

**FACTORS INFLUENCING RECURRENCE EXAMINATION
IRREGULARITIES IN PUBLIC SECONDARY SCHOOLS IN KISII COUNTY,
KENYA**

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Award of the Degree of Master of Education in Educational Administration,**

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DECLARATION

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

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LIST OF ABBREVIATIONS AND ACRONYMS

INTRODUCTION

1.1 Background to the study

Examinations in schools are used to measure a learners' understanding of the content at different levels and stages of schooling. Thus, examination results are used to determine learners' abilities and difficulties, teaching method effectiveness and the effectiveness of the curriculum (Conde, 2006). According to Mucheke (2006), examinations are used to assess and evaluate whether the right knowledge has been acquired or not, through weekly tests, terminal tests, mock examinations and national examinations administered at the end of a given course.

Bello, Kolajo and Uduh (2010), state that examinations aid in finding out how much of the objectives of specific learning tasks a learner has learnt. Franklyn (2009), concurs that examinations are used for placing students in various institutions and jobs and provide feedback in the teaching and learning processes and curriculum delivery. Therefore examinations form a very important part in assessing the knowledge, skills, and attitudes of students who have reached a certain level in academic institutions in any country.

However some students undertaking examinations tend to adopt ways of unfairly cheating either before, during or after examinations (Lambert *et al.*, 2003). Cheating in an examination is an act of deception by students to gain unfair advantage over others by using unauthorized materials and information. There is a significant increase in test cheating, unpermitted student

collaboration and an increased prevalence of chronic cheating (The Standard, 9th March 2012).

Majority of student cheaters are usually caught cheating in the subjects they perceive to be difficult (Diekhoff *et al*, 1996,). Students who cheat are either caught in possession of written materials in the form of crib notes, with written notes on the desks, copying from each other's work, or with formulas written on their calculators (Nyandoro, 2008). According to Adhola (2009), the problem is specifically rampant during the end-of-stage examination. Those who pass the end-of-stage examination have access to transit to the next educational level while those who fail are either forced to repeat the course or dropout. These consequences make those who are not well prepared to cheat in order to pass.

Different scholars view examination cheating in various ways; Leithwood (2008), outlines examination malpractice as the act of violating examination rules and regulations by a candidate/candidates or their agents either before, during or after an examination in order to have undue advantage. It gives candidates unfair advantage and reduces the reliability of the grades and scores obtained by candidates if they are not caught and sanctioned. Wilayat (2009) states that examination malpractice is a deliberate wrong doing contrary to official examination rules designed to place a candidate at an unfair advantage or disadvantage. Exam malpractice is thus, any illegal act committed by a student single handedly or in collaboration with others like fellow students, parents, teachers, supervisors, invigilators, printers

and anybody or group of people before, during or after examination in order to obtain undeserved marks or grades. Conde (2006), states that, exam malpractice include leakage of question papers to copying, changing answer books, impersonation, misconduct in an examination centre, approaching invigilators/examiners, making false entries in award list/examination registers and issuing fake certificate/degrees, multiple registration, among others.

Cheating in examinations occurs in every country in the world and the cases of reported examination leakages, sale of examination papers prior to examination periods, and cancelled examination results has been on the rise (Harold & Max, 2001). According to Anderman and Midgley (2000), cheating in examinations is a worldwide phenomenon. This is majorly because examination tests have become a high stake due to the various uses made of the candidates' results.

In a European context, according to a study by Newstead, Franklyn- Stollés, and Armstead (1996), there were high rates of cheating and goal-motivated cheating was reported among majority students in the United Kingdom. McCabe (2005) in one study initiated in 2002 found out that in USA, the majority of students surveyed confessed to have engaged in some form of cheating. Approximately 25% of the students admitted to have committed serious cheating in recent examinations; 50% confessed to have participated in serious acts of cheating at least once on written assignment.

According to Evers and Walberg (2003), in the United States, teachers' unions, school leaders, principals and teachers have tended to oppose policies linking assessment to accountability on the grounds of perverse effects including narrowing the curriculum to the practice of teaching to the test and incentives for teachers to cheat. Evidence suggests that agencies alter the timing of their actions and engage in cream skimming in response to specific performance measures (Hickman, Henrick and Smith, 2002). They exclude weak students from sitting for examinations. Cheating was mentioned as another unproductive type of response to accountability incentives and misreporting of school dropout rates (Peabody & Markley, 2003). In Pakistan, Saraj (2006) also established that inadequate preparation was a major cause of examination cheating among students in schools.

In Nigeria, the West African Examinations Council (WAEC) conducts the West African Senior School Certificate Examination (WASSCE) in English speaking West African countries. The results obtained at the examinations are used for employment and admission into tertiary institutions. Teachers and schools are also assessed by government and parents on the basis of their students' performance at WASSCE. Government investment in and commitment to education is assessed by candidates' performance at WASSCE. WASSCE has therefore become a high stake examination in Nigeria. It is common knowledge that various means are employed to secure success at high stake examinations such as WASSCE (Christie, Thompson, & Whiteley, 2009). Jekayinta (2006) states that in Nigeria which found that when syllabus coverage is poor students are tempted to cheat.

According to Bello and Oke (2011), there is no doubt that the high stake on the certificates obtained from WASSCE among others accounts for the high incidences of malpractice at the examination. The poor and declining academic performance of students in Nigerian schools owing to examination malpractice is becoming so alarming that the achievement of the set goals of teaching in secondary and primary schools is soon becoming a pipe dream.. There is a recurring story of poor academic performance in primary and secondary schools. Olujuwon (2007) mentions that examination malpractice is one of the common social ills threatening the educational sector at all levels in Nigeria and the fact that it is found among the primary school pupils is even more worrisome. This is because the primary school is the foundation of any child's educational development.

In Kenya, the Kenya National Examinations Council (KNEC) is the body that is responsible for development, administration, marking and processing of examinations done in all national schools and colleges below the University education (KNEC Bill 2012). The council has set rules and regulations, which govern the administration of examinations. The rule against cheating states that, "a candidate who copies from another, communicate with another, is in possession of textbook, electronic device or material in examination room or receives external assistance without lawful authority shall be disqualified from taking the entire examination, or if the paper has been done, it will be cancelled by the council and the candidate may be prohibited from taking an examination for a period not exceeding three years (KNEC Bill, 2012).

Despite the legal framework, examinations irregularities have occurred with every administration and release of Kenya Certificate of Secondary Education (KCSE) and Kenya Certificate of Primary Education (KCPE) examinations. This has become a widely debated subject by the general public. Mucheke (2006) contends that the debate picks up every year in the period before examinations are taken by school candidates and reaches its peak soon after the examinations results have been made public by the Ministry of Education. There are reports in daily newspapers that allege that the examination questions have leaked and students are said to be buying real examination papers even before they sit for the papers (Saturday Standard, 25th October, 2008). When the results are announced, there would also be reports implicating students who cheated in examinations and whose results were cancelled, for instance, “in 2006 and 2007, more than 20 centers’ results were cancelled showing the magnitude of the problem.

In 2010, results for 534 candidates were cancelled due to cheating (Daily Nation, 2011). The high expectation and the huge resources invested on education call for accountability which examination provides. Examination leakage, cheating, impersonation, bringing foreign materials into the hall, collusion, certificate forgery, alteration of marks, employing unauthorized agents to smuggle materials into examination venues, multiple entries and swapping of answer scripts could be classified as examination malpractice (Noonan & Walker, 2008).

Kinuthia (2008) states that ranking of schools and students in national examinations encourages positive competition. However, the extent to which this affects society and schools in particular has been evidenced by the anxiety of the stakeholders during release of Kenya Certificate of Secondary Education (KCSE) results in February every year, when the names of champion students and schools have graced the print and electronic media. According to Muchai (2014), posting of results has reinforced a widely held belief that there are good and bad schools in Kenya. The national ban on ranking notwithstanding, schools are still ranked at the provincial and district levels. This system of ranking has been criticized for promoting unfair competition among schools because the comparison between schools fails to take into account differences in the KCPE intake mark, social and physical conditions under which the different schools operate. According to Anderman (2000) ranking individual students and schools creates fierce competition which sometimes leads to departure from teaching to preparation for passing examinations and cheating.

According to Egbule (2005), student based factors include psychological stress, laxity on the part of the students, ignorance of good and effective study habits and technique for answering examination questions. Tete (2004) identifies other factors that include individual differences that are manifested in different IQs and levels of abilities.

According to Anderman (2000) about 80% of high achieving high school students and 75% of college students admit having cheated, a percentage

that has been rising over the past 50 years. Nearly 21% of students who say cheating is bad still engage in the behavior (Kiogotho, 2009). Cheating in school examinations is on the increase among students in secondary schools and colleges in Kenya. According to Siringi (2009), over 60% of the students in colleges and universities in Kenya admitted having cheated in examinations.

School based/teacher forms of malpractice include altering of grades by teachers in exchange for gratification, supply of answer materials into examination halls, abating leakage of examination materials and victimizing of students in the forms of reduction of grades. Teachers' lack of motivation and devotion to their work is also another factor that may have contributed to increases in cases of examination malpractice. Teachers want excellence in their subjects so as to get as many awards as possible during prize giving (Njeru, 2008). Ochola (2011), states that school factors such as leadership styles adopted, ranking of schools by the media whenever KCSE results are released, and mobile phones are among the factors affecting the management of KCSE examinations and subsequently contribute significantly to examination irregularity cases in Kenya.

Ravi (2000) also supported stiff competition as a cause of examination cheating. Students compete to get high marks in order to join the next class because failure to score good marks will lead to repetition of classes. This in turn leads to cheating in examinations. Poor invigilation of examinations (9.58%) was also found to be a leading factor in examination

cheating. A study by Njeru (2008) in Thika District found that teachers do not invigilate examinations well but rather spend time marking papers, or reading newspapers or novels. This provides a fertile ground for students to cheat. The study established that there was poor invigilation of examinations in Masaba District schools as some teachers invigilate from outside examination rooms while others sleep in class during the examination period. This gives students the freedom to cheat in the examinations

According to Wanzala (2014), in Kenya, results of candidates from 36 national and county schools were cancelled because they cheated in 2013 Form Four KCSE Examination. The schools were not ranked in the media because the administrators failed to report the cheating to Kenya National Examinations Council (KNEC). The institutions are in Siaya, Meru, Nairobi, Tana River, Wajir, Homa Bay, Kisii, Nyandarua, Migori, Kisumu, Busia, Narok, Nandi and Mandera counties. Moreover, in 2013 fourteen out of the 47 counties in Kenya reported examination malpractice while in 2014 the number increased to thirty counties (Abuga 2015).

Cases of cheating in national examinations in Kisii County have been reported over the years. In the year 2001 for example, 1.5% of students who sat for KCSE Examination were reported to have cheated in the examinations (Khaemba, 2008). In the year 2008 KCSE Examinations, Masaba Sub-county in Kisii had 0.56% cases of cheating second to Migori Sub-county which had 0.79% while most sub-counties in Kisii County reported other cases of cheating (Republic of Kenya, 2008). The mode of reporting

examination results through the media is a factor that greatly influences the prevalence of examination malpractices (Nyaga and Bundu, 2009). Kisii county has however been reported to have the highest cases of irregularities in 2014 KCSE Examination whereby 10 of its 334 public secondary schools were affected (Abuga, 2015). It is against this background that the study will seek to establish the prevailing situation in regard to examination irregularities that has been on the rise with certain schools in the county having all of their examination results canceled.

Table 1.1 shows the sub counties in Kisii County that were faced by cheating cases in 2012 to 2014

Table 1.1 Number of schools with examination irregularities in 2012 – 2014 in Kisii County

Sub-counties	2012	2013	2014
Kisii central	54	86	61
Marani	25	39	28
Kenyenyia	37	59	42
Gucha	18	28	20
Nyamache	43	68	48
Gucha South	39	62	44
Sameta	19	30	21
Masaba South	35	55	39
Kisii South	28	44	31
Total	298	471	334

Source: County Education Office Kisii County

1.2 Statement of the problem

The occurrence of examination malpractice at any level of educational stratum possess the greatest threat to the validity and reliability of any examination and consequently to the authenticity and recognition of certificate issued (Abuga, 2014). According to Nyamwange, *et al* (2013) examination malpractice, also popularly known as cheating is a vice that has bedeviled the Kenyan education system for many years. Cases of examination cheating have been reported in many schools in Kenya in general and in a number of schools in Kisii County in particular.

The numerous examination malpractices among secondary school students in Kisii County over the years have become a growing concern. Consequently Kisii County has been the most affected with examination irregularities in the resent years. For instance cases of examination cheating rose from 298 in 2012 to 471 in 2013. However, data in Table 1.1 shows in the last three years examination cheating has been recurring in secondary schools in all sub-counties within Kisii County. It is thus important for this study to establish the factors influencing recurrence of examination irregularities in public secondary schools in Kisii County.

1.3 Purpose of the study

The purpose of this study is to investigate factors influencing recurrence of examination irregularities in public secondary schools in Kisii County, Kenya

1.4 Objectives of the study

The study will be guided by the following objectives;

- i. To determine the extent to which schools' ranking system of KCSE examination influences recurrence of examination irregularities in public secondary schools in Kisii County.
- ii. To establish the extent to which students' preparation for KCSE examination influences recurrence of examination irregularities in public secondary schools in Kisii County.
- iii. To determine the extent to which use of mobile phones by students influences recurrence of examination irregularities in public secondary schools in Kisii County.
- iv. To determine the extent to which teachers' intrinsic motivation influences recurrence of examination irregularities in public secondary schools in Kisii County.

1.5 Research questions

- i. How does school's ranking system of KCSE examination influence recurrence of examination irregularities in public secondary schools in Kisii County?
- ii. To what extent does student's preparation for KCSE examination influence recurrence of examination irregularities in public secondary schools in Kisii County?
- iii. How do use of mobile phones by students influence recurrence of examination irregularities in public secondary schools in Kisii County?
- iv. To what extent does teacher's intrinsic motivation influence recurrent examination irregularities in public secondary schools in Kisii County?

1.6 Significance of the study

The results from this study may serve to shed light on the underlying causes of examination cheating. The methods used to cheat have also been determined and ways of avoiding examination cheating recommended. The results may also be useful to teachers in making them aware of the level of preparation they have to subject students to in order for them to avoid cheating in examinations. The implementation of this finding will not only expose the extent to which students are involved in examination malpractice but will also suggest some remedies or lasting solutions to this academic dishonesty. This study may be expected to help school administrators, teachers and guidance counselors to curb or control cheating behaviour in schools.

Teacher counsellors may also utilize the results of the study to understand the part they should play in preparing students for examinations by counselling them on study skills and instilling a sense of confidence and self-esteem in them in order to reduce anxiety during exams. The Kenya National Examinations Council may also utilize the results of the study in ensuring that the loopholes in examination administration are sealed so as to minimize chances of examination cheating. The Ministry of Education may also utilize the results of the study in coming up with policies to improve the quality of teaching and early syllabus coverage to ensure that students are adequately prepared so as to reduce the temptations of cheating in exams. In the end the integrity of the examinations will be safeguarded and the products of the education system held in high esteem, who will in

turn be charged with the responsibility of holding key positions and contribute to the development of society.

1.7 Limitations of the study

Due to the fact that this study will be done in one county that is located in a rural setting the findings from this study may not be generalizable to other geographical areas especially the urban areas where access to amenities differs. Available funds and study time may limit the study to a small population that may not be enough representatives of all schools in Kenya.

1.8 Delimitations of the study

All teachers and school heads are important in improving performance in the subject. However, it will not be possible to involve all teachers and all principals in public secondary schools in the County, thus to mitigate this the study will sample 30% of the population in the study area.

1.9 Assumptions of the study

The researcher will make the following basic assumptions with regard to this study:

- i. Gathering of information will require responses to be elicited from secondary school teachers.
- ii. The respondents will be objective and competent in responding to the items in the questionnaires correctly.
- iii. The response that will be given by respondents will be correct.

1.10 Definition of significant terms

The following are the definitions of significant terms as applied in the study;

Cheating refers to students conducting dishonesty during, after or before examinations to uplift their grades.

Curriculum refers to a guide to the things students are taught in schools. Thus, the content of teaching and learning can be in the form of theory and practice.

Education refers to the transmission of cultural renewal. It is the development of the mind and body (cognitive, affective, and psychomotor domains) of an individual in order that he/she may become useful to the society.

Educational Administrator refers to someone who administers an educational organization of a unit within the organization either a system or an institution such as university, polytechnics, colleges, etc.

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

Examination refers to a way to ascertain how much of a subject matter in a particular field of study the candidate has mastered. In other words, it is a process through which studies are evaluated or tested to find out the quality of knowledge they have acquired within a specific period.

Irregularity refers to reported cases of examination cheating among schools and students.

Malpractice refers to improper misconduct presumed by students during examinations to engage in cheating.

1.11 Organization of the study

This study will be organized in five chapters. Chapter one will present the background to the study, the statement of the problem, purpose of the study, objectives of the study, study questions, significance of the study, limitations, and delimitations of the study, basic assumptions of the study, definition of key terms and organization of the study. Chapter two will present the literature review, the concept of examination irregularities in secondary schools, influence of schools' competition and ranking system, students' preparation, media technologies and teachers' job progression on recurrent examination irregularities in public secondary school, as well as the summary, theoretical and the conceptual frameworks for the study. Chapter three will present the research methodology detailing the research design, target population, sample and sampling procedures, data collection instrument, validity and reliability of the instruments, procedure for data collection and data analysis methods. Chapter four will consist of data presentation, findings and discussions, where tabular presentation and narrative discussions of the data will be done. Chapter five will consist of the summary, conclusions and recommendations of the study which will be drawn from the data analysis in chapter four.

LITERATURE REVIEW

2.1 Introduction

This section presents the literature review, on different scholars' works relating to the factors influencing recurrence of examination malpractice in secondary schools on the following sub topics; overview of examination malpractice, schools' ranking system of KCSE Examination, students' preparation in KCSE Examination, use of mobile phones by students and teachers' intrinsic motivation on the recurrence of examination irregularities in schools, as well as the summary of the reviewed literature, theoretical and the conceptual frameworks for the study.

2.2 Overview of examination malpractice in schools

Examination plays several important roles in the teaching-learning process. It is a necessary incentive to study, a means of getting feedback and a yard-stick for evaluating the effectiveness of instructional delivery, selection, placement, and for employment. Nowadays, it is widely used as a medium for promotion. But when the proper use of examination is abused by both the examinees, the examiners and the entire populace, a question may then arise as to what is the relationship between examination malpractice and academic performance (Olujuwon, 2007). According to Homby (1995), examination is a formal test of somebody's knowledge or ability in a particular subject, especially by means of answering questions or practical exercises. Balogun (1999), also defined examination as the process through which

students are evaluated or tested to find out the quality of knowledge they have acquired within a specified period.

Examination malpractice is an unacceptable behaviour that is continually destroying the educational system. Despite all the efforts that have been made in the past to curb the spread of this problem, its prevalent and devastating effects continue to be visible in the Kenyan's educational system. The study, therefore seeks to investigate the problem of examination malpractice with a view to suggesting ways in which it can be curbed.

Various scholars have attempted to define it from different perspectives. According to Shonekan (1996), it is any act of omission or commission that contravenes the rules and regulations of the examination body to the extent of undermining the validity and reliability of the tests and ultimately, the integrity of the certificates issued. Ahmed (1993) sees it as any act of wrong doing or neglect that contravenes the rules of acceptable practices before, during and after an examination by anybody in any way tantamount to malpractices. Salami (1994) defines examination malpractice as an improper and dishonest act associated with examination with a view to obtaining unmerited advantage.

Argungu (1997) defined examination malpractice as any irregularity which is premeditated and perpetrated by candidates or their agents with the intention of gaining undue advantage over others in an examination. Jega (2006) saw examination malpractice as any form of misbehaviour that leads to the alteration of or tampering with the prescribed ways of conducting examination

in any given system. Any act of omission or commission which compromises the validity, reliability and integrity of any assessment or evaluation system (i.e. the violation of, or disregard for examination ethics (Obo, 2008).

Afolabi (1998), identifies foreign materials brought into halls as scribes, textbooks, pages of textbooks question papers of present and previous examination and blank pieces of paper. He (Afolabi) further continued that, exhibitist such as handkerchiefs, shirts, waist clips and currency notes with copious notes and photocopies of prepared answers have also been collected from students, even candidates also write notes on their palm and thighs. Society based factors like the prevailing levels of immorality, high level of corruption, tribalism, nepotism and lack of employment opportunities in the country also contribute to these malpractices. These problems are noticeable in every sphere of life in the community. There are various forms of examination malpractice which are either student based or school/teacher based.

2.3 Schools' ranking system of KCSE examination and recurrence of examination irregularities in schools

According to Anderman (2000) ranking individual students and schools creates fierce competition which sometimes leads to departure from teaching to preparation for passing examinations and cheating. According to Nyamwange, Ondima and Onderi (2013) the issue of examination malpractice is a continuous recurrence issue in the educational discourse. This scourge has led to most of the stakeholders to be at a loss as to the right way to proceed that will generate useful results on the matter. It has been

observed that 9 out of every 10 students indulge in one form of examination malpractice or another. Aullo (2004) state that the situation becomes more worrisome when we notice parents, guardians and teachers who should be custodians of moral code of conduct abetting and aiding their students in this terrible and shameful practice to ensure that they shine in final examination results.

Kinuthia (2008) states that ranking of schools and students in national examinations encourage positive competition. However, the extent to which this affects society and schools in particular has been evidenced by the anxiety of the stakeholders during release of Kenya Certificate of Secondary Education (KCSE) results in February every year, when the names of champion students and schools have graced the print and electronic media.

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

2.4 Students' preparation for KCSE examination and recurrence of examination irregularities in schools

Society expects a student to do well regardless of the methods they employ. The third cause of cheating was found to be stiff competition for better

grades (13.81%) which will enable one to be admitted to the next level of schooling (Abuga, 2015). Abraka (2002) states that the following student-based practices as forms of examination malpractice observed during examinations. They include impersonation, copying from other students' scripts, unauthorized sources such as lecture notes, handouts, textbooks, leakage of examination questions, forging and altering medical reports to defer examinations, lobbying for good grades, assault on examination agents by students and unauthorized activities within and outside the examination hall by students.

According to Kinuthia (2008), parents also play a very important role in students' behaviour and academic performance in the school. Most often, some parents fail in their duty to provide necessary materials that will enable their children to learn and when the children are not performing up to expectations, the parents turn around to pressurize the pupils, blame the teachers or resort to fraudulent means to help the children pass examination. Corroborating this view, Denga and Denga (1998) affirmed that some rich parents tend to dangle money before teachers to assist their children pass internal examinations. Some parents also go to the extent of buying life question papers for their children thereby giving the children the impression that the end justifies the means. Noona and Walker (2008), state that in a society where emphasis is placed on individual success, parents see nothing wrong in assisting their children to perpetuate the act of cheating as long as they succeed in the examination.

The most disturbing aspect is the participation or involvement of school administrators, parents/guardians, and examination personnel in examination malpractice (Olushola, 2007). Examination malpractice is therefore induced by grading pressure at least as much as that of individual character failure (Newberger, 2000). Berliner (2008) affirmed that the pressure to score well on a single test is so intense that it leads to nefarious practices such as cheating on the test. This is because most of them are forced to repeat or expelled from the school due to their unimpressive performance in internal tests.

2.5 Use of mobile phones by students and recurrence of examination irregularities in schools

The advent of ICT brought about the use of Global System of Mobile communication (GSM) which has presented massive negative effects on national examinations. According to Eromosele (2008), examination malpractice has long graduated from the normal peeping at neighbours' work, using key points, notes or text books; copying on sheets of papers, desk or lap to a more advanced and sophisticated system. The various functions of cell phones have made them ready tools for perpetrating the malpractice at national examinations. Achola (2011) affirms that some of the candidates now use their electronic devices to bring in answers into the exams hall. Sometimes, answers are sent to candidates' phones inside the examination hall. In addition, candidates have been caught browsing for information on the internet while in the examination hall.

According to Siringi (2009) some ingenious students will hide mobile phones in secret parts of their bodies which they can use to send text messages on the questions to people outside the examination hall, who will then text the answers back. Abuga (2015) states that the advent of smart phones has also exacerbated cheating in exams since these phones have features whereby a student takes a photo of an examination paper complete with answers and quickly circulates it among other students in form of pictures. This has made cheating in exams easy for them compared to other years where they had to text all the questions and answer to their fellow students; an exercise which was not easy for many hence usually giving up.

According to Eromosele (2008), examination malpractice has long graduated from the normal giraffing at neighbours' work; using key points, notes or text books; copying on sheets of papers, desk or lap to a more advanced and sophisticated system. According to Muindi (2014) during the 2014 examination it was discovered that most students in Kisii and Nyamira counties accessed the examination questions using social media sites and through short messages services. These irregularities have huge effects on examination integrity. Therefore authorities should forbid the use of such electronic devices and sanction culprits. Supervisors and invigilators are implored to search candidates for such devices and ensure that they are not brought into the examination hall (Mucheke, 2014).

In Kenya, candidates who copy other candidate's work, communicate with others with intent to assist another candidate answer an exam question or be in possession of a textbook, electronic device or material in the

exam-room without lawful authority shall be dis-qualified from taking the entire exam. If the person has already taken a paper at the exam, the paper shall be cancelled and may be prohibited from taking an exam offered by the Council for some time (The Link, 2012).

2.6 Teachers' intrinsic motivation and recurrence of examination irregularities in schools

Teachers have been variously accused of abetting examination malpractice. Denga and Denga (1998) affirmed that teachers read answers to pupils in examination hall and even work sums for them to copy quickly before they are cleaned off. Based on this statement, teachers may feel that if the pupils fail to perform well, it will be a slap on their faces hence the public will know that they did not carry out their teaching effectively. As such, they resort to reading answers to pupils in a bid to assist them excel in the said examination. According to Kiogotho (2009) teachers do this to boast that their school has the highest number of students with good grades in national examinations, thereby making the students believe that, that is the fastest way to achieve success. World Bank Group (2001) affirmed that teachers and school reputations depend on the success of the students in public examinations.

According to Wilayat (2009) some teachers get involved in examination malpractice because of the financial benefits accruing from such illegal transactions. Sometimes they go as far as asking the students to pay a certain amount so that they can assist them to pass examination. Often times, teachers find it difficult to report cases of cheating for fear that students or their parents

will confront them. Mucheke (2014) state that in order to avoid such confrontation, some teachers always overlook incidents of academic dishonesty by students. At times, they may prefer to leave the examination hall for a while or read a newspaper when they are supposed to be supervising the pupils. This encourages the pupils to do whatever they like.

According to Njeru (2002) when most teachers do not teach effectively and the students must pass examination, the resultant effect is examination malpractice. This implies that there is little incentive to cheat when learning is most highly valued by both teachers and pupils. But when grades matter most, cheating increases as students begin to use every available means to increase their class ranking or be seen as helpful to friends when they offer work to be copied. According to the Daily Nation 5th March 2015 KCSE examination for some secondary schools in Mandera County supervisors and invigilators collected bribes from students so as to allow them to copy during KCSE examination leading to their results being cancelled. Egbule (2000) reveal that teachers lack of motivation and devotion to their work is also another factor that may have contributed to increases in cases of examination malpractice.

2.7 Summary of literature review

Reviewed related literature on different scholars' works on the factors influencing the recurrence of examination malpractice in secondary schools has shown among others schools' ranking system, students' preparation, mobile phones and teachers' intrinsic motivation influence on the recurrence of examination irregularities in schools. Scholars including Anderman, 2000;

Nyamwange, Ondima & Onderi, 2013; Kinuthia, 2008; Muchai 2014; state that ranking individual students and schools creates fierce competition which sometimes leads to departure from teaching to preparation for passing examinations and cheating. Therefore this posting of results has reinforced a widely held belief that there are good and bad schools in Kenya.

Society expects a student to do well regardless of the methods they employ. Student-based practices as forms of examination malpractice due to unpreparedness observed during examinations include impersonation, copying from other students' scripts, unauthorized sources such as lecture notes, handouts, textbooks, leakage of examination questions, forging and altering medical reports to defer examinations, lobbying for good grades, assault on examination agents by students and unauthorized activities within and outside the examination hall by students (Abuga, 2015; Abraka, 2002; and Eromosele, 2008).

According to Achola, 2011; Siringi, 2009; and Abuga, 2015 state that the arrival of smart phones and social media have also exacerbated cheating in exams since these phones have features whereby a student takes a photo of an examination paper complete with answers and quickly circulates it among other students in form of pictures. While Denga and Denga, 1998; Kiogotho, 2009; and World Bank Group, 2001 affirmed that teachers engage in various forms of examination malpractices to boast that their schools have the highest number of students with good grades. Teachers' and schools' reputation depend on the success of the students in public examinations. These facts have therefore necessitated the current study on investigating why examination

irregularities are occurring year in year out despite the government's efforts to curb examination cheating.

2.8 Theoretical framework

This study will be based on Achievement Goal Theory Profounded by Ames Carol, Dweck Carol and Leggett Ellen L in 1977. Achievement motivation has focused on identifying different types of goal orientations among students, the motivational processes that are associated with different goals, and the conditions that elicit them. These goal orientations have been contrasted as task involved versus ego involved (Maehr & Nicholls, 1980), as learning oriented versus performance oriented (Dweck & Elliott, 1984), and as mastery focused versus ability focused (Ames & Ames, 1984). The relations among task-learning-mastery goals and among ego-performance-ability goals are convergent, these perspectives have been integrated and are hereafter identified as mastery and performance goals, respectively (Ames & Archer, 1987).

With a performance goal orientation, there is a concern with being chargeable, and one shows evidence of ability by being successful, by outperforming others, or by achieving success with little effort. A performance goal reflects a valuing of ability and normatively high outcomes. With a mastery goal, importance is attached to developing new skills. The process of learning itself is valued, and the attainment of mastery is seen as dependent on effort (Ames *et al*, 1977).

Achievement goal orientations are presumed to differ as a function of situational demands, as well as to vary across individuals (Maehr, 1984). There is, in fact, considerable research evidence that situational demands can affect the salience of specific goals, which results in differential patterns of cognition, affect, and performance (Ames, Ames, & Felker, 1977). For example, when social comparison has been made salient, students have focused on their ability, and these self-perceptions have mediated performance and affective reactions to success and failure. By contrast, when absolute standards, self-improvement, or participation have been emphasized, students have focused more on their effort and task strategies. Much of the evidence that has linked different goal orientations with specific motivational processes has amassed from laboratory studies and not from research in ongoing classroom settings (Dweck, 1988).

In examination classroom situations, the informational cues that may serve to emphasize one goal or another are often mixed and tend to be inconsistent over time. Thus the extent to which any student adopts a mastery or performance goal orientation depends on how each student constructs the social reality of the classroom for himself or herself (Rosenholtz & Simpson, 1984). The purpose of this study will be to investigate how specific motivation patterns are related to the salience of mastery and performance goals in national examinations.

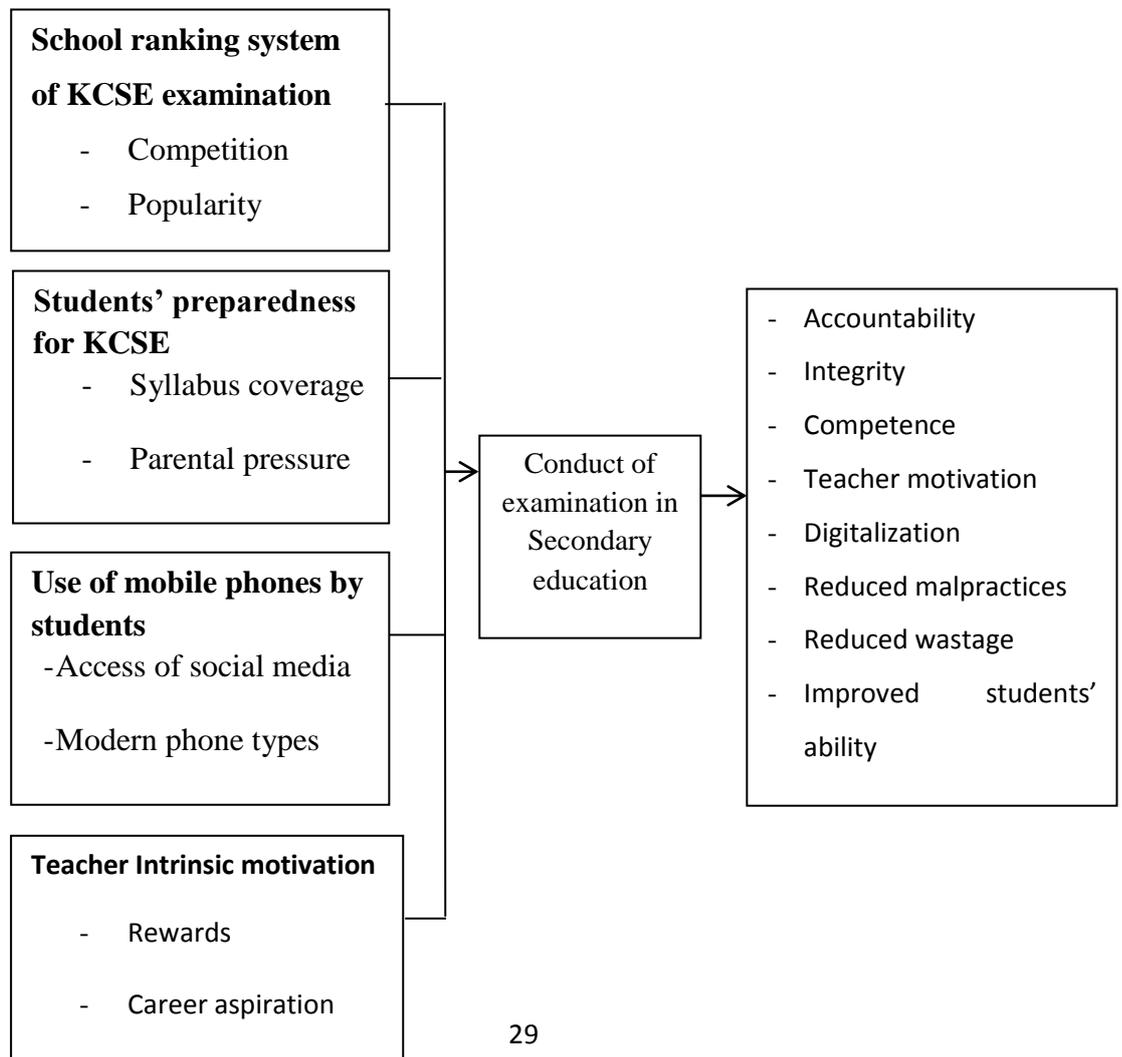
The theory therefore suites the study since examination irregularities are determined by the need to achieve better grades in Kenya Certificate of

Secondary Education Examination where the motivation factors include the urge for students to transit to the next educational levels and eventually land into the best jobs since the country's system is final examination grade oriented.

2.9 Conceptual framework

This study is based on the concept that examination cheating is a malpractice that enables students in secondary schools to attain high examination grades illegally given that all variables are manipulated adequately.

Figure 2.1: Relationships of independent and dependent variables on recurrence of examination irregularities in public secondary schools



RESEARCH METHODOLOGY

3.1 Introduction

This section is to describe the methodology which will be used in the study. These includes; research design, target population, sample size and sampling procedure, research instruments, instrument validity, instrument reliability, the data collection procedures and data analysis techniques.

3.2 Research design

This study will be a descriptive survey research and it will entail field study survey to establish the factors influencing recurrence of examination irregularities in public secondary schools in Kisii County, Kenya. Descriptive survey is a procedure in which data is systematically collected through some form of solicitation (Borg, 1989). Descriptive survey research design entails structured questionnaires that are given to a sample population and designed to elicit specific information. It deals with the incidence distribution and relationships of educational, psychological and sociological values (Orodho, 2008). This study will rely on information from school principals, teachers and learners in secondary schools. It will also rely on respondents from the area of the study and experts in education matters. It will be envisaged that the descriptive survey model applied will not distort the results obtained and instead make comparison with documented information.

3.3 Target population

The target population of the study will comprise of all public secondary schools in Kisii County. This will consist of all the 334 public secondary schools whereby there are ten secondary schools which were faced by massive

examination malpractice in 2014 KCSE examination. The study will target all the principals, teachers, students and county education officers. Therefore the target population will consist of 334 principals, 2698 teachers, 15234 form four students and the County Director of Education (CDE) and the sub-county education officers.

3.4 Sample size and sampling procedure

Orodho and Kombo (2002), describe sampling as a procedure a researcher uses to gather people, places, or things to study. It is a process of selecting a number of individuals or objects from a population such that the selected group contains elements representative of the characteristics found in the entire group. The study will use stratified sampling to select schools to participate in the study. Strata will be divided among the nine sub-counties in the county and secondary school distribution will be used to get ratio of the corresponding schools. This sampling will ensure that uniform distribution of the study sample have been drawn from the whole county. The researcher will use a ratio of 2:1 to select randomly 100 (30%) public secondary school with Kisii central sub-county having twice the population of schools compared to any other sub-county, thus the sample size will consist of 100 (30%) principals, ten Form Four students and four teachers per sampled school. The total sample size will consist of 100 principals, 400 teachers, 1000 Form Four students, nine sub-county education officers and the County Director of Education.

3.5 Research instruments

The study will use questionnaires and interview schedules to collect useful data from the selected institutions as per the objectives of the study. A questionnaire is more efficient, requires less time, it is also less expensive, and permits data collection from a much larger sample, while an interview schedule collects data from respondents with specific characteristics that are important to the study (Orodho, 2008). Questionnaires for principals, teachers and students with both open ended and close ended questions will be used to get information from the respondents. Interview schedule will be used to collect data from the education officers within the county

3.6 Validity of research instruments

Borg and Gall (2006), defines validity as the degree to which a test measures what is meant to measure. To enhance content validity, appropriate and adequate items relevant to research objectives were contained in the questionnaires. Different research instruments will be used for triangulation purposes. Validation will be done by my supervisor through expert judgment to ensure that the items of the research instruments are valid and in line with the study objectives. The researcher will conduct a pilot study on 1% of the secondary schools in Kisii County as stated by Orodho (2008) who states that piloting helps to assess and identify any problems respondents would encounter in completing the research tools. The schools to be involved in the pilot study will not be used in the final study.

3.7 Reliability of research instruments

Reliability of the instruments refers to the consistency of scores or answers from one administration of an instrument to another, and from one set of items to another (Fraenkel & Wallen, 2006). The questionnaire will be pre-tested using the split half method with all the questions except those that seek respondents' recommendations. It will involve scoring two halves (odd versus even items) of a test separately for each respondent and then calculating a correlation coefficient for the two sets of scores using Pearson product moment correlation formula.

3.8 Data collection procedure

The researcher will seek for a research permit from the National Commission of Science, Technology and Innovation (NACOSTI), and the County Education Officers of each sub-county will be visited before commencement of the study. Letters seeking permission to conduct the study will be written to all secondary school principals. The researcher will then directly administer the questionnaires to the respondents and thereafter collect them on completion the same day.

3.9 Data analysis technique

According to Mugenda and Mugenda (2003), data analysis is the process of bringing order and meaning to raw data collected. After the questionnaires will be returned the researcher will then checked for completeness, accuracy of information and uniformity. Descriptive statistics such as frequency distribution and percentages will be used to analyze the data collected. Tables

will be used to present responses for each item that was used. Qualitative data from open ended questions will be organized into sub topics and tabulated in line with the research questions.

3.10 Ethical considerations

Ethical challenges are conflicts of interest between the researcher and the respondents. Therefore this study will observe the following considerations in order to avoid biasness; It may be useful to think of risks and responsibilities. The responsibilities for this study lies firmly with the researcher; the risks can be on both sides. For this study no incentives to take part will be provided. Individual potential participants will also be fully informed, and will have the option of not taking part. However, if a participant fails to complete and return a questionnaire, the researcher will make a follow-up request for its completion and return. Making data 'anonymous' means removing the contributor's name, thus, in this study the researcher will not need the participant's identity. Confidentiality relates to the protection of the data collected. The respondents will be assured that the information provided will be treated with confidentiality and only used for the purpose of the study.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

The chapter entails the study findings based on the specific objectives. It also provides the interpretation and discussion of the findings. The study was to investigate factors influencing recurrence of examination irregularities in public secondary schools in Kisii County, Kenya. The findings were analyzed to answer the research questions of the study.

4.2 Instrument return rate

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

Table 4.1 Instrument response rate

Respondents' category	Target sample	Response frequency	Percent
Principals	30	30	100.0
Teachers	120	115	95.8
Students	300	300	100.0
Sub-County education officer	9	5	55.6
County Education officer	1	1	100.0
Total	460	451	98.0

Table 4.1 showed that the study realized a total response rate at 98 percent. These findings indicated that the study realized satisfactory and sufficient instrument response rate. This response rates were representative and conformed to the argument from Mugenda and Mugenda (2008) that stipulated that response rates that were above 70 percent was excellent and representative for any social science research.

4.3 Demographic information

This study sought to establish the respondents' gender, age, level of education and length of service to find out an insight on the study respondents' characteristic.

4.3.1 Respondents gender

The study sought to establish the gender of the principals, teachers and students so as to gain an insight on their gender distribution. This was also to show whether gender had any relations to recurrence of examination irregularities in public secondary schools. The findings were shown in Table 4.2.

Table 4.2 Respondents' distribution by gender

Gender	Principals		Teachers		Students	
	F	Percent (%)	F	Percent (%)	F	Percent (%)
Male	18	60.0	37	32.2	153	51.0
Female	12	40.0	78	67.8	147	49.0
Total	30	100.0	115	100.0	300	100.0

From the study findings in Table 4.2, majority of the secondary schools principals in Kisii County were male while majority of the teachers were female. However, students gender distribution showed equal representation across both genders. This showed that there was gender balance in the selection of the student respondents who participated in the study, therefore, giving the study a balanced gender perspective on the factors that influence recurrence of examination irregularities in public secondary schools in the study area.

In addition, the findings on the principals and teachers showed that there were more males than females in secondary schools headship in Kisii County. These findings implied that despite the fact that there were more female teachers majority of the secondary schools leadership was dominated by males. It is thus an indication that men were more likely to be in secondary school leadership positions than their female counterparts making them more efficient to deal with examination irregularity issues in Public secondary

schools. These findings agree with Cubillo and Brown (2003) who note that the teaching profession is pre-dominated by wome. However, women are less well represented in administrative positions than they are in the teaching jobs.

4.3.2 Principals and teachers' age bracket

The principals and teacher were asked to state their age bracket. The findings were presented in Table 4.3

Table 4.3 Principals and teachers' age bracket

Age in yrs	Principals		Teachers	
	F	Percent (%)	F	Percent (%)
35 – 45 yrs	6	20.0	60	52.2
46 – 55 yrs	15	50.0	41	35.7
Over 55 yrs	9	30.0	14	12.1
Total	30	100.0	115	100.0

According to the study findings in Table 4.3, majority of the principals indicated that they were over 46 years old. On the other hand, majority of the teachers were aged between 35 to 45 years. This showed that the teachers and principals had enough experience in teaching and school management to give credible information with regard to the aspects that influence recurrence of examination irregularities in secondary schools in Kisii County.

4.3.3 Students' age bracket

The students were also asked to state their age bracket. The findings were as shown in Table 4.4.

Table 4.4 Students' age bracket

Age in yrs	Students	
	F	Percent (%)
16 – 17 yrs	102	34.0
18 – 19 yrs	135	45.0
Over 19 yrs	63	21.0
Total	300	100.0

Based on the study findings in Table 4.4 above, students were distributed across the different age brackets. This was an indication that students in secondary schools were at different ages which showed that the students were at their right age in their education levels. The findings were an implication that students who participated were in a position to air their perception since they had attained ages to be able to express their opinion. Thus they were credible to give valid information and also to read and understand the study instruments independently.

4.3.4 Teachers' level of education

The study in this part aimed at inquiring the level of education of the teachers. This would enhance in findings out the appropriateness of the teachers in answering the questions on the study variables. This information was also to show the teachers capability to handle matters regarding reduction of recurrence of examination irregularities in their respective schools.

Table 4.5 Teachers' level of education

Level of education	Principals		Teachers	
	F	Percent (%)	F	Percent (%)
S1 Certificate	0	0.0	5	4.3
Diploma	9	30.0	25	21.7
Bachelors degree	12	40.0	57	49.6
Masters degree	6	20.0	28	24.4
Total	30	100.0	115	100.0

From the study findings presented in Table 4.5 above, both the principals and teachers in secondary schools in Kisii County had attained different levels of academic qualification from Secondary 1 certificate to post graduate degree. This meant that teachers and principals in secondary schools in Kisii County were well trained in their teaching career and therefore capable of fulfilling their teaching and management roles. This also illustrated that teachers and principals would give credible information of factors influencing recurrence of

KCSE examination irregularities in secondary schools based on their good level of education.

4.3.5 Principals and teachers' duration of working in Kisii County

The principals and teachers were asked to state the duration that they had worked in secondary schools in Kisii County. The findings are as shown in Table 4.6.

Table 4.6 Principals and teachers' duration of working in Kisii County

No of yrs	Principals		Teachers	
	F	Percent (%)	F	Percent (%)
1 – 5 yrs	3	10.0	23	20.0
6 – 10 yrs	18	60.0	60	52.2
Over 10 yrs	9	30.0	32	27.8
Total	30	100.0	115	100.0

According to the study findings presented in Table 4.6 above, majority of the secondary schools' principals and teachers indicated that they had been working in secondary schools in Kisii County for between 6 to 10 years. This showed that the principals and teachers were well experienced as they had worked in secondary schools in the county for long enough. They were therefore, well endowed with knowledge, experience and skills to teach in the study area. Hence, they were also in a better position to give relevant

information on recurrence of examination irregularities in the secondary schools since they had been in the county long enough to know the trends of examination malpractices in national examinations.

4.4 Influence of school ranking system of KCSE examination on recurrence of examination irregularities

The first objective of the study was to determine how school ranking system of Kenya Certificate of secondary Education examination influence recurrence of examination irregularities in Kisii County, Kenya. The results were presented in subsequent sub-sections that follow;

4.4.1 Principals' responses on how school ranking factors influence recurrence of examination irregularities

The study sought to establish whether recurrence of examination irregularities that was prevalent in Kisii County was due to school ranking in secondary schools. The responses were rated on a four point Likert scale where: SD = Strongly disagree, D = Disagree, A = Agree and SA = Strongly agree. The findings from principals were illustrated in Table 4.7.

Table 4.7 Principals' responses on influence of school ranking on recurrence of examination irregularities

From the study findings contained in Table 4.7 above, 100 percent of the principals strongly agreed that the Kenyan education system seems to encourage recurrence of examination irregularities due to how ranking system

and recognition of top performing schools. Also majority (90 percent) of the principals indicated that they strongly agreed to the notion that parents encourage their children to engage in examination cheating so as to emerge winners after results are released. However, principals were in strong disagreement with the statements that portrayed their advocacy for students' engagement in examination irregularities. For instance, 100 percent of the principals strongly disagreed that cheating is good since most students who cheat often pass their examinations, while 80 percent strongly disagreed that only those students who cheat have high grades in examinations and they top in schools and in the country.

These findings implied that positioning of schools in the ranking system highly contributed to educational; stakeholders' involvement in examination irregularities so as to ensure that their individual schools are ranked among winners rather than checking on any other educational outcome because the primary measure is ranking position presumed by any school at zonal levels.

The findings showed that principals in Kisii County were in strong agreement on the influence of school ranking on the recurrence of examination irregularities in the county. These findings were similar to findings from a study by Kinuthia (2009) who argued that ranking of schools and learners in Kenya national examination has greatly contributed to trends of schools indulging in examination malpractices so as to secure their slots on ranking publicity.

4.4.2 Teachers' responses on influence of school ranking on recurrence of examination irregularities

The study also sought to determine from the teachers on how school ranking influence recurrence of examination irregularities in secondary schools in Kisii County. The teachers were therefore requested to indicate their level of agreement on the statements provided using a likert scale. Their responses were presented in Table 4.8.

Table 4.8 Teachers' responses on influence of school ranking on recurrence of examination irregularities

From the study findings contained in Table 4.8 above, teacher respondents' responses concurred with the principals on the agreement with the contribution of school ranking system on recurrence of examination cheating in Kisii County. However, 100 percent and 86.1 percent of the teachers disagreed to the statements that stated that cheating in examination was good because it helped passing and pleased parents and the community respectively.

The findings were an implication that teachers highly condemn the vice of examination cheating that was recurrent in the county for students to emerge winners in final examinations. Hence, they were in agreement that school ranking influenced examination malpractice recurrence.

The findings were in consistence with Anderman and Midgley (2004) who stated that ranking individual students and schools creates fierce competition which at times causes departure from normal teaching to preparation for passing national examination leading to recurrent cycles of cheating.

4.4.3 Students responses on influence of school ranking on recurrence of examination irregularities

The students were required by the study to indicate whether statements on the influence of school ranking causes recurrence of examination irregularities in their public secondary schools were true. Table 4.9 below illustrated students' opinion on their agreement or disagreement to statements indicating the influence of school ranking on recurrence of examination irregularities.

Table 4.9 Students' responses on influence of school ranking on recurrence of examination irregularities

From the study findings contained in Table 4.9, majority of the students (78 percent) indicated that examination cheating helped most students to pass their examination. 81 percent indicated that passing of examination please both their parents and the school community. 87 percent indicated that the education system encourage examination cheating, while 62 percent indicated that cheating helps students to attain high grades.

These findings showed that recurrence of examination cheating cases were led by the high expectations shouldered on the students to perform in their final examination. The findings were an indication that school ranking system highly contributed to students' repeatedly engaging in examination irregularities so as to emerge in top positions within the county.

The findings implied that the Kenya Education system is examination oriented prompting recurrence of examination cheating practices so as to ensure that results portray better ranking positions. There is also a high likelihood of the secondary students and other stakeholders in the school community to engage in examination cheating practices so as to ensure that their schools and students secure better positions in the zonal and county ranking system hence contributing to recurrence of national examination cheating or malpractices.

The findings are in agreement with Aullo (2004) observation that 9 out of every 10 secondary schools' students indulge in one form of examination malpractice or another. The situation becomes more worrisome when parents, guardians and teachers, who should be custodians of moral code of conduct, abet and aid their students in this terrible and shameful practice to ensure that they shine in final examination results. The findings were also in consistence with Anderman and Midgley (2004) who stated that ranking individual students and schools creates fierce competition that highly contribute to recurrence of examination cheating.

The study findings found out that recurrence of examination irregularities was being caused by the ambitions of the schools in the county desire to secure top

positions in the county school ranking so as to receive prizes like the school bus given to top performance by the area member of parliament for best ranked schools. This contributed to continued recurrence of examination malpractices in secondary schools.

4.5 Influence of students' preparation for KCSE on recurrence of examination irregularities in secondary schools

The second study objective was to establish the extent to which students' preparation for KCSE examination influence recurrence of examination irregularities in public secondary schools in Kisii County Kenya. The results of the study findings are presented in the following subsequent sub-sections.

4.5.1 Principals responses on how students preparedness influence examination irregularities in KCSE

The study sought to establish whether the students' preparedness to sit for national examination influence recurrence of examination irregularities. They were issued with different statements that depict the relationship between students' preparedness and examination irregularities. The responses were rated on a four point likert scale where SA = Strongly Agree, A = Agree, D = Disagree, and SD = Strongly Disagree. The principals' responses were presented as shown in Table 4.10.

Table 4.10 Principals' responses on how students' preparedness influence examination irregularities in KCSE

From the study findings contained in Table 4.10 above, 73.3 percent of the principals strongly agreed that students are interested in cheating in examination because they do not have sufficient time to prepare for national examinations, while, 47.7 percent agreed that students are interested in cheating provided the examinations are difficult. These findings showed that when students had inadequate preparation for examination they were not confident enough thus tending to engage in different forms of examination malpractices.

The findings implied that students' preparedness significantly contribute to recurrence of examination irregularities in Kisii County. Therefore there is a positive relationship between recurrence of examination irregularities and students' preparedness to sit for KCSE examination in the County.

The findings are in agreement with Ochola (2011) who stated that the problem of examination malpractices is specifically rampant during end-of-stage examination due to unpreparedness of students. Students who have not adequately prepared for examination especially national or end of stage examinations are not competent to sit for these tests and thus the consequences of panic making those who are not well prepared to cheat in order to pass in final examinations.

4.5.2 Students' responses on how their preparedness influence recurrence of examination irregularities in KCSE

The students were required by the study to indicate whether statements on the influence of their preparedness had on recurrence of examination irregularities were true. Table 4.11 illustrated the students opinions on statements provided.

Table 4.11 Students responses on how their preparedness influence recurrence of examination irregularities in KCSE

From the findings of the study presented in Table 4.11, students were in agreement with the contribution of students' preparedness to recurrence of examination irregularities. For instance, 64 percent of them indicated that students were interested in examination cheating in examinations because they did not have sufficient time to prepare for them., 70 percent indicated that students are interested in cheating provided examinations are difficult, 74 percent indicated that students cheat in examinations because they lack the necessary confidence in themselves, 78 percent agreed that cheating was helpful for students who are very nervous about examinations, while 72 percent indicated that cheating is the only way out of a lot of work being examined for a very short time. The findings implied that students preparedness for KCSE negatively influenced recurrence of examination irregularities in Kisii county.

The findings were in line with Diekhoff et al (1996) who stated that majority of students cheat in examination in subjects they perceive to be difficult and they are not adequately prepared for. These findings also agree with Nyandoro

(2008) who stated that students who are not well prepared for final examinations are either caught in possession of written materials or copying from each other. These practices are used by unprepared students so as to build self confidence when sitting for exams

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Introduction

This chapter presents the study summary of the findings, makes a conclusion and recommendation of the study in line with the study objectives on the factors influencing recurrence of examination irregularities in public secondary schools in Kisii County.

5.2 Summary of the study

Examination irregularities in Kisii County significantly contribute to recurrence of cancellation of students' results in secondary schools. Recurrence of examination irregularities has negatively affected educational outcomes in secondary schools in Kisii County to a great extent. The first objective of the study was to determine how school ranking system of Kenya

Certificate of Secondary Education examination influence recurrence of examination irregularities in secondary schools. The study findings revealed that 100 percent of the principals strongly agreed that the Kenyan Education system seemed to encourage recurrence of examination irregularities due to how ranking system and recognition of top performance in schools.

Positioning of schools in the ranking system highly contribute to educational stakeholder involvement in examination irregularities so as to ensure that their individual schools are ranked among the best winners rather than working and checking on any other educational outcome because the key measure is the ranking position presumed by any given school. The findings showed that principals in Kisii County were in strong agreement on the influence of school ranking system on the recurrence of examination irregularities in the county.

5.3 Conclusion of the study

The relations that arose from the study created multi-dimensional aspects of cheating in examination. Many studies on examination irregularities have looked at occurrences and not the underlying psychological and circumstantial reasons. There was need to establish the causes of recurrence of this vice in secondary schools so as to provide future scholars with guidance on this matter. The authenticity of examinations being done especially in secondary and tertiary institutions has over the recent years raised questions. The integral policy that is to be used need to streamline systems in the education sector, even after abolishing school ranking in the national levels schools are still been ranked in zonal and county levels and the publicity given to examination

results is enough ranking system. Students panic during examination due to lack of proper prior preparation prompting them to engage in different forms of examination irregularities. This panic is attributed by publicity given to examinations in the educational culture. With today's advancement to technology students' have access to mobile phones so they are able to share examination papers prior to sitting for them causing a vicious cycle of examination irregularities. Consequently, schools' administrative experience societal pressure to produce better results that are way above students capabilities. To ensure that they preserve the schools image they end up abetting in examination irregularities to aid their students emerge winners.

5.4 Recommendation of the study

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

- i. The Kenya National Examination Council (KNEC) should endeavor so as to ensure that examinations are well managed by their designated officials in secondary schools. This will help to reduce the dominance of examination management in secondary schools hence frisking candidates and overall examination supervision reducing irregularity cases.
- ii. Hiring of examination invigilation officers should be done early enough so that KNEC can train and orient them on new tricks applied by students who were not prepared to sit for examination

rather than hiring teachers when the examinations are just about to start.

- iii. The government of Kenya should come up with policies that outline other forms of educational outcome rather than using examination results so as to reduce the stiff competition that eventually lead to irregularities that outlaw the authenticity of the education system.
- iv. All educational stakeholders should be involved during examinations so as to ensure overall discouragement collaborative cheating among students and sensitive them on principals of honesty.

5.5 Suggestion for further research

Having explored on the factors influencing recurrence of examination irregularities in public secondary schools in Kisii County, the researcher proposed the following areas for future research;

- i. A similar study to be done in other KCSE irregularities prone counties in the country so as to assess and compare the findings for generalization of the study findings.
- ii. A study should be done on recurrence of examination cheating in urban regions so as to compare the factors with rural set-ups.
- iii. A similar study should be conducted in private secondary schools since the current study focused on public secondary schools.

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APPENDICES

APPENDIX I

INTRODUCTORY LETTER TO THE RESPONDENTS

CEES
P.O Box 92-00902
KIKUYU

To;
The principal
_____ School

P.O Box
Kisii County

Dear Sir/Madam,

RE: PERMISSION TO COLLECT DATA

I am a postgraduate student in the University of Nairobi, pursuing a master's degree in Educational Administration. I am researching on **factors influencing examination irregularities in public secondary schools in Kisii County, Kenya.**

Your school has been selected to participate in the research. You are requested to respond to the questionnaire items as honestly as possible and to the best of your knowledge. This research is purely for academic purposes. **Kindly note that your name and that of your school should not be included in the research tools.**

Thank you.

Yours faithfully,

John Opiyo Permenus

APPENDIX II

PRINCIPALS' AND TEACHERS' QUESTIONNAIRE

You are kindly requested to fill this questionnaire indicating your honest response by putting a tick against your response or filling blanks next to the items as indicated. Please do not write your name or name of your school anywhere in this questionnaire.

Section A: Background information

This section requires you to give information about yourself. Please tick(√)the answer in the appropriate space.

1. What is your gender Male [] Female []
2. What is your age bracket? 30 years and below [] 40-50
years [] 30 -40 years [] 50- 60 years []
3. What is your highest academic qualification?
Diploma [] B. Ed [] Masters[] others (specify)
4. For how long have you been in the teaching profession?
Less than one year [] 4 – 6 years [] over 10 years []
1 – 3 years [] 7 – 9 years []
5. For how long have you served in the current school in years?
Less than 5 years [] 10 – 15 years []
5- 10 years [] more than 15 []

Section B: Factors influencing examination irregularities

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

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

Factors under consideration on School ranking	1	2	3	4
Most pupils who cheat often pass their examinations				
Cheating is good in competitive examinations because passing places the school in prestigious positions				
Cheat in examinations helps pupils to emerge winners after release of results				
The Kenyan system of education seems to encourage cheating in examinations because of the ranking system and recognition given to top schools				
Only those who cheat have high grades in examinations and				

they top in schools and in the country				
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Factors under consideration on Syllabus coverage	1	2	3	4
Pupils are interested in cheating in examinations because they do not have sufficient time to prepare for the examination				
Pupils are interested in cheating, provided they have not completed the course content				
There is no enough time to cover the syllabus and, if pupils don't cheat, they will fail				
Pupils cheat in examinations because they have not being taught on what is assessed				
Cheating is the only way out if a lot of work done over a long period of time is to be examined once in a short time				

Factors under on Teachers' abating of cheating	1	2	3	4
Teachers assist pupils in cheating to ensure they pass in exams				
Rewards gotten due to excellent performance is key to teachers abating of pupils cheating				
Pupils can access examination papers before examinations through social media and other communication platforms				
Teachers gives pupils hints that helps them answer exams questions				
Pupils should never write examinations without the presence of supervisors or invigilators				
Teachers assist pupils to smuggle unauthorized materials/devices into an examination hall				

Factors under considerations on Administrations' pressure to perform	1	2	3	4
Pupils cheat in examinations because their principals, parents and teachers support the idea for them to pass				
Some principals encourage cheating in examinations so as to get rewards in schools' prize giving days				
A few principals and teachers help their pupils to pass examinations				
Cheating in examination earns teachers credit in their profession since pupils pass well in examination without being caught				
Cheating is not necessary if a candidate has adequately prepared before the examinations				

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

APPENDIX III
PUPILS' QUESTIONNAIRE

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

1. What is your gender? Boy [] Girl []
2. What is your age in years? Below 10 years [] 11 – 13 years [] 14 years and above []

Factors influencing examination irregularities

3. To what extent does cheating in competitive examinations helps pupils to pass well and place them in better ranking with other schools
To a great extent [] To a little extent [] Not at all []
4. How often do cheating in examinations helps pupils and schools to emerge winners after release of results? Oftenly [] Rarely []
Never []
5. The Kenyan system of education seems to encourage cheating in examinations because of the ranking system and recognition given to top schools
Agree () Disagree ()
6. Only those who cheat have high grades in examinations and they top in schools and in the country Agree () Disagree ()
7. Pupils are interested in cheating in examinations because they do not have sufficient time to prepare for the examination Agree ()
Disagree ()
8. How often does late syllabus completion influence examination malpractices? Oftenly [] Rarely [] Never []
9. Cheating is the only way out if a lot of work done over a long period of time is to be examined once in a short time Agree () Disagree ()
10. How often do pupils smuggle reference materials in examination halls with the assistance of teachers? Oftenly [] Rarely [] Never []

11. To what extent does teachers aid in answering examinations through hints influence pupils engagement in examination malpractice? To a large extent [] To a little extent [] Not at all []
12. Pupils can access examination papers before examinations from their teachers Agree () Disagree ()
13. If the question paper is availed to pupils before the examination and texted hints during examinations they will definitely pass Agree () Disagree ()
14. Smuggling unauthorized materials/devices in an examination hall is a common way of cheating in examinations Agree () Disagree ()
15. Suggest ways and means of eradicating cheating in examinations:
.....
.....
.....

Thank you for participating