat in a national examination (dependent variable) when the given regressor changes by a unit. According to the findings the student's year of study had the highest impact (0.272) on the attitude to cheat in a national examination followed by the school's location (0.082). The least in the equation was the school's status, that is categorization into either national, provincial or district. However there was no statistically significant teachers' attitude towards cheatings for both univariate and multivariate testing.

#### 4.6 Measures that can be put in place to curb cheating in national examinations

This section gives the summary of the respondents' suggestions on the measures to curb cheating in national examinations coupled with the role of teachers, students and parents in fighting the vice. According to the study it was evident that examination malpractice was a socially undesirable practice and should strongly be discouraged as it was cited by most of the respondents.

##### 4.6.1 The general measures to curb cheating

There were many shared views and suggestions between teachers and students on measures that should be taken to curb cheating in national examinations as shown in figure 5.

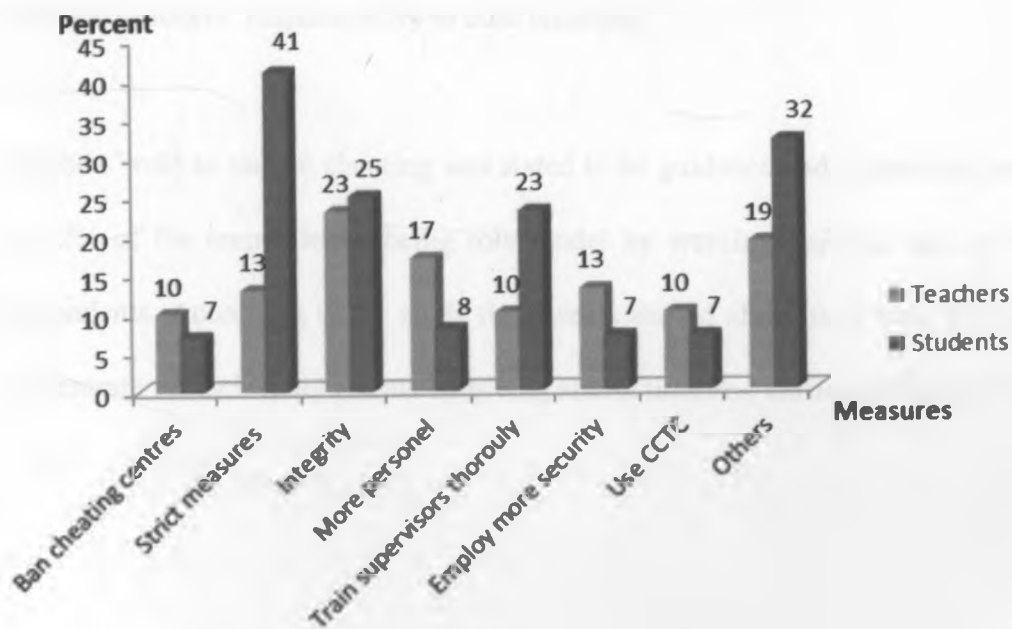


Figure 5: General measures

Some of the highly suggested measures included taking strict measures against those found cheating, this was cited by 41% and 13% of the students and teachers respectively. Integrity was suggested by 23% and 25% of the students and teachers respectively as a way to reduce and eliminate cheating in national examinations. Among the others suggested included thorough frisking, banning mobile phones in schools, enough text books and early coverage of syllabus.

#### **4.6.2 The role of students, teachers and parents**

The study sought to find out the particular roles and inputs the students, teachers and parents could put in place to bring down cheating in national examinations. To the students it was suggested by 50% of the respondents that they should work hard, they should employ peer counseling stated by 38% and 69% thought coverage of syllabus on time was teachers' responsibility to curb cheating.

Teachers' role to reduce cheating was stated to be guidance and counseling as mentioned by 32% of the respondents, being role model by working hard as said by 23% of the respondents. According to the study the parents should allow their sons and daughters to concentrate on their assignments by giving ample time and sufficient financial support.



## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

#### 5.1 Introduction

This chapter presents the summary of findings after the analysis of the research, conclusion after interpreting the results and then recommendations of the findings sighting the proposed areas of future study.

#### 5.2 Summary of findings

The crosstabs and logistic regression using the attitude towards cheating in a national examination as the dependent variable against respondents' gender, age, formal educational level, schools location and the schools category as independent variables showed that there exists association in all of them, however it was observed that some were not statistically significant at 95% confidence level and others were. The logistic regression statistics showed that the students' gender, level of study and schools' location were statistically significant factors in predicting the respondent's attitude to cheat or support it at 95% confidence level. The findings showed that the student's level of study had the highest impact (0.272) on the attitude to cheat in a national examination followed by the school's location (0.082). The least in the equation was the school's status that is categorization into either national, provincial or district.

### 5.3 Conclusion

The aim of this study was to establish the attitude of students and teachers towards cheating in national examinations, determine the demographic characteristics of the respondents who would not mind cheating in a national examination and establish measures that could be put in place to curb cheating in national examinations. Therefore the conclusions of the study were made within the framework of its scope as follows:

- i. The study established that female student's likelihood to cheat in a national examination was 48% more compared to male, among the students who would not mind cheating 121(55.3%) were girls compared to 98(44.7%) boys' students. The student's gender was statistically a significant factor in predicting the attitude to cheat at 95% confidence level since its  $P=0.027<0.05$ .
- ii. The attitude to cheat dropped by 30% and 52% for a student in Boys and mixed schools respectively.
- iii. Categorizing schools into Boys, Girls or mixed was not statistically significant factor in predicting the attitude to cheat in a national examination among the students at 95% confidence level since its  $P=0.118>0.05$ .
- iv. It was found that a student in a district school and a provincial school was 2.154 and 2.890 times likely to cheat in a national examination respectively compared to one in a national school.
- v. The student's year of study had the highest impact (0.272) on the attitude to cheat in a national examination followed by the school's location (0.082).

## 5.4 Recommendations

1. Education is the foundation for higher living standards and an important tool in the long-term eradication of poverty. Lack of quality education, honestly acquired would compromise the nation's development. Based on the findings, out of 362 students, 219(60.5%) would not mind cheating given an opportunity and 17(56.7%) of teachers would also not mind if students cheated in national examinations. This is very devastating and more strict rules should be put in place to curb the menace.
2. Government should uphold integrity to be part of national examinations administration if the war against cheating is to be won by any party directly or indirectly involved in national examination exercises
3. Since the odds ratio regression analysis showed that the likely hood of a respondent cheating was estimated using the regression equation given as;

$$\frac{\exp(\alpha + \beta x)}{1 + \exp(\alpha + \beta x)} = 1.532 + 0.033(\text{gender}) + 0.073(\text{school}) + \dots + 0.02(\text{sch. status}) + \epsilon$$

Whereby the value of betas or the coefficient of the predictors shows the magnitude of the impacts on the attitude (dependent variable) when the given regressor changes by a unit, the order of addressing the attitude should start with talking to student at lower forms, followed by schools in urban set up because they had the highest absolute beta values.

4. The students should continuously be guided and counseled on the importance of virtues like hard work, honesty and integrity
5. Educational authorities, planners, parents and any other stake holder in education should hold regular meetings and chat the way forward in addressing the vice.

## **5.5 Suggestions for further study**

Based on the findings of the study the researcher makes the following suggestions for further research;

- i) Relocate study in other counties to ascertain reliability of these findings.
- ii) The same study may be done at different level of study like colleges and universities to ascertain reliability of these findings.
- iii) The same study may be carried out on another group which is a stake holder in quality education testing.

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## APPENDICES

### Appendix I: Teacher's Questionnaire

Dear sir/madam,

I am a student at the University of Nairobi pursuing a masters degree programme in education. I am conducting a research which is part of my degree programme and I kindly request you to assist me in this research by completing or filling in this questionnaire.

I would like to assure you that the information you give will be treated with utmost confidentiality.

#### Instructions

Kindly be sincere in your opinion.

Please tick as applicable inside the boxes.

#### SECTION A

Date \_\_\_\_\_

Questionnaire no. \_\_\_\_\_

Name: \_\_\_\_\_ (Optional)

Gender: Male

Female

Age: 21 – 25

41 – 45

26 – 30

46 – 50

31 – 35

51 and above

36 – 40

**Work experience in years:**

0 – 5       5 – 10       10 – 15       15 and over

**Education Level:**

KCSE       Untrained graduate

Diploma       Others (Specify) \_\_\_\_\_

Graduate (Bed)

Are you a KCSE examiner?    Yes     No

Have you supervised/ invigilated KCSE examination?    Yes     No

**SECTION B**

**Please tick as applicable**

	Strongly	Agree	Neutral	Disagree	Strongly	Disagree
1. As a principal/teacher, my school is well equipped to handle exam malpractice challenge.						
2. The measures put in place by KNEC officials are adequate to deter cheating						
3. Most heads of schools/ teachers facilitate cheating in their schools in order to earn promotion.						
4. Some schools facilitate cheating for their students to improve their performance in order to attract funding for the school						
5. Use of police centers as exam storage centers by KNEC ensures enough security of the exam.						
6. Ranking of schools enhances cheating in schools.						
7. Parents enhance cheating in schools by buying purported leaked examination papers for their children.						

8. Most schools collude with parents to buy leaked examination papers for their students.					
9. It is true that most schools organize and buy leaked examination papers for their candidates					
10. Most supervisors/ invigilators are not strict in their supervision/ invigilation hence giving leeway for cheating.					
11. It is in order for KNEC field officers to visit schools during the national examination period.					
12. Performance contract enhances teachers' participation in cheating so as to appear to be performing.					
13. Teachers who do not complete their syllabus in time are often likely to facilitate cheating so as to appear to be performing.					
14. Most secondary schools in Kenya which perform very well in KCSE, in one way or another involve themselves in cheating.					
15. If students can cheat, pass and get away with it, I would support it.					
16. If students cheat, pass and get away with it, I would be disappointed.					

17. I would not mind if bright students cheat, pass and get admission to universities.					
18. If bright students cheat, pass and have their results cancelled, I would not support it.					
19. If weak students cheat, pass and get university admission, I would not mind.					
20. I would not support cheating even if students cheat, pass and are not caught.					

**SECTION C**

1) What can be done to eliminate cheating during KCSE examinations?

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2) How can secondary school students prepare for KCSE so as not to rely on cheating?

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3) Do you think counseling on examination preparation would help to minimize examination malpractices?

Yes

No

4) What extra measures can KNEC put in place to curb cheating during KCSE?

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5) What role can students play to help eliminate cheating?

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6) What role can teachers play to help eliminate cheating?

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7) What role can parents play to help eliminate cheating?

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*Thank You*

## Appendix II: Students' Questionnaire

Dear student,

I am a student at the University of Nairobi pursuing a master's degree programme in education. I am conducting a research which is part of my degree programme and I kindly request you to assist me in this research by completing or filling in this questionnaire.

I would like to assure you that the information you give will be treated with utmost confidentiality.

### Instructions

Kindly be sincere in your opinion.

Please tick as applicable inside the boxes.

### SECTION A

Date \_\_\_\_\_

Questionnaire no. \_\_\_\_\_

Name \_\_\_\_\_ (Optional)

Gender: Male  Female

**Type of School:**

Boys       Girls       Mixed

**Form:**

Four       Three

**SECTION B**

**Please tick as applicable**

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. Students will only be interested in cheating if the examination is difficult.					
2. If students have leakage of the examination, they will surely pass.					
3. If an examination question paper is available before the examination for a certain amount of money, I would be willing to pay for it.					
4. Cheating in examination would make me feel guilty.					
5. If I have no confidence in myself, I will surely cheat in the examination.					



6. Students who have not prepared well for the examination will definitely be interested in cheating in the examination.					
7. I will not feel guilty of cheating in the examination if this will make me pass.					
8. Even if I have prepared well for the examination, if I had an opportunity to cheat, I would still cheat.					
9. Regardless of how hard you read, if you don't cheat you will fail.					
10. Most students would definitely cheat if the invigilator is not strict.					
11. If my friends cheat in examination, I would also cheat.					
12. Most students cheat in examination and get away with it, therefore, this encourages other students to cheat.					
13. Most students cheat in examinations because their parents support cheating.					
14. Cheating pays in competitive examination in order to please parents and friends.					
15. Students can only get high scores if they cheat in examination.					
16. It is not possible to pass national examinations in Kenya without cheating.					
17. Students will cheat in examination because cheating is					

common in all levels of testing in Kenya.					
18. It is difficult to stop cheating in examination in our schools.					
19. If I don't cheat, those who cheat will have an advantage over me.					
20. Cheating is the only way out if much work done over a long period of time will be examined once.					

**SECTION C**

**UNIVERSITY OF NAIROBI  
MUKIYU LIBRARY**

1) What can be done to eliminate cheating during KCSE examinations?

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2) How can secondary school students prepare for KCSE so as not to rely on cheating?

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3) Do you think counseling on examination preparation would help to minimize examination malpractices?

Yes

No

4) What role can students play to help eliminate cheating?

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5) What role can teachers play to help eliminate cheating?

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6) What role can parents play to help eliminate cheating?

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*Thank You*

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