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Stakeholders Perceptions of Control Measures Addressing Malpractices on Attainment of Sustainable Credible Examinations in Secondary Schools in Makueni County, Kenya

By

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Abstract

In an effort to guard examinations against malpractices, examination bodies across the world have instituted a variety of control measures. Despite the measures taken, cases of malpractices in examinations reduce for a while only for them to recur. The purpose of the study was to explore stakeholders' perceptions of control measures addressing examination malpractices on attainment of sustainable credible examinations in Makueni County, Kenya. The objectives of the study were to; find out stakeholders' perceptions of how examination officials carry out their roles and establish stakeholders' perceptions of security measures taken to protect examination content and materials. The study employed descriptive survey design where 3139 respondents were targeted of which 318 were sampled. Questionnaires and interview schedules were used to collect data. Quantitative analysis was done using descriptive statistics. Qualitative data were analyzed according to themes derived from the research objectives and results presented in narration form. The study findings revealed that to a great extent, majority of examination officials carried out their roles as expected and that to a less extent, examination materials and content got to unauthorized persons. The study concludes that KNEC has greatly succeeded in addressing the issue of examination malpractice in KCSE though; more effort is required to safeguard the gains already made and ensure zero cases of malpractices. The study recommends institutionalization of multi-sectoral approach and use of technology in examination management.

Key Words: Kenya, Makueni County, Examination, Malpractice, Control Measure, Credible and Sustainable

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1.0 Introduction

The successful continuance of any society relies on the transmission of its right heritage to the young ones and education serves as one of the basic paths that can be employed (Deshi, Dusu, Gambo & Gotan, 2016). Education furnishes individuals with appropriate knowledge, skills and attitudes (Nyamwange, Onderi & Ondima, 2013). Education's output is evaluated by use of examination at the end of a given course (Okoye, 2001). In spite of the fact that examination is not the only parameter for assessing and evaluating knowledge, it is the major established way of measuring academic achievement and certification (Nwokora, 2010). Examinations provide a final judgment of who goes where and gets what educationally, occupationally and promotion wise (Eckstein, 2003). Examination determines how much and to what extent investments in the education sector are yielding desired outcomes (Omari, 2012). Selection and placement decisions made on the basis of examination outcome should be based on a water tight examination system where the results reflect the true picture of the abilities of learners. Since education is the bedrock of every society, any factor that tarnishes the outcome of the learning process must be fought standstill by all stakeholders. Many countries worldwide, however, suffer from examination malpractices (Mokula & Lovemore, 2014). Examination malpractice being an unfair practice reduces the success of an education system of a nation and contravenes the rules, standards, norms and accuracy of an assessment (Adow, Alio & Thinguri, 2015).

In an attempt to curb examination malpractices, education systems worldwide have come up with policies and procedures aimed at bringing about positive changes in academic practice. To strengthen supervision of examination in China, school administrations installed television cameras in class rooms to monitor examination progress (Luxia, 2004). Cameras were also connected to a computer network that enabled invigilators to closely watch the conduct of examinations. In 2005, Government of Nigeria instituted disciplinary measures to curb examination malpractices (Nwokora, 2010). West African Examination Council (WAEC) adopted Examination Malpractices and Miscellaneous Offences Act 33 of 1999, which stipulates a fine and imprisonment for a term of 3 to 4 years with or without option of fine. To curb impersonation, WAEC also uses photo embossed certificates. In Ghana, a study by Folson and Awuah (2014) recommended that the examination body should work progressively to remove the human element in the conduct of its examinations. In Kenya, Kenya National Examinations Council has come up with control mechanisms aimed at maintaining fairness and credibility in KCSE. KNEC Act (2012) describes how all parties handling KCSE including invigilators are supposed to conduct themselves and the penalties for any case of examination irregularity. Despite the measures taken, annual reports of different examination bodies show that examination malpractices reduce for a while but their magnitude increase again with time (Adeyoju and Arijesuyo, 2012). For example, in Kenya, Table 1.1 shows the trend in cheating from the year 2011 to 2017 where cases of cheating fluctuate from one year to another.

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Table 1. 1: Frequency of examination irregularities (2011-2016)

Year	Total no. of candidates	No. of candidates whose results were cancelled	Percentage of irregularities
2017	615284	1205	0.20
2016	577079	0	0.00
2015	522870	5101	0.98
2014	483,630	2,975	0.62
2013	446,696	3,812	0.75
2012	436,349	1,254	0.29
2011	411,783	2,927	0.71

Source: KNEC Report (2011-2016)

1.1 Statement of the Problem

Incidences of examination malpractice in Kenya Certificate of Secondary Education examination in the recent past have been of great concern. Due to rampant cheating, examinations were becoming a subject of ridicule. Principals, teachers and students keep on devising new tricks to beat the examination systems. They usually go to any length to commit examination irregularity. In the year 2016, Kenya National Examinations Council which is the body in charge of examination administration in Kenya put a number of control measures geared towards guarding Kenya Certificate of Secondary Education examinations against examination malpractices. The measures were able to deliver credible examinations where there were zero cases of cheating. However, considering previous situations, every time new measures are incorporated, cases of examination malpractice decrease for a while only for them to increase again. This implies that the control measures adopted have not been able to sustain the gains made in controlling malpractices. A concern arises as to why the gains made do not thrive for a longer period. It is in this context that the researcher sought to establish the role played by control measures put in place on attainment of sustainable credible KCSE examinations.

1.2 Objectives of the Study

- To find out stakeholders' perceptions of how examination officials carry out their roles.
- To establish stakeholders' perceptions of security measures taken to protect examination content and materials.

2.0 Literature Review

An Overview of Examination Malpractice

Examination malpractice is a phenomenon that is of late growing very fast among learners at all levels of education and has become an issue of growing concern in education world over (Petters and Okon, 2014). It puts a nation at an awkward situation since she is likely to be building on a poor foundation of incompetent and low quality human capital. In the recent times, varied strategies have been employed by candidates to escape most laws and decrees promulgated by the government to stamp out the menace of examination malpractice (Adow et al., 2015). In many European countries, examination malpractice is not a new issue but a famous problem (Mikaela and Wenestam, 1999). Newstead, Franklyn-Stokes and Arnold (1996) study reports that only 12% of the respondents claimed to have never engaged in cheating. Lin and Wen (2007), also assert that 61.72% of 2068 Taiwan students studied were

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found to have been dishonest in examinations at one point or another. Moreover, 76% of learners from eight European countries had cheated in examinations.

In the Asia-Pacific region, due to the great importance given to national examinations, they are seriously prone to malpractices (Hill, 2013). Chapman & Lupton (2004) found that 80% of great scholars in China at least once cheated. In United States of America, most of students surveyed agreed to have in one point in time participated in examination malpractice (McCabe, 2005). Examination malpractice is to a large extent a habit in high schools in United States of America as 70% of students confessed to serious examination cheating. In many African countries, cheating in examinations is also a fairly common phenomenon. In Nigeria, for example, cases of cheating in secondary school examinations have been increasing at an alarming rate and also taken a sophisticated dimension (Ogunji, 2011). WAEC (2015) describes extend of cheating in Ghanaian schools as one that has reached worrying levels where Examination Malpractice Index during the period surveyed remained persistently high. In every 100 students who wrote the examinations, at least 8 of them were involved in examination malpractice. In Kenya, passing KCSE examinations has become a matter of life and death. Candidates, teachers and parents have resulted in examination malpractices to enhance their performance and that of their schools.

Issues on the Implementation of Examination Control Measures

Different parties play important roles in examination management and those uncommitted compromise quality assurances in examination (Gudhlanga and Mafa, 2012). Invigilator's absence from an examination room creates conducive environment for candidates to cheat. Dealing with examination malpractice has also become a very challenging task of late because of technological advancement such as mobile phones with high speed connections to the internet and spectacles and watches fitted with very powerful cameras (Nyamwange et al., 2013). For fear of being attacked by those involved, many invigilators do not report incidences of cheating Ogunji, (2011). Invigilators are in many times beaten up by desperate students who blame them of standing in their way to cheat. Receiving of bribes by examination officials is also a great hindrance to ensuring effective examinations (Arijesuyo, 2010).

Examination officials who are employed to guide and conduct examinations betray the trust reposed in them due to greed for money and desire for quick wealth. In Kenya, 21.8% of the respondents revealed that majority of the people involved in examination administration engage in examination irregularity for financial gain (Muthaa, Muriungi, and Njue, 2014). Poor sitting arrangements that do not meet the recommended spacing standards also lead to congestion in examination rooms and ineffective control over the candidates. Majority of the examination officials also fear getting involved in the long and complicated process of reporting and punishing parties involved in cheating and hence ends up not reporting all the cases (Muchai, 2014). Lack of invigilators of both genders makes frisking and invigilation of candidates to some extent ineffective. Female candidates hide notes on their thighs as well as inside false fingernails with the belief that male invigilators will ignore them for fear of being accused of sexual harassment (Mokula and Lovemore, 2014). All the issues looked into above imply that there is a concern on the manner in which examination control measures are executed and hence the need for this research.

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Perceptions of Examination Malpractices

The validity of an examination depends partly on perception of the entire examination process. Stakeholders who perceive an education system as a tool that a society must use to equip its entire people to lead a productive public life and full personal lives according to their talent and interest and hence the need to be as just as possible will ensure that the system provides an opportunity to everyone in equal measure. In a study by Alutu and Aluede (2006), most of the students were of the belief that their indulgence in examination malpractice was a common occurrence and not easy to do away with. Majority of the students strongly believed that examination ethics entail among others sitting next to someone in order to copy from his/her paper in the examination room. Cornelius-Ukpepi & Erukoha (2012) found out that there was a significant relationship between pupil's perception of examination malpractice and academic performance. If pupils adequately knew the harm examination malpractice did to education system; it would help them to perform well and reduce cases of examination malpractice. In a study by Tawiah, Alberta, Bossman and Snr, (2015), students held that "No matter how hard you read, if you don't cheat you will fail" (83.96%) and "If I don't cheat, those who do will have advantage over me" (95.28%).

Literature Review Summary

Literature reviewed show that examination cheating is at varied levels across the globe. The difference in prevalence of cheating among countries creates an inconsistency that requires further study. From the literature reviewed, while some studies found out that school principals were part of those aiding examination malpractices others found no responsibility of the school principals on examination malpractice. This controversy required further study to establish the contribution of different examination officials in examination malpractices. Finally, most studies done on examination cheating focused on prevalence of cheating, reasons for cheating and particular stakeholders' perceptions of examination malpractice. However, this study sought to examine stakeholders' perceptions of control measures addressing examination malpractices and determine their role on attainment of sustainable credible Kenya Certificate of Secondary Education examinations.

3.0 Research Methodology

This study adopted a descriptive survey design which gives room for sampling (Borg & Gall, 2010). The study took place in Makueni County which according to KNEC report (2014-2017), contributed a great percentage of cases of examination malpractices in KCSE. The target population comprised of 2492 candidates of 2017 KCSE, 603 teachers and 44 principals from secondary schools in Mukaa Sub-County. Out of 44 secondary schools in Mukaa Sub-County, 20% of the schools in each category (Sub-County, County and Extra-County) were selected leading to a sample of 9 schools and hence 9 principals. To ensure proportionate representation, the study employed stratified sampling in selecting the sample of schools from which respondents were selected (Orodho, 2009). From each category of the sampled schools, 10% of the teachers (60) were selected to participate in the study. Similarly, 10% of students (249) were equally selected leading to a total of 249 students. In total 318 respondents were selected for this study. Proportionate sampling was used to distribute 60 sampled teachers and 249 sampled students among the three categories of schools. Following admission numbers, convenience sampling was used in selecting the sample of students to participate in the study.

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Table 3. 1: Sample Size of Respondents

Target Group	Target Population	Sample Size	Sample Size Percent
Principals	44	9	20%
Teachers	603	60	10%
Students	2492	249	10%
Total	3139	318	

Source: Researchers (2017)

The research instruments comprised of questionnaires for students, questionnaires for teachers and interview schedule for principals. Structured questionnaire was relevant for this study as it helped collect a large amount of information in a relatively short period of time and also offer a sense of security (Orodho, 2009). A self-constructed interview schedule was used to collect data from principals. Interview provides interviewer with an opportunity to actively participate in the interview and also gives the respondent a chance to give information in detail (Yin, 2003). Piloting was conducted to enable the researcher establish any weakness in the instruments, ascertain for clarity of questions and give room for modification and improvement of the instruments for better results. Expert judgement helped in assessing the appropriateness of the contents used in the questionnaire and interview schedule. To determine reliability of the research instruments, responses from two tests done during pilot study were compared. Pearson's product moment correlation coefficient was calculated for purposes of determining the extent to which the two set of responses from the test and retest were consistent. The instruments were considered reliable since a correlation coefficient of above 0.75 between the two tests was obtained (Glien & Glien, 2003).

Data analysis was guided by the objectives as outlined in the study. Data collected was analyzed using descriptive statistics, arranged and grouped according to the research objectives. Results were presented using tables, pie charts and graphs. Qualitative data was analyzed according to themes derived from the research objectives and results presented in narration form. On logistical and ethical considerations, the researcher sought consent from all respondents and the relevant authorities. Confidentiality of information and anonymity was also ensured where codes were used instead of names. In addition, the researcher ensured minimal interference with the school programme during the study. For interviews, pseudonyms were used where applicable. The research was also taken through turn-it-in software to ensure no plagiarism and that the work was not other peoples' presentations.

4.0 Research Findings and Discussion

Stakeholders Perceptions of KCSE Examination Officials' Roles

In the first objective, the study sought to explore stakeholders' perceptions of how examination officials carry out their roles. To achieve this, firstly, the study established from principals whether examination officials carry out their roles as expected or not during administration of KCSE examination. The findings from principals were illustrated in Figure 4.1.

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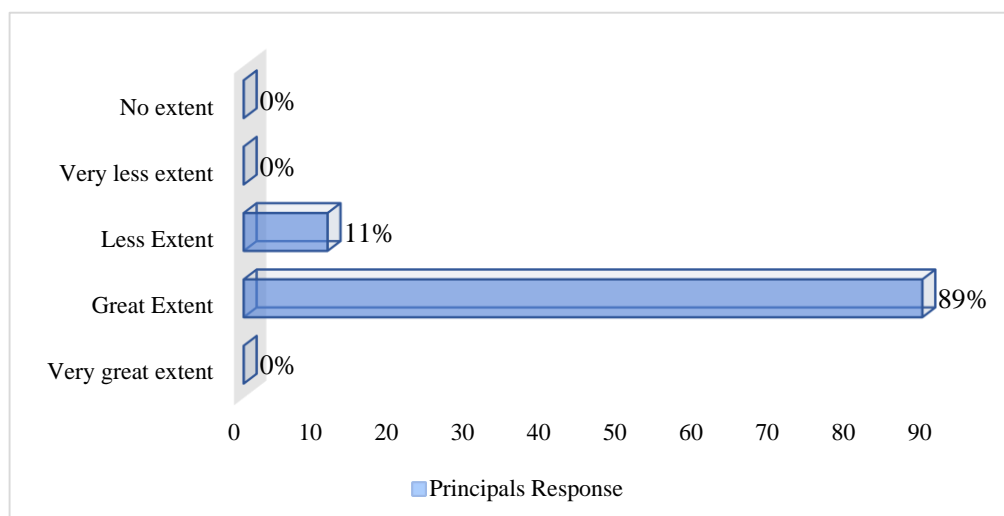


Figure 4. 1: Principals' Responses on how examination officials carry out their roles

Figure 4.1 shows that majority of the principals (89%) believed that, to a great extent, examination officials performed their duties and responsibilities as per KNEC rules and regulations. However, 11% of the principals were of the opinion that examination officials carried out their roles as expected to a less extent. Moreover, no single principal was of the opinion that examination officials carry out their roles as expected to a very great extent, very less extent or no extent.

Secondly, the study established from principals' ways in which examination officials compromise what is expected of them during administration of KCSE examinations. The results were shown in Table 4.1.

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Table 4. 1: Principals' responses on ways in which examination officials compromise what is expected of them

Ways in which examination officials compromise what is expected of them	Principals' responses	
	Frequency	Percent
i)Opening & exposing exams to candidates before/during official sitting	6	67
ii)Allowing practical teachers to assist candidates	2	22
iii)Not reporting all cases of malpractice during invigilation/marking	5	56
iv)Giving inaccurate marks during marking/analysis	1	11
v)Allowing impersonation and other malpractices to take place in exam rooms	3	33

Source: Researchers (2017)

Table 4.1 shows that there are a variety of ways in which examination officials compromised what was expected of them. Majority of the principals (67%) indicated that examination officials opened and exposed examinations to candidates before and/or during official examination sitting. Other ways in which examination officials violated KNEC rules and regulations included; examination officials not reporting all cases of examination malpractices (56%), allowing impersonation and other malpractices to take place in examination rooms (33%), allowing practical teachers to assist candidates (22%), and giving inaccurate marks during marking and/or analysis (11%). When asked how examination officials compromise the credibility of examinations, one of the principals had this to say;

There have been reports from elsewhere how carelessly some of the examination officials abet examination cheating. In a neighbouring school, the supervisor opened examinations half an hour before the gazette time. Little did the principal know that the supervisor wanted to send texts to another examination centre. However, this is an isolated case. I am also reliably informed that some examination officials accept bribes to add extra time to students and sometimes just look aside as students copy in examinations.

Thirdly, reasons behind examination officials not carrying out their roles as per the laid down rules and regulations were also important to the study. The results as per the principals' responses were as indicated in Table 4.2.

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Table 4.2: Principals’ responses on reasons behind examination officials not carrying out their roles as per the laid down rules and regulations

Reasons behind examination officials not carrying out their roles as expected	Principals’ responses	
	Frequency	Percent
i) Too much pressure/expectation from KNEC & MoEST in terms of time frame	2	22
ii) Poor remuneration/working conditions	7	78
iii) Bureaucratic court processes	6	67
iv) Lack of integrity/commitment	1	11
v) Poor monitoring	4	44

Source: Authors (2017)

Principals’ opinions on reasons behind examination officials not performing their roles as per KNEC rules and regulations showed that poor remuneration and/or poor working conditions was leading at 78%. Bureaucratic court processes (67%), poor monitoring (44%), too much pressure and/or expectation from KNEC and MoEST (22%) and lack of integrity and/or commitment (11%) were also given as reasons behind examination officials not performing their roles as expected. During one of the interviews with a principal, she said;

Head teachers of schools that perform well are recognized and appreciated. School performance is one of the most important determinants of teacher promotion by the TSC. To this effect, many schools do everything within their powers to ensure that learners pass examinations so that they can be promoted. However, it all depends on ones’ morals.

The study also sought to determine from teachers whether or not examination officials carry out their roles as expected during administration of KCSE examination. The findings from teachers were illustrated in Figure 4.2.

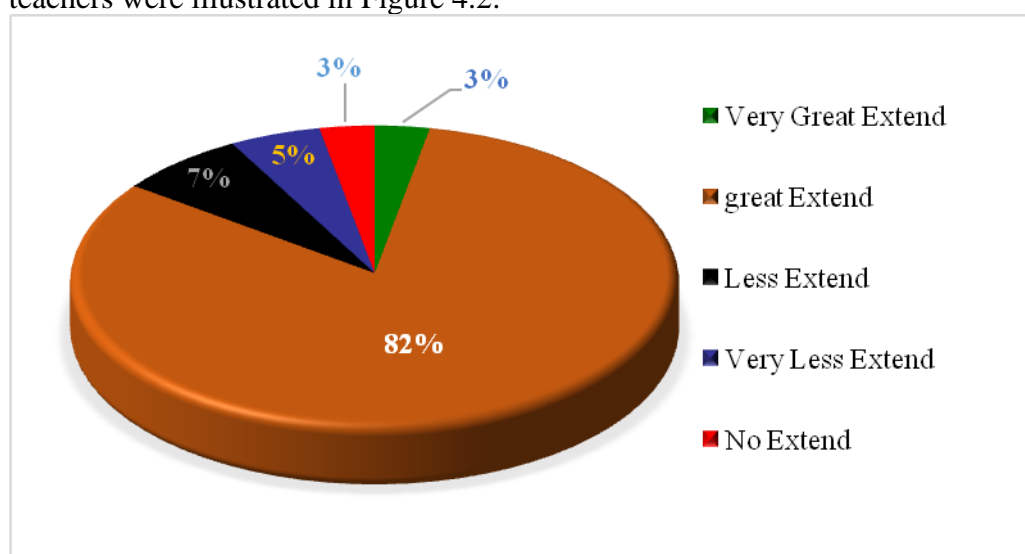


Figure 4. 2: Teachers’ responses on extend to which examination officials carry out their roles as expected

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Figure 4.2 shows that majority of the teachers (90%) indicated that to a great extent examination official performed their duties and responsibilities as per KNEC rules and regulations. The findings also show that 7% of the teachers were of the opinion that examination officials carried out their roles as expected to a less extent. Moreover, only 3% of the teachers believed that examination officials carry out their roles as expected to a very great extent.

The study also established from teachers' ways in which examination officials compromise what is expected of them during administration of KCSE examinations. The results are shown in Table 4.3.

Table 4.3: Teachers' responses on ways in which examination officials compromise what is expected of them

Ways in which examination officials compromise what is expected of them	Teachers' responses	
	Frequency	Percent
i)Opening & exposing exams to candidates before/during official sitting	37	63
ii)Allowing practical teachers to assist candidates	23	39
iii)Not reporting all cases of malpractice during invigilation/marking	42	71
iv)Giving inflated marks during marking/analysis	17	29
v)Allowing impersonation	29	49

Source: Authors (2017)

Table 4.3 shows that there are a variety of ways in which examination officials compromised what was expected of them according to the teachers. Majority of the teachers (71%) indicated that examination officials did not report all cases of examination malpractices. Other ways in which examination officials violated KNEC rules and regulations included opening and exposing examinations to candidates before and/or during official sitting (63%), allowing impersonation and other malpractices to take place in examination rooms (49%), allowing practical teachers to assist candidates (39%) and giving inflated marks during marking and/or analysis (29%).

The study further established from teachers' reasons behind examination officials not carrying out their roles as per the laid down rules and regulations. The results are shown in Table 4.4.

Table 4.4: Teachers' responses on reasons behind examination officials not carrying out their roles as per the laid down rules and regulations

Reasons behind examination officials not carrying out their roles as expected	Teachers' responses	
	Frequency	Percent
i)Too much pressure/expectation from KNEC & MoEST in terms of time frame	35	59
ii)Poor remuneration/working conditions	47	78
iii)Bureaucratic court processes	45	76
iv) Lack of integrity/commitment	10	17
v)Poor monitoring	28	47

*Multiple responses allowed

Source: Authors (2017)

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Teachers' highlighted numerous reasons behind examination officials not performing their roles as per KNEC rules and regulations. The reasons as summarized in Table 4.4 include bureaucratic court processes (76%), poor monitoring (47%), too much pressure and/or expectation from KNEC and MoEST (59%) and lack of integrity and/or commitment (17%). However, the majority of the teachers (78%) opined that poor remuneration was the major reason why the officials could not do their job as per KNEC expectations.

Students' responses on how examination officials carry out their roles were also collected. The students were required by the study to indicate to what extent statements on how examination officials carry out their roles were true. The results show that a high percentage of students strongly agreed that examination officials carried out their roles as expected. For instance, 67.2%, 82.6%, 79.7%, 72.6% and 70.1% of the students strongly agreed that candidates were accompanied to the toilet, invigilators remained inside examination halls, candidates were frisked, candidates were identified with the help of photo and attendance registers and candidates caught cheating were reported and punished accordingly respectively.

Stakeholders' Perceptions of Security Measures on KCSE Examination

Objective two established stakeholders' perceptions of security measures taken to protect examination content and materials. Firstly, principals were asked about the extent to which examination materials and content leak or get into the hands of unauthorized persons before, during or after examination. The findings were illustrated in Table 4.5.

Table 4.5: Principals' responses on extent to which examination materials and content leak or get into hands of unauthorized persons

Extent to which examination materials & content leak or get into hands of unauthorized persons	Principals' Responses	
	Frequency	Percent (%)
Very great extent	0	0
Great extent	0	0
Less extent	7	78
Very less extent	2	22
No extent	0	0
Total	9	100

Source: Authors (2017)

Table 4.5 shows that 78% of the principals were of the opinion that examination materials and content leak or get into the hands of unauthorized persons to a less extent and 22% to a very less extent. None of the principals was of the opinion that examination materials and content don't leak or get into the hands of unauthorized persons. One of the principals said;

There have been reports that carelessly some of the examination officials abet exam cheating. In a neighbouring school, the supervisor opened examinations half an hour before the gazette time. Little did the principal know that the supervisor wanted to send texts to another examination centre.

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The study also determined from principals the point at which examination materials and content leak or get into the hands of unauthorized persons. The findings are illustrated in Table 4.6.

Table 4.6: Principals' responses on point at which examination materials and content leak or get into hands of unauthorized persons

Point at which examination materials and content leak or get into hands of unauthorized persons	Principals' responses	
	Frequency	Percent
i) During setting	0	0
ii) During production	1	11
iii) During transportation	2	22
iv) During storage	1	11
v) During actual exam sitting	6	67
vi) During marking & analyzing	1	11

*Multiple responses allowed

Source: Authors (2017)

Table 4.6 shows that according to the principals, examination materials and content leaked or got into the hands of unauthorized persons at different points. These include; during production (11%), during transportation (22%), during storage (11%), during actual examination setting (67%) and during marking and analyzing (11%).

Similarly, the study determined from teachers the extent to which examination materials and content leak or get into the hands of unauthorized persons before, during or after examination. The findings are illustrated in Table 4.7.

Table 4.7: Teachers' responses on extent to which examination materials and content leak or get into hands of unauthorized persons

Extent to which examination materials & content leak or get into hands of unauthorized persons	Teachers' responses	
	Frequency	Percent (%)
Very great extent	0	0
Great extent	7	12
Less extent	44	75
Very less extent	8	14
No extent	0	0
Total	59	100

Source: Authors (2017)

Table 4.7 shows that teachers' responses highly concurred with the principals on the extent to which examination materials and content leak or get into the hands of unauthorized persons. Majority of the teachers (75%) indicated that examination materials and content leak or get into the hands of unauthorized persons to a less extent while 12% and 14% indicated to a great extent and very less extent respectively.

The study also determined from teachers the point at which examination materials and content leak or get into the hands of unauthorized persons. The findings are illustrated in Figure 4.3.

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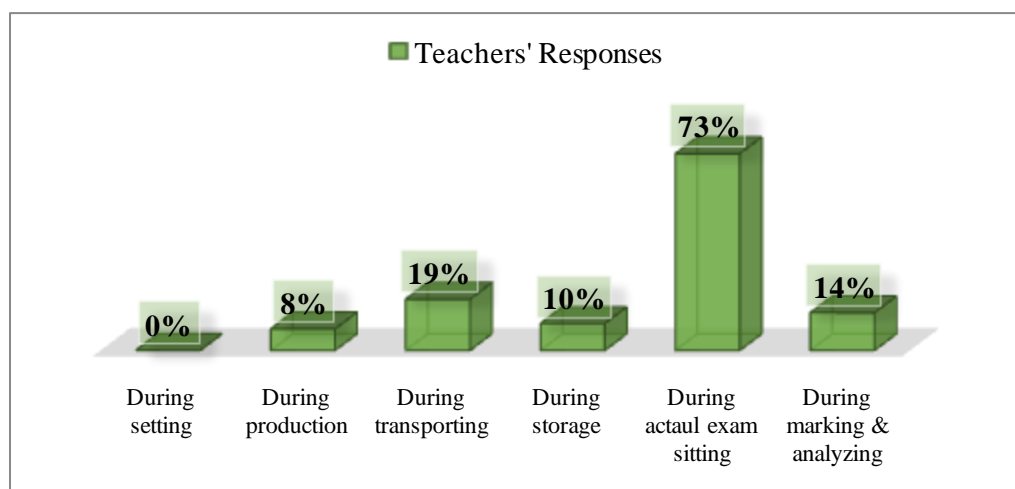


Figure 4.3: Teachers' responses on point at which examination materials and content leak or get into hands of unauthorized persons

Figure 4.3 shows that according to teachers' responses, examination materials and content leak or get into hands of unauthorized persons at different points. These points include; during production (8%), during transportation (19%), during storage (10%), during actual examination setting (73%) and during marking and analyzing (14%).

The study also determined from students the extent to which they agree on whether examination materials and content leak or get into the hands of unauthorized persons before, during or after examination. The findings were illustrated in Table 4.8.

Table 4.8: Students' responses on extent to which they agree on examination materials and content leaking or getting into hands of unauthorized persons

Examination materials & content leak or get into hands of unauthorized persons	Students' Responses	
	Frequency	Percent (%)
Strongly agree	15	6
Agree	147	61
Not sure	39	16
Disagree	26	11
Strongly disagree	14	6
Total	241	100

Source: Authors (2017)

Table 4.8 illustrates that majority (61%) of the students agree that examination materials and content leak or get into hands of unauthorized persons. It was also observed that 6% of the students strongly agreed, 11% disagreed, 16% were not sure and 6% strongly disagreed on whether examination materials and content leak or get into hands of unauthorized persons.

Conclusion

Based on the research findings, the study concludes that KNEC has greatly succeeded in addressing the issue of examination malpractice in KCSE. However, more effort is required to safeguard the gains already made in addressing examination malpractice and also ensure zero cases of examination malpractice. According to the results of the study it can also be

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concluded that KNEC reports do not capture all cases of examination malpractices which take place. This is because according to the respondents, not all cases of malpractice noticed during invigilation and/ or marking were reported and at the same time not all cases of malpractice were noticed. The study further revealed that candidates continually keep on devising new ways of executing examination malpractices. This is associated with the fact that KCSE examination malpractices reduce for a while only for them to recur later. According to the research findings it can also be concluded KNEC is not well financially empowered since examination officials complained about poor remuneration and poor working conditions.

Recommendations

- i) Government should ensure wider multi-sectoral approach in examination management where different ministries are brought on board where such approach is institutionalized through establishment of a legal frame work.
- ii) Government should consider implementing without hesitation the new curriculum reforms that outline other forms of educational outcome rather than using summative evaluation only.
- iii) Ministry of Education in collaboration with Ministry of Information, Communication and Technology should make more use of technology in examination administration.
- iv) Government should ensure that all secondary schools have the right number of qualified teachers and enough teaching-learning facilities in order to ensure a level playing ground.
- v) Examination officials should be thoroughly and adequately trained on their roles during examination administration and also be well remunerated.
- vi) Government through the Ministry of Education should often carry out research for continuous improvement of the examination control measures since malpractice perpetrators keep on adopting new ways of cheating.
- vii) Kenya National Examinations Council should bench mark with other examination bodies across the world on how they manage to sustain the gains realized in the fight against examination malpractices.

Suggestions for further research

- i) A similar study may be undertaken in other counties in the country in order to assess and compare the findings for generalization.
- ii) A comparative study in primary schools and tertiary institutions can be done to establish whether the findings reached hold true for these levels of education.
- iii) A study may be undertaken to confirm whether the yearly KNEC reports reflect actually what takes place on the ground during KCSE administration.

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