

**THE IMPACT OF EXAMINATION MALPRACTICES ON PUPIL'S
ACADEMIC PERFORMANCE IN RACHUONYO NORTH
DISTRICT, KENYA**

**BY
OTIENO NEREAH
BED/40217/91/DF**

**A RESEARCH REPORT SUBMITTED TO THE INSTITUTE
OF OPEN AND DISTANCE LEARNING IN PARTIAL
FULFILLMENT FOR THE REQUIREMENTS OF
THE AWARD OF BACHELORS DEGREE IN
PRIMARY EDUCATION (ECPE) OF
KAMPALA INTERNATIONAL
UNIVERSITY**

NOVEMBER 2010

DECLARATION

I Otieno Nereah declare that this research project is my original work and has never been submitted for any academic award. Where the works of others have been cited acknowledgment has been made.

Signature----- Otieno

Date----- 19/4/2011

Candidates' name:

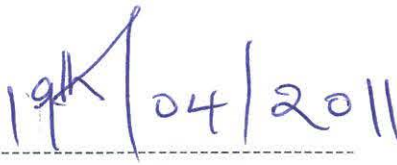
OTIENO NEREAH

BED/40217/91/DF

APPROVAL

This research report is submitted for examination with my approval as the candidates' University Supervisor.

Signature:  _____

Date:  _____

Name: MR. MUNDU MUSTAFA

DEDICATION

This report is dedicated to my beloved husband Benson Otieno Otumba and children

Philip, Titus, Shem and ~~Mataevs~~ Mathews

ACKNOWLEDGMENT

I do acknowledge the encouragement of those for encouraging me to join KIU to pursue this degree programme of which today the completion of this report marks the beginning of a great academic achievement.

My research supervisor Mr. Mundu Mustafa, who worked tirelessly to ensure that this report gets to its apex, is duly acknowledged for good work supervised.

The Head teacher, the staff and pupils of Bongia primary school are all highly acknowledged.

Above all to the Almighty God for giving me good health that enabled me complete this course.

TABLE OF CONTENTS

DECLARATION.....	i
APPROVAL.....	ii
DEDICATION	iii
ACKNOWLEDGMENT	iv
TABLE OF CONTENTS	v
LIST OF TABLES	vii
ABSTRACT	viii
INTRODUCTION.....	1
1.1 Background to the Study	1
1.4.1 Research Questions	4
1.5 Scope of the Study	4
1.6 Significance of the Study.....	4
CHAPTER TWO.....	6
REVIEW OF RELATED LITERATURE	6
2.1 Overview	6
2.2 Find out the Impact of Examination Malpractice on Students Performance	6
CHAPTER THREE	14
3.0 Overview	14
3.1 Research Design	14
3.2 Population of the Study	14
3.3 Study Sample	14
3.6 Research Procedure	15
3.8 Limitations of the Study	15
CHAPTER FOUR	17
PRESENTTION, INTERPRETATION AND ANALYSIS OF DATA	17
4.1 Overview	17
Table 4.1 Response Rate	17
4.2.1 Age of Respondents.....	17
4.2.0 Teachers Bio Data	18
4.2.2 Respondents work Experience	18
TABLE 4. 2 on Respondents Work Experience.....	18
4.3.1 Age of Respondents.....	19
4.3.2 Respondents Work Experience	19
Table 4.4 Respondents Work Experience	20

4.4.0 Students Bio-Data.....	20
Table 4.5 on distribution by class.....	20
4.4.2 Distribution by Gender.....	20
4.4.3 Age of Respondents	21
4.5 Respondents Analysis.....	21
4.5.1 Teachers Analysis.....	21
PERCENTAGE	22
4.5.2 Administration Analysis.....	22
PERCENTAGE	22
4.4.3 Students Analysis	23
<i>PERCENTAGE</i>	23
<i>RESPONDENT</i>	23
Administrators' Analysis.....	24
<i>RESPONDENT</i>	24
Students Analysis	24
<i>RESPONDENT</i>	24
Teachers Analysis.....	25
Administration Analysis.....	25
Students Analysis	25
CHAPTER FIVE	27
DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS	27
5.0 Overview	27
APPENDIX A: QUESTIONNAIRE	33

LIST OF TABLES

Table 4.1 Response Rate-----	17
The table below shows % age distribution in years-----	18
Table 4. 2 on Respondents Work Experience-----	19
Table 4.3 below Shows % Age Distribution in Years-----	19
TABLE 4.4 Respondents Work Experience-----	20
Table 4.5 on distribution by class-----	20
Table 4.6 on distribution by gender-----	21
Table 4.7 below Shows % Age Distribution in Years-----	21
Table 4.8 On Teacher's Analysis -----	22
Table 4.9 on Administration Analysis -----	22
Table 4.10 on Students Analysis-----	23
Table 4.11 on Teachers Analysis -----	23
Table 4.12 on Administrators Analysis-----	24
Table 4.13 on Students Analysis -----	25

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The Universal Declaration of Human Rights adopted in 1948, states that "everyone has a right to education". The World Conference on Education for All (EFA) held in Jomtien, Thailand in 1990, sparked off a new impetus towards basic education. It noted, "That to serve the basic needs for all requires more than a recommitment to basic education as now exists. What is needed is an expanded vision that surpasses resource levels, institutional structures, curricula and conventional delivery systems, while building on the best in the practices".

Since independence in 1963, the Government of Kenya has had a commitment to expand the education system to enable greater access to the population. This has been in response to a number of concerns, among them the desire to combat ignorance, disease and poverty; and the belief that every Kenyan child has the right of access to basic welfare provisions, including education. Thus the government undertook the obligation to provide its citizens with the educational opportunity in order to take part fully in the socio-economic and political development of the country and to attain a decent standard of living.

The policy of the Kenya government to achieve Universal Primary Education (UPE) has to be seen within the wider international context

The Amman Mid-Decade Review of Education for all (1996) reaffirmed the commitment to the Jomtien resolutions. It observed that the provision of basic education, especially for girls, has remained elusive in many less industrialized countries. This was said to be

particularly so in Africa, where ethnic tensions and conflicts have displaced many households, thus denying children opportunities of going to school. The Dakar Conference of 2000 reviewed developments in achieving UPE in the African continent. It set as one of the EFA goals "eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015".

This was further endorsed by the Millennium Development Goals (MDG). Among other things they set targets "to ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling".

Within this broad policy framework, the expansion of learning institutions has been one of the greatest achievements in the education sector since independence in 1963.. Kenya has achieved an impressive increase in adult literacy. The achievements in literacy have reflected the country's impressive progress in expanding access to education during the last four decades largely by establishing a comprehensive network of schools throughout the country. The substantial expansion of education has generally resulted in an increased participation by groups that previously had little or no access to schooling. Enrolment of a greater percentage of girls and indeed the attainment of Universal Primary Education (UPE) has been the long-term objective in the primary education sub-sector, since 1974 when the first UPE program was announced by the government. However, numerous problems have bedeviled various interventions over the years.

The declaration of FPE in January 2003 was in recognition of education as a basic right of all Kenyan children as articulated in the Children's Act (2001) laws of Kenya.

However, the FPE program has encountered several challenges, thus affecting the performance of the pupils. This has been seen from the recent trends in the primary leaving

xamination results, with a high number of cancelled examinations on cases of malpractice.

.2 Statement of the Problem

Evidence abound of increasing incidents of examination malpractices by students at schools and colleges; which conflict with the core purpose of education—the training of the mind and character for the acquisition of practical and theoretical skills, knowledge and functional ideas for development; and the search for truth and knowledge. In Kenya, the first publicly reported case of examination malpractice occurred in 1933 when there was a leakage of question papers in the certificate of primary education. Ever since, there have been cases of irregularities reported on a yearly basis. But, the outstanding years were 1963, 1967, 1970, 1973, 1977, 1979, 1981, 1985, 1987, 1991, 1994, 1995, 1996, 1997, 1998, 1999, 2000, 2001, 2002, 2003 (East African Examination Council, 2004).

The major forms of examination malpractice reported are: Impersonation; bringing in foreign materials (books, calculator); substituting worked scripts, stealing, converting, misappropriating scripts; collusion in the examination hall (copying); mass/organized cheating involving assistance from teachers and outsiders; and insult/assault on supervisors/ invigilators (Oluyeba & Daramola, 1992).

This trend in examination malpractices is inimical to academic development and advancement and needed to be drastically addressed hence the immediate urge and need for conducting this research to ascertain the impacts of exam malpractice on academic performance.

1.3. Research Objectives

The general objective of this research was to examine the impact of examination malpractices on academic performance of students in Rachuonyo North District.

1.4.0 Specific Objectives

Through the production and dissemination of this research, the aim was to:

- (i) To examine the impact of examination malpractices on students performance.
- (ii) To provide guidelines on how to tackle the problem of examination cheating.
- (iii) To highlight the loopholes in local and national examinations.

1.4.1 Research Questions

- (i) What is the impact of examination malpractices on student's performance?
- (ii) What are the guidelines to tackle the problem of examination cheating?
- (iii) What loopholes exist in local and national examinations?

1.5 Scope of the Study

The research was carried out between September and December 2008. The study looked at the impact of examination malpractices on student's academic performance. The research was carried out in Rachuonyo North District. The respondents to the research were students as well as the teachers and administrators.

1.6 Significance of the Study

The researcher was able to get first hand information on the impact of examination

malpractice on academic performance.

The schools in Rachuonyo North district, are expected to benefit from the research as it will help the Ministry of Education to measure the level of examination malpractices in the area.

The research will be of great help to other students in the institute of open and distance learning who might wish to enhance the same later.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Overview

Public examinations are an important feature of educational systems in many countries in Europe, Africa, Asia, and the Caribbean. Their importance derives largely from the fact that examination performance forms the basis of important decisions about the educational and vocational futures of students. In performing their discriminatory function, examinations have acquired a legitimacy based on the view that the qualifications they confer provide a fair indication of achievement and that the distribution of benefits on the basis of such qualifications rewards merit Kellaghan (1990); Lewin & Little (1982).

2.2 Find out the Impact of Examination Malpractice on Students Performance

The book students counseling argued that anxiety is one of the major problems of examination malpractice. He further suggested that educational programmes in examination stress management are needed to assist students in coping with examination anxiety. The statement above access the favour question that why is examination malpractice a psychological problems. It tend to focus on the cognition of students development; that is their acquisition of interpretation, classification and remembering information, evaluation of ideas; inferring principles and deductions of rules, imagination of possibilities, generation of strategies fantasizing and dreaming.

The periodic test (evaluating) and measurement of students after such periodic acquisition of experience is known as examination argued Efe (1999). Salim (1999) also see examination as a systematic way of the content of a subject pupils or students have acquired after a given period of time by their teachers.

Examination malpractice involves various method employed by candidates to cheat during examinations Usman (1994). While Sahma et al (1990) elaborates further and better that malpractice in examination as an unlawful behaviour or activity engaged by students to have personal advantage in an examination over their colleagues or mates who are competing in the same examination. Onfechere (1996) accepted this definition by further throw more light on it illegality that it is an unacceptable equally; an act or any act(s) of misconduct such as leakage, impersonation, writing on hidden part(s) of wares, encoding/decoding of the fingers for objectives tests, exchanges of question papers and answer booklets committed before, during or after the examination by either the students taking the examination or by officials assigned with the administration, evaluating or measuring the examination result.

Shonekan (1996) angrily view examination malpractices as act of omission or commission that contravenes those West African Examination Council rules and regulations to the extents of undermining the validity and reliability of the test and ultimately the integrity of the certificates issues by West African Examination Council. Dike (1996) from the psychological view said examination malpractice is all forms of cheating which directly or indirectly falsely the ability of the students.

Taking part in mass or organized cheating in the examination hall or around its environs. The ANCOPSS journal Volume 5, (1998) further contributes that one of the oldest and commonest methods as listed above is the entry into the examination hall with cribs (microchips), writing on handkerchiefs/tights, there is also the strengthening of the neck like the giraffe to look at the neighbours' work knowingly or unknowingly. And in the Eastern part of Nigeria, the use of hooligans, gaining entry into examination halls by force as examinations are in progress to remove question papers, then escape from the hall and later on throw in answered-pieces (of papers) to their candidates for them to copy: such a case was reported in July 1990, Polytechnic, College of Education Examination in Nigeria - Nnewi centre. Eze, (1991) West African Examination Council.

Dare (1994) identified plagiarism as a form of examination malpractice that should be investigated and punished in the same way as cheating in the examination hall. Plagiarism is the use of another person's work without appropriate acknowledgement both in the text and in the references at the end of the work. He further adds the under-listed as other forms of plagiarism: -

Copying laboratory and field work reports or item papers or both. Colluding with a member of staff in order to submit a new prepared answer script as a substitute for the original script after an examination. Writing of project(s), laboratory or filed report on behalf of a student(s) by a member of staff. Secretly breaking into a staff office or departmental office in order to obtain questions papers and answer scripts is indicated as another form of examination malpractice that should be condemned argued Fawehimin (2003).

Shonekan (1996) views is from the inception of registration, he said asserted that manipulation of registration forms in order to sit for an examination, which the student is not qualified is also a form of examination malpractice. Others include colluding with a medical doctor in order to obtain dully-medical certificate on grounds of fringed illness producing a fake medical certificate. Other advance method of text messages has been discovered and experimented; while we keep waiting on more unknown methods of examination malpractice stakeholders must hold their heads high to fight this menace headlock.

2.2 Guidelines to Tackle Malpractice in Schools

Aina (1991) and Aliyu et al (1991) agreed in their various submissions that the desire to pass at all cost is responsible for examination malpractice. The facts remain that Kenyan orientation on education is certificate and high-grade intensiveness, students, parents, school management tend to push harder on wards to get the certificate and good-grade by all means to secure employment, and others prefer to manipulate to be admitted in a choicest higher institution. All this factors according to Denga (1993) are boiled down to three factors of (i) Psychological factors: this includes all the stress, which is often induced in by parent, the peer pressure groups, and students; this they experience enormous stress and anxiety in trying to meet the various dermand of subjects significantly. A study conducted by Drake (1941), Monday (1971) and Keller (1976) support this psychological reasons, that stress and anxiety experience by students during examination are conspicuous, thus, have been criticized because students tend to develop undesirable habit which normally led them to be poorly prepared for examination(s) and subsequently exposed them in engaging in examination malpractice and misconduct. It should also be

taken that psychological tremor of failure or scoring low grade promotes their involvement in examination malpractice and misconduct. This psychological factor also brings in Maslow's motivational theories; which emphasizes the basic need i.e. physiological need of man, he argued that these needs motivate and enhance learning, that if students physiological needs are not physically met it will affect their concentration in a teaching/learning situation, thereby preparing the students cognition at a very low level and encourage students to engage in all sort of misconducts and malpractice during examinations; (ii) Environmental factors: this is another factor stated by Denga (1983) that basically led students/co-riders to examination malpractice and misconduct, the environmental factor include the crowded nature of our classroom/theatres as well as examination halls with few invigilators during examination. Teachers/Lecturers inability to cover up the stipulate syllabus, for the period been stated before an internal or external examinations, like promotional examination, WAEC, NECON or JAMB, obsolete and obscured instructional materials which are inadequate in the schools; may force some students to cheat even if they do not want to in an examination and (iii) Intelligence factors: Adelaye (2004) in their book stated that the concept of individual difference must be built at the back of our mind when comparing academic competence, ability and comprehension from one student with another, the failure of students to recognize the fact that the IQ (Intelligent Quotient) differs and cannot be compare on is another factor; Thus, academically weak students will at times try to compare themselves with naturally gifted students who is brilliant. When the weak-academic student are not able meet up with the challenge, the option the missing links with crisps or external help to pass their examination, this missing links are associated with misconception and malpractices. Salim

(1998) further elaborated this view from the psychological point; that be intelligent and been smart are two different concept or been academically gifted. Being smart means sly, ability to able been to handle situation with what is physically available within the limited time implies smart while intelligent involves your cognition and reaction to stimulus. A smart student may not be intelligent but can easily pass his/her examinations than an intelligent student. The advocates of examination malpractice are: students, parents/Guardians, schools management and their staffs, Examination Officer(s). These itemized advocates are strongly supported by Thomas Abbey (2005) in a workshop on examination malpractices and it effects.

2.3 Loopholes in the National Examination Body

The causes of examination malpractice are numerous as one encounter examination; different reasons are given to exhaunurate advocates from these acts. These exhaunurations tend to expose the causes of examination malpractice. Maduka (2001) sees undue emphasis placed on certificate as one of the causes of examination malpractice in Nigeria. Maduka opined that the Nigeria society places too much emphasis on certificates obtained and examination passed on its own determinants. He further said that paper qualification and certificates serves as means of getting well paid jobs achievement of social status.

This argument was strongly agreed to by Tolofari (2006) a director in Rivers State information ministry, he agreed that we should realize that the certificate mentality is one of the root causes of examination malpractice and fraud in Nigeria. This also emphasises the President's statement; (2005) Obasanjo said students in Nigeria perceived education as a means of getting a meal ticket (certificate) and getting a job. As a result of this trend,

morality and honesty have been thrown to the dogs to pass examination and obtain certificates so long as emphasis is not on one's performance but on the paper first. Many holders of certificates cannot practically defend them through their performance.

The economy is another cause of examination malpractice states Ahusa (1994) in a journal published and titled "Students performance in Examination. He asserted that due to the dwindling economic standard, low income to meet the ever growing human wants, teachers cum supervisor engages in misconduct and malpractice - these they do in exchange of money (bribe), gift items, contracts and other mouth-watery offers from either the candidates or their advocates. Akinyode (2004) agreed with the poverty levels of Nigerians as one of the causes of examination malpractice. he states that the World Bank and the International community's assessment of the poverty level of Nigerians has moved from 40% in 1992 to 70% in 1996. This poverty level had injected almost all civil servants with virus called bribery. Bribery in our educational system has given birth to the monster called malpractices. These monsters are presently destroying our value of education and making nonsense of our certificates. Bribery in our institution of learning be it primary, secondary or tertiary will not produce the best brains in our society. Bribery would not produce the graduates who would stand tall away equals and who would go on to make tangible and lasting contributions to the advancement of humanity - supported Togbolo (2005).

Fafunwa (1974) identifies another causes of lack of proper guidance and counseling programmes and added that some schools do not have guardian and counseling programmes for students - as such, students take courses without proper guardians; parents

sometimes in their pride impose courses on their children not minding the capacity of the affective, cognition or psychomotor of the wards before the imposition. These kids are push too hard and too far thereby making them corrupt through engagement in malpractice and misconducts to please their parent(s) or parent(s) encouraging any form of misconducts or malpractices to justify their pride. An article in Vanguard Newspaper (1999) carried a sketch of examination malpractice tat truancy and absenteeism made some students to be ill-prepared for examination, not because they absent themselves from schools and lectures but they do not know what others have been taught, some of the students are just lazy therefore they had to resort to examination malpractice as alternative therapy in their careers.

CHAPTER THREE

METHODOLOGY

3.0 Overview

This section entails the methods used to collect the data necessary to answer the research.

It is divided into:

3.1 Research Design

The study used a descriptive research design. This enhanced the researcher to obtain a better understanding of the impact of examination malpractice on academic performance.

The method chosen allowed a collection of comprehensive intensive data and provided an in-depth study on why there exist exam malpractices.

3.2 Population of the Study

The populations of study were teachers and students in selected schools in Rachuonyo North district, Kenya.

3.3 Study Sample

With regard to above the study employed stratified sampling.

Sampling as follows:

- For students- 50 of the sample suffice.
- Teachers- 8 teachers from the selected schools.
- Administrators- 2 from the sample suffices.

3.5 Research Instruments

Questionnaire: Primary data was collected by use of questionnaire and interviews, filled by teachers and management of the sampled schools to obtain ideas on what constitutes examination malpractices. These were designed in both open and closed ended form. The method ensured high proportion of responses and higher returns rate.

3.6 Research Procedure

The researcher had an introductory letter from the University and presented it to the area authority to obtain permission for the study. This gave directive to the local administrators at grass root level for acceptance. After acceptance by the authorities the major task of collecting data started immediately.

3.7 Data Analysis

The information collected was analyzed and edited to create consistency and completeness. After collecting the questionnaires they were edited for completeness and consistency across the respondents and to locate omissions. Information obtained from the research study is presented and analyzed using tables.

3.8 Limitations of the Study

In conducting this study, a number of challenges were encountered, including:

- ❑ Attitudes Towards the Exercise – Some respondents were unwilling to freely share the information (especially negative information). This is mainly true at the local level because of fear of not knowing whether the information could go to their superiors with repercussions.

□ Nevertheless, the researcher tried and overcame these limitations to collect sufficient and representative data to reach the conclusions herein.

CHAPTER FOUR

PRESENTATION, INTERPRETATION AND ANALYSIS OF DATA

4.1 Overview

This chapter deals with the analysis of the data as given in the questionnaire and the interviews. The research findings were based on sample size comprising of selected secondary schools in Rachuonyo North district, Kenya. The respondents were the administrators, teachers and students from the schools. The summary of the collected data for each factor is presented by the use of tables to give a clear picture of the scores of responses that were gathered.

The following is the response rate in percentage of the sample planned and the actual responses.

Table 4.1 Response Rate

Type of response rate	Sample planned	Actual response	Response
Administration	2	1	50%
Teachers	8	6	75%
Students	50	42	84%
Total	60	49	82%

Therefore the response rate:-

4.2.1 Age of Respondents

$$\frac{\text{Actual number responded} \times 100}{\text{Planned number responded}} = \frac{49 \times 100}{60} = 82\%$$

After compiling the interview data and the questionnaire the interpretations of the effects of the relationship of administration and teaching staff on students performance is seen below and since the main theme of the research was to find out the effect of administration and teaching staff relationship on students performance, most of the

questionnaires and quantitative analysis will be based on the questionnaire answers.

4.2.0 Teachers Bio Data

The results of the field study on age respondent from the selected schools where 8 teachers responded revealed that 61% (ii) of the respondents were below 39 years, while 39% of respondents were above 39 years. This is an indication that the sample comprised young professionals are spearheading education growth in Kenya as shown below.

The table below shows % age distribution in years.

Age bracket	Frequency	% Age	Cumulative % age
23-30	2	22	22
31-38	3	39	39
39-above	3	39	39
TOTAL	8	100	100

4.2.2 Respondents work Experience

The results of the field study on years of work-experience showed that 20% of the respondents ranged between 1-5 years and 40% of the respondents having 5-10 while 40% had 5 and above years of work experience. This signifies that information was collected from teachers with long term experience are represented by 78% of the sample.

TABLE 4. 2 on Respondents Work Experience

Years	No. Of Respondents	No. Of Respondents (%)
1-5	2	22%
5-10	3	39%
10-Above	3	39%
Total	8	100

4.3.0 Administrators Bio Data

4.3.1 Age of Respondents

The results of the field study on age respondent from the selected schools where 8 administrations responded revealed that 61% (ii) of the respondents were below 39 years, while 39% of respondents were above 39 years. This is an indication that the sample comprised young professionals are spearheading education growth in Kenya as shown below.

Table 4.3 below Shows % Age Distribution in Years

Age bracket	Frequency	% Age	Cumulative % age
23-30	2	22	22
31-38	3	39	39
39-above	3	39	39
TOTAL	8	100	100

4.3.2 Respondents Work Experience

The results of the field study on years of work-experience showed that 20% of the respondents ranged between 1-5 years and 40% of the respondents having 5-10 while 40% had 5 and above years of work experience. This signifies that information was collected from administrators with long term experience are represented by 78% of the sample.

Table 4.4 Respondents Work Experience

YEARS	NO.OF RESPONDENTS	NO.OF RESPONDENTS (%)
1-5	2	22%
5-10	3	39%
10-above	3	39%
Total	8	100

4.4.0 Students Bio-Data

Out of the 50 target students, only 41 responded. The researcher deemed this as adequate and sufficient for the purpose of data analysis since it represented 84%.

Table 4.5 on distribution by class

FORM	Frequency	Frequency (%)
Form 1	5	12
Form 2	8	20
Form 3	11	27
Form 4	17	41
Total	41	100

From table 4.5 above it can be seen that the research focused on all students in the school. This is an indication students are aware of the importance of a good relationship between the administration and teaching staff on their academic performance.

4.4.2 Distribution by Gender

Table 4.6 on distribution by gender

GENDER	FREQUENCY	PERCENTAGE (%)
Male	23	55
Female	18	45

The study covered male as well as female students as reported from the study. As shown in the table one can notice clearly that both male and female students were covered.

4.4.3 Age of Respondents

The results of the field study on age respondent from the selected school where 41 students responded revealed that 39% (ii) of the respondents were 18 years and above, while 39% of respondents were between 16-17 years, while 22% were between 14-15%. This is an indication that the sample comprised young students who might have been affected by the relationship between the administration and teaching staff in their schools as shown below.

Table 4.7 below Shows % Age Distribution in Years

Age bracket	Frequency	% Age	Cumulative % age
14-15	9	22	22
16-17	16	39	39
18-above	16	39	39
TOTAL	41	100	100

4.5 Respondents Analysis

4.5.1 Teachers Analysis

Table 4.8 On Teacher's Analysis.

RESPONDENT	FREQUENCY	PERCENTAGE
YES	8	100
NO	0	0
TOTAL	8	100

All the respondents who responded pinpointed to various results of exam malpractice on the academic performance. According to one teacher respondent examination malpractice was making students to relax in their academic work since they had established ways on cheating during examinations.

4.5.2 Administration Analysis

Table 4.9 on Administration Analysis

RESPONDENT	FREQUENCY	PERCENTAGE
YES	8	100
NO	0	0
TOTAL	8	100

All the administration respondents who responded were in agreement of impact of examination malpractice on students' academic performance.

Lack of laid down policies on how to confront such issues was chief among them. The administrators also blamed the Ministry of Education for lack of proper policies on how to handle such instances. For instance, the administrators were in a dilemma on how to handle cases of indiscipline among the teaching staff especially on the issue of teachers' giving leakages to favored students. This was because most teachers were passing the back to the administration on examination malpractices.

4.4.3 Students Analysis

Table 4.10 on Students Analysis

RESPONDENT	FREQUENCY	PERCENTAGE
YES	41	100
NO	0	0
TOTAL	8	100

All the students interviewed were unanimous that examination malpractices impacted negatively on their academic work. One student respondent said that once other students learnt of examination leakage they became uneasy and unable to concentrate on their revision

Teacher's Analysis

Table 4.11 on Teachers Analysis

RESPONDENT	FREQUENCY	PERCENTAGE
Very Great extent	1	12
Great extent	2	25
Low extent	3	38
Very low extent	2	25
TOTAL	8	100

According to the table above, it clearly shows that the administration has to play a role in ensuring that examination cheating is eradicated in schools. Majority of the respondents (38%) said that the administration was not playing an effective role in ensuring that examination malpractice was curbed. 25% said the efforts were to a great extent. (12%) said to a very great extent, while (25%) said that the administration was playing the role

to a very low extent.

Most teachers' respondents faulted the school administrators for staying aloof and not initiating dialogue with the members of the teaching staff which in turn led to suspicions between the administration and the teaching staff.

Administrators' Analysis

Table 4.12 on Administrators Analysis

RESPONDENT	FREQUENCY	PERCENTAGE
Very Great extent	2	25
Great extent	3	38
Low extent	3	38
Very low extent	0	0
TOTAL	8	100

From the above table, the administrators in the schools from the sample size were of the view that they were playing their role to ensure that examination malpractice was stamped out of schools. 38% were of the view that they were playing their role to a great extent, while 25% viewed themselves as playing the role to a very great extent.

Students Analysis

Table 4.13 on Students Analysis

RESPONDENT	FREQUENCY	PERCENTAGE
Very Great extent	4	10
Great extent	6	14
Low extent	22	54
Very low extent	9	22
TOTAL	41	100

According to the table above, it clearly shows that the administration has to play a role in ensuring that students are stopped from cheating during examinations. Majority of the students respondents represented by (54%) said that the administration was not playing an effective role in ensuring that exam cheating was stamped from the schools. 14% said the efforts were to a great extent, (10%) said to a very great extent, while (22%) said that the administration was playing the role to a very low extent.

Most students were of the view that the school administrators exhibited laxity in ensuring that there was diligent checking during examination time. This stemmed from the apparent refusal by school administrators to fully appreciate that not all students participated in examination malpractices.

Teachers Analysis

All the respondents who responded pinpointed to various measures that should be taken for better preparation of students before examinations. This requires the school administration embrace a culture of common participation and social practice of all the teachers in the school to ensure an efficient learning environment which will in turn lead to better students performance.

Administration Analysis

The administration respondents said measures were already in place to ensure weaker students were assisted through extra tuition time. But they faulted lazy students for being opposed to the same.

Students Analysis

Students respondents interviewed were critical of the measures applied for preparing

them for examinations, especially weekend tuitions were faulted as non productive since the students needed a rest as well. They opined that the measures employed were not effective in bringing about academic excellence unless the students were involved in finding a solution to the problem.

CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.0 *Overview*

In this chapter an attempt is made to discuss the findings and come up with conclusions and the recommendations there to.

5.1 DISCUSSION

One of the main outcomes of the study is the confirmation it has provided that examination malpractice was prevalent in schools at the secondary level. The findings of examination malpractice secondary level agree with those of Githua and Mwangi (2003) in Kenya, Afrassa(2002) in Ethiopia and other parts of Africa (Kogolla,Kisaka.& Waititu,2004) similar findings were also reported in other studies (Koller, Baumert, & Schnabel, 2001).These findings, however, contradict those of Hanna (2003), Boaler (1997) and Vale, Forgasz.& Horne (2004).It seems that the western world has successfully tackled the problem of examination malpractice in schools through different intervention programmes. While in the developing countries still remains to be done.

This study also aimed to determine the guidelines on how to tackle the problem of examination cheating.

One of the findings of the present study relates to the method of teaching normally employed in classrooms at secondary level in Kenya. The method was teacher-centered, and student's were passive and on the receiving end. This phenomenon reflected the lessons described by Nunes and Bryant (Nunes & Bryant, 1997), and the descriptions of primary classes in Mauritius (Griffiths, 1998, 2000, 2002).

It seems that insufficient opportunities are provided to be involved in their own learning, and emphasizes the procedures used for solving subject problems. It seems that the examination-driven curriculum in Kenya leads to panic amongst students which culminate to examination cheating.

Teachers were to be playing a fundamental role in influencing students learning, as noted by Hanna & Nyhof-young (1995). They also helped student's to develop a positive attitude towards studies and motivate them towards their work. The respect student's have for their teachers could be noted during the classroom observations and interviews. This supports the finding of Aldridge, Fraser and Huang (Aldridge, Fraser, & Huang, 1999) concerning the respect student's had for their teacher in Taiwan.

It was also found that teachers were seen to be strict, and that student's appreciated the strictness, claiming that this helped them to have a disciplined class in which to learn mathematics. Evidence of this can be found in the transcripts of student's interviews.

Teachers were found to be acting as role models, were possessing sound leadership skills and were of helpful nature. However, there were teachers who had a gender bias in their own perception, as described by Elwood (Elwood, 1999), they tended to describe male student's as able in sciences and female student's as being uncertain and not possessing enough faith in their own ability.

These findings were common for average and low performing girls-findings which are in agreement with those of Tiedemann (2000). Cases where negative messages were sent to girls about their performance in sciences by teachers were noted in the present study also.

Interestingly, parental interest and involvement in their children education is high in

Kenya. The contributions of parents towards the children learning in sciences as discussed. It was found that students are conscious of their parental aspirations and this plays an important role in their motivation towards education. It should also be noted that parents support towards education in Kenya is no longer gender-biased now-as it used to be. Parents believe in the power of education and the success of their children depends to a great extent on their educational success. However, the way of attributing success and failure in sciences to boys and girls still followed the pattern as described by Raty et al. (2002) where the success of boys was attributed to talent, while the success of girls was due to more effort.

Peers were found to be influential in a child's learning and, in some cases, in decisions to proceed further with other courses and the learning in general. This agrees to the findings of Opdenakker & Van Damme (2001), Sam & Ernest (1999) and Hoxby (2002).

Peer influence is not restricted to the classroom only or to school mates, but from a much larger group through private tuition. The practice of private tuition allows students of different regions, colleges, cultures and social classes to be together and consequently to form a larger peer group. This study was restricted to the peer influence within the classroom towards the teaching and learning of mathematics.

5.2 CONCLUSION

Achievements, concerning success or failure in school, it was found that students attributed success primarily to efforts-evidence coming from the transcripts of students interviews as discussed. These findings agreed with the findings of Mooney and Thornton (1999) but no apparent gender differences were noted – contrasting the outcomes reports by Ernest

(1994) and Leder, Forgasz and Swolar (1996). It can be deduced that Kenyan students are different to Australian and English students in this respect.

Another factor, language, was found to also play a major role in the teaching and learning at secondary level. It was revealed in this study that students were having problems in tackling word problems or problems related to application to real life situations. Similar outcomes were highlighted in a study conducted by Zevenbergen (2001).indeed, there is considerable debate related to the issue of language and education in Kenya.

Teachers will have evidence on how different strategies can be incorporated with success into their regular classroom transactions and within their schedule of work. One teacher, who was a respondent of the study, stated that using cooperative learning and student-centered methods would be very time consuming and that teachers would face difficulties in completing syllabus

As argued in the previous chapters, one of the main worries of teachers and parents is that syllabus should be thoroughly completed. All that is required is readjustment.

5.3 RECOMMENDATIONS

The most direct impact of this study will hopefully be in the classroom and will help teachers to use the findings, in particular:

- ❑ Using student-centered teaching approaches, using meaningful activities in their classrooms, promoting conceptual understanding in all subjects.
- ❑ Emphasizing process rather than product during problem-solving sessions, promoting collaborative learning in science classes.

- Helping students to develop a positive attitude towards examinations. Motivating students in their learning. Enhancing the academic achievement of all students. Promoting equity in education.

5.4 Suggestions for Further Research

Due to funding and logistic limitations, this project was conducted as a pilot study that utilized a small sample size, relatively short time duration, and a convenience sampling technique. It is suggested that a follow-up study should be carried out over a longer time span (about 15 weeks of instruction), and that the study should use a much larger sample size, and if possible, adopt randomization procedures in sample composition. A sufficiently large sample would make it possible to include a sizeable number of male and female participants in the study such that more hypotheses could be built into the research design. For example, it would be interesting to investigate both the possible effect of gender on examination malpractice, and a possible interaction effect between treatment (curriculum type) and gender in relation to examination malpractice.

Further studies on gender and examination malpractices at secondary level should be conducted in relation to single sex and co-educational schools. An investigation of the attitudes towards sciences and the performance of boys and girls in single sex schools, as compared to those in co-education schools, could prove to be important.

REFERENCES

- Adamu, M. [2001]. "Examination Malpractice A paper presented at the 4th Annual special and prize giving day ceremony of Federal Government College, Daura Katsina State.
- Bernard, M.O. [1998]. Examination Malpractice in Tertiary Institution in Nigeria: Types, Causes, Effects and Solution. Unpublished.
- Brinerd, C. [1978]. Piagets theory of intelligence. Englewood cliffs. NJ. Prentice-hall.
- Castle, E.G. [1982]. Principles of Education for Teacher. Ibadan Evans Books.
- Denga, D.I. [1981]. The effects of counselling on the Development of Self concept. Apillar students Education in Africa - Vol. 2 No.1 (1981)
- Editorial Commentary. [1990]. "Aiding Examination Malpractice. Daily Star. December 19 pg. 3
- Gibbons, A. S., & Fairweather, P. G. (1998) Computer-Based Instruction: Design and Development. Englewood Cliffs, NJ: Educational Technology Publications.
- Linus, H. [1999]. Scourge of Examination Malpractice in Public Examination. Success Magazine. Vol.1.
- Mbanefo, I.M. [1998] INTRODUCTION TO PSYCHOLOGY (A Contemporary Approach). Onitsha. Onwubike Press Ltd.

APPENDIX A: QUESTIONNAIRE

I am a student from Kampala International University, Institute of Open and Distance Learning.

Am collecting data in relation to examination malpractices in Kenya. I request for your cooperation and I promise not to take much of your time.

Please note that we do not mention people's names to ensure privacy and confidentiality.

TICK WHERE APPROPRIATE

1) Sex: Male ☐ Female ☐

2) Marital Status:

Married ☐

Single ☐

Educational Level:

- Primary Level ☐
- Secondary Level ☐
- University Level ☐

PART TWO: Impact of examination malpractice on student's academic performance.

1) Does your school experience the problem of exam malpractice?

YES ☐

NO ☐

2) For how long has the problem persisted?

3) Have you sought any help from the Ministry of Education?

YES []

NO []

4) How was the response?

1. Very satisfactory-----

2. Satisfactory-----

3. Not satisfactory-----

5) Does your school have internal mechanisms to deal with examination malpractices?

YES []

NO []

6) What happens incase such a case is experienced?

7) Has your school been a victim of examination malpractice at the national level examinations?

8) Has the measures in place to prevent exam cheating impacted on the vice?

9) Why do students cheat in examinations?

10) Are teachers involved in examination cheating?
