

An Assessment of the Management of Kcse Examination and Its Influence on Irregularities among Students: A Case of Secondary Schools in Mandera County, Kenya

Issak Maalim Adow Abdikadir Adan Alio Dr. Ruth Thinguri
Mount Kenya University, P. O. Box 342-01000, Thika, Kenya

Abstract

Irregularities in examinations at all levels including internationally,, regionally and locally have become a major concern for all the major stakeholders in education including the policy makers, students, teachers, political leaders and the general society. A number of mitigation measures and strategies have been put in place in the past including formulation and enactment of the law specifically geared towards eliminating examinations malpractice. *While releasing results for KCSE 2011, the then*, Minister for Education, Professor Sam Ongeru in his speech noted that *examination irregularities is a threat to the credibility of our national examination and is a major concern to the Ministry of education* adding that 151 examinations centers cheated. The study focused on the roles of the various examination stakeholders such as parents, students, supervisors, invigilators, examination officers among others in as far as their contributions to examination malpractice is concerned. This study adopted the triangulation design which enabled the researcher to obtain different but complementary data on the topic.n. The target population of this study was 33 secondary schools distributed among the six districts of Mandera county, that is, Mandera East, Mandera West, Mandera Central, Mandera North, Banisa and Lafey. The sample of the study comprised of teachers, head teachers, examination officials and forms four students in 10 public secondary schools in Mandera County. Data was collected using questionnaires and interview guides. Using a simplified descriptive statistical data was analyzed and the results were presented using the tables of frequency distribution, graphs and charts. Bringing pre-prepared answers to examination halls emerged as one of the most common form of examination irregularity. It was also established that students copy from each other during national examinations. The study recommended that all examination procedures, right from setting to sitting of the examinations, should be observed. Situations that students find themselves in should be detected so that proper guidance and counselling could be provided to avoid stressful environments during examinations.

Keywords: Management, K.C.S.E, Examination irregularities, Strategies

Introduction

The innermost purpose of national examinations is to improve intelligibility, efficiency and effectiveness in making decisions about people. This may have incredible implications in their lives. There are several basic decisions made based on examination which includes: Job placement and training programs and selection of students for advanced education. National examinations are lawfully prepared instruments of the state – by Acts of Parliament, intended to improve responsibility to the taxpayers by educators, and therefore levels of performance are better indicators of how well or badly an education system is working. It is therefore primary that exam outcome should mirror the accurate endeavor of the students and teachers. It is in the same way vital that the selection and placement decisions made on the basis of examination outcome are based on a water tight examination system, and thus the results reflect the true picture of the abilities of examinees (Omari, 2012).

Examination is one of the important instruments that every teacher uses to determine the rate and extent to which the learner has achieved the desired objective of instruction. According to Sofenwa (1977), it is used to measure the effectiveness of teaching strategy. Examination today has been part and parcel of the school system. It is worth noting that, its basic role includes: generating psychometric properties for clarification, prediction, motivation and for research purposes. Furthermore, it is the desire of every examinee to pass every examination. It is viewed however, that good performance is based on honesty and in conformity with the rules governing proper conduct of examination. Unfortunately, according to Ojo (1983), most examinees have departed from the normal behaviour desirable in any known examination by engaging in various forms of examination malpractices. This has caused serious problems in our schools and in our educational system.

Examination irregularity is any unfair behaviour that is intended to enable an examinee score more marks than what his natural ability and honest efforts would enable him. In recent times, many sophisticated strategies have been employed by examinees to escape most laws and decrees promulgated by the government to stamp out the menace. The latest is the KNEC Bill (2012) which imposes heavy penalties on examination cheats. Examination irregularity can be defined as a premeditated act of misconduct, contrary to laid down rules, and is intended to place a candidate at an unmerited benefit or disadvantage; it is a careless, unlawful or unacceptable behaviour by a candidate in a prescribed test of his knowledge or skill in a particular subject (Philemon, 2007). It could also be said to be an act of omission or commission that puts the validity and integrity of any examination

(Okwu, 2006). Examination irregularity runs counter to the generally accepted ethics of examination; it is a willful disregard to all the rules and regulations that guide the smooth conduct of any given examination.

Irregularities in examinations clearly tamper with examination scores such that the results of public examinations cannot be meaningfully interpretable, and thus unusable for accountability to the public or decision making in selection and placement processes. Irregularities are clear manifestations of the competitiveness of the examinations, which induce high anxieties in candidates, declining ethical standards, and erosion of self-efficacy and confidence among examinees and their guardians (Magesse et al., 2012). The clear consequence of examination irregularities is that decisions made on the basis of such results will inadvertently lead to wrong people being selected for further education or training, or placed in employment vacancies while highly deserving and morally upright people get left out because they did not tamper with the system. The universal sine quo non (the necessary and sufficient) conditions for good examinations, that is, validity and reliability get violated, and when irregularities are discovered the state incurs horrendous expenses for repeat examinations. The loss of confidence in public examination systems due to irregularities may lead to social instabilities and importation of foreign examinations, which further erodes confidence of the people in the state (Omari, 2012).

National examinations in as far as this study is concerned is externally administered examinations which are regulated by credible examination boards like The Kenya National Examinations Council. In contrast, the internal examinations are given at the level of institution or classrooms by teachers. The national examinations are given usually towards the end of a regular learning cycle while the internal ones can be given at the end of the week, month or the end of term. National examinations have been in existence for quite a long time and are useful as a practical measure for assessing and passing judgments about the existing educational systems and making significant conclusions about the learner. The Kenya National Examinations Council is a body sanctioned by the government to develop, run and officially certify all the schools and most of the college examinations at the level of the university. In order to achieve this immense duty, The Kenya National Examination Council is dedicated to impartially evaluate all the learning achievements so as to safeguard the integrity, validity and equity of these examinations at all levels- globally and nationally.

The Kenya National Examinations Council is a lean institution presently with a work force of 375. It is run as a Secretariat with all its services centralized in Nairobi. KNEC has no decentralized offices at the district or provincial level. In delivering most of its services, KNEC counts on the civil service staff including the security officers across all the ministries in the conduct and supervision of the nationally administered examinations. These people are allocated duties at a fee. The foremost challenge fronted by this arrangement is that these public officers are not directly the employees of KNEC and they offer lip service at best. In addition many lack adequate experience in examination related matters and have little to such work.

Statement of the problem

Examination Irregularities are a grave matter because of its potential threat to education systems and certification, and the values that education stands for. Examination irregularities are a serious problem to be solved to ensure that examinations produce the right candidates prepared to take responsibility for their areas of specialization (Mucheru et al., 2012). Characteristics of public or national examination systems are well known and well documented. They are described as “fiercely competitive” (Wasanga et al., 2012).

The very competitive nature of the public examinations has led to candidates, schools head teachers, teachers and other stakeholders to engage in unfair practices to enhance their scores during national examinations (Wasanga et al., 2012). The issue of examination irregularities is not a new phenomenon. Many Examination Authorities worldwide have experienced it. The incidences of irregularities are attributable to a number of factors among which are deliberate theft and breaches of confidentiality.

It is also widely recognized that when examination irregularities occur they often result in lessening of public faith in examination, lowering the credibility and reputation of the examination authority and adding substantial amounts of operational costs to public expenditure in cases where the irregularities become so rampant that the examination has to be nullified and arrangements for a re-sit devised (Kitosi, 2012).

While releasing results for KCSE 2011, Minister for Education Professor Sam Ongeri in his speech noted that *examination irregularities is a threat to the credibility of our national examination and is a major concern to the Ministry of education* adding that 151 examinations centers cheated. However, there was a drop in the number of students caught in irregularities. Professor Ongeri said that the ministry cancelled the results of about 2,927 students who engaged in examinations malpractices, a majority of whom were from Garissa, Wajir and Mandera Counties. 1,440 students which accounts for 48% of the total cases of irregularities nationally came from the North Eastern Region. The persistent occurrence of examination malpractices has been a major concern to educationists. Despite the high premium placed on examinations, it seems that examination malpractices have not been properly addressed in Kenya. Common observations have shown that there is mass cheating in public examinations in Mandera County. Despite the efforts and costs involved in conducting national examinations, some supervisors and invigilators compromise the security of the examinations by either being negligent or

deliberately doing so for material gain. Nothing concrete has been done to reduce the problem except the cancellation of results for a particular centre or the withholding of results in certain subjects. It is worth noting that 30 teachers from Mandera County who supervised and invigilated KCSE received interdiction letters from TSC for colluding with students to cheat. Consequently, the researcher avers that there is need to conduct a study to assess the management practices and their influence on examination malpractices within Mandera County

Objectives

Against this background, the study sought to achieve the following specific objectives:

- To examine the influences of discipline on national examinations irregularities among students in the secondary schools in Mandera County,
- To assess the influences of supervision on national examinations irregularities among students in secondary schools in Mandera County, to explore the influences of culture on national examinations irregularities among students in secondary schools in Mandera County.

Literature Review

Examination Irregularity and Academic Dishonesty

From Africa to Europe and to America, the issue of examination irregularity or academic dishonesty has become a concern for educators. Czek (2000) was right when he found that cheating is a global phenomenon, with little cultural variations. He noted that “wherever the stakes are high and there is an advantage and opportunity to cheat, it seems to happen.” Among his findings, Czek, (2000) indicated that 3-5% of examination candidates are likely to be cheating with almost none of these students being caught. Examination is one of the major means of assessing and evaluating students or learners skills, knowledge and attitude in both general and specific areas of studies. It is a crucial mode of assessment of the learner’s mastery of certain required quantum or corpus of knowledge. Be it school tests, university examinations, professional certifications, cheating seem to be the watch word across the globe. Cheating in examinations is apparent in many countries across the globe but the regulations and means of implementing them are not universally provided and often ineffective. According to Fagbemi (2001), different types of examination irregularities have been reported across literature. General forms such as sneaking unauthorized materials, writing on clothes and body parts, copying from each other during examinations, replacements of answer sheets and fraudulent modification of examination marks(Jacob & Lar, 2001). Others reported forms may include impersonation, prior leakage of examination questions to students, colluding with the examination officials such as the supervisors and invigilators.

The World Bank Group (2002) also recounted that exam irregularity can as well include the setting up of phantom centers where the students do the examination with the help of hired qualified persons and with little or no supervision. Also, intentional award of certificates to those candidates who have not sat for any examinations has been a cause of concern. A huge part of this predicament is put on the examination officials, but in current times, it has sucked in those who handle the examinations such as the printers and candidates with sophisticated dexterity in modern technology. Malpractices in examinations practically weaken the validity and reliability of any examination results rendering it of no value. As such, it becomes tricky to gauge candidates’ academic performance basing on the credentials that they possess. Many candidates engage in cheating so as to uplift their grades. Previous empirical studies show that “to get good grades” was a chief motivation for dishonesty in examinations among students at both lower and higher levels. According to Czek’s review (2000), the research is dependable and explicit in that cheating is inversely correlated to accomplishment; that is, cheating happens most frequently among candidates who are perennial low achievers. That association has been established in researches that scrutinized self-confessed cheating behaviour as well as the observed behavior (Czek, 2000).

Discipline

According to a 1976 National Educational Association teacher survey, discipline in the classroom is the major problem facing teachers. Studies on pre-service secondary tutors established that pre-professional teachers more concerned about student discipline in comparison to any other issue related to classroom instruction (Denby, 1978). This accounts of student violence, drug abuse, attacks on teachers, and even murder on school campuses, have flooded both the popular press and some professional literature for years. At the classroom level, discipline problems are usually identified by teachers as specific student behaviors such as disobedience, quarrelsomeness, cheating or truancy. A group of school psychologists rated the following student behavior problems as the most prevalent ones found in school: unsocial conduct, withdrawal, unhappiness, depression, untruthfulness and cruelty to others (Rajpal, 1972). A similar study exploring secondary school teachers’ attitudes toward behavior problems revealed that teachers considered most serious those problems that were related to the destruction of property, stealing, untruthfulness, cheating and writing obscene notes (Multimer and Rosemier, 1967).

Effective classroom discipline has continued to be a universal and worrying problem encountered by instructors (Charles, 1989). Pre-service teachers have unequivocally graded discipline as one of their utmost basis of unease and anxiety. In spite of this, student teachers identify discipline as a field where they feel they have received minimal grounding.

In studies in which student- teachers anti- discipline conduct have been observed, researchers by and large focused on the manner in which trainees handle regular classroom happenings. Amongst the conclusions of such studies are that (a) student-teachers usually prefer humanistic approach to classroom administration (b) the classroom management policies the student-teachers choose can be connected to individuality types (Halpin, 1982), the institutions' level course programme, the discipline being taught (Murwin & Malt, 1990), and grade level, and (c) subsequent to their field experiences, student-teachers are more 'lung to use stricter discipline approaches (Moser, 1982).

Supervision

The concept of supervision and its practices in education can be traced in the early American education. Okumbe (1998) points out that in America supervision was adopted to empower selectmen of towns to be responsible for appointing teachers of sound morals who would only stay in the office as long as they possessed those stipulated qualities. The Ominde Commission Report (Republic of Kenya, 1964) recommended for the establishment of one education officer and four assistant education officers for every hundred schools to strengthen supervision. The report made the recommendation on the need for training of head teachers to effectively carry out supervisory duties. It further recommended that school supervisors to be carefully selected, trained and relieved of administrative duties. The report on National Committee on Educational Objectives and Policies (Republic of Kenya, 1976) chaired by Gachathi points out that supervision in schools was done by untrained professionals and hence advocated for the training of school supervisors. The report on the Presidential Working Party on Education and Manpower Training for the Next Decade and Beyond (Republic of Kenya, 1988) chaired by Kamunge advocated for the provision of Government policy guidelines on supervision to ensure quality and relevance in growth and provision of education in the country. The report called for the improved quality of Education through optimal use of inspectorate. It also recommended that head teachers/principals be fully trained as the first line inspectors of their schools.

In Kenya, one of the major divisions of the Ministry of Education is quality control. Initially it used to be called the "Inspectorate" but has since changed name to Quality Assurance and Standards Office to reflect its main purpose; which is supervision to ensure quality provision of education. The Quality Assurance and Standards (QASO) formerly called the "Chief Inspector of Schools" heads the department. There are deputies and each is in charge of a subject taught in schools. This recent development in the field of Supervision in Kenya has democratized supervision process (Ibid, 2009). In educational institutions, supervision is that process which leads to improved teaching and learning. It must be co-operative in character and with the aim of promoting democratic practices in the teaching environment. Democratic Supervision gives every classroom teacher every opportunity for professional growth (Wangu, 1984). The major worry of field management of assessment in KNEC is to make sure those consistent examination environments are put in place at all examination centers. This ensures that the examination results obtained are reliable because it is got from comparable conditions thereby ruling out any extraneous variables that might influence the prescribed standards. Usually KNEC offers detailed written guidelines that set out the responsibility of each person concerned with the conduct of examinations. This is meant to guarantee conformity and a level playing ground.

Summary of Research Gaps

The literature examined in this study signifies that many studies relating to the area of study have been done but pragmatic evidence for most of areas are wanting. It is also apparent that a good number of those studies that have already been done are at the global and regional stages creating a gap in relation to the local context. To begin with, empirical facts indicate that with regards to discipline, little has been done that relates to the examination irregularities in Kenya. This sets the ground for an effort to do the same to fill the gap. Furthermore, as regards supervision, there is little empirical evidence to show that studies that relate supervision to examination irregularities within Mandera County have been done. Accordingly, it is against this background that the researcher contends that there is need to further investigate and document the study for use in the field of academia and practice.

Theoretical Framework

The study was informed by the systems theory which was first proposed by Ludwig Von Bertalanffy (1901-1972) and known as the founding father of the General System Theory (GST). The study is conceptualized based on the structure of systems theory. This approach holds that an institution is run as a system that transforms inputs such as raw materials, people and other resources into outputs which is the goods and services that

comprises its products (Bateman & Snell, 2004). One of its key concepts is that management must interact with the environment to gather inputs and return the output of its production. Consequently in this study, the inputs of examination management (unethical examination management practices) interact with all the examination management roles and returns examination irregularities as the output.

Examination management is the process or act of planning, organizing and administration of examination. It spans from classroom teaching, setting of examination questions, administration of examination, marking or grading, to the issuance of certificates. This means that teachers, examination administrators, students, parents are part of examination management. Examination management requires marshalling and organizing all the material and human resources needed for smooth examination conduct. The quality of examination management therefore, dictates the level of irregularities or cheating in a particular examination and its occurrence or non occurrence. In all examination irregularity or cheating, ethical standards are compromised. Rules, regulations, standards and best practices of examination conduct are overtly or covertly contravened. It is the violation of principles of good examination management by all the roles involved.

Research Methodology

The study adopted mixed research methodology which enables the researcher to obtain different but matching data on the identical topics (Morse, 1991). The design is used when a researcher wants to compare and contrast directly the quantitative statistical responses with the findings in the qualitative data or authenticate such data with the results. The study employed the convergence model where both the qualitative and quantitative findings were collected and evaluated separately, then the results were converged by comparing and contrasting the different results during interpretation, hence the researcher ended up with a valid and well substantiated conclusion.

The target population of this study was 33 secondary schools distributed among the six districts of Mandera County, that is, Mandera East, Mandera West, Mandera Central, Mandera North, Banisa and Lafey. A total of 236 teachers, 31 principals, 124 examination officials and 1648 students were targeted in the study. (CDE Office, Mandera County, 2012). Neuman (2000) suggests that for descriptive studies, 30% of the target population is enough. It is on the basis of the above discussion that the researcher sampled some respondents in Mandera County. Stratified simple random sampling technique was used to select the sample. Table 1 demonstrates the sampling frame and sample size.

Table 1: Sampling Frame

Category(Group)	Target Population	Sample Size	Sample Percentage
Teachers	236	70	30.08
Principals	31	10	32.26
Examination Officials	124	40	32.25
Students	1648	495	30.04
Total	2039	609	30.03

Primary data was collected through questionnaires and interview guides. The questionnaire contained both open-ended and close-ended question items. Interview schedule was used to collect information from the principals and examination officials. According to Mutai (2000) an interview schedule is in a sense an oral questionnaire. Pilot study was conducted in order to test validity and reliability of data collection instruments. The research data was subjected to editing and coding after the real collection of data was carried out. The data was thereafter put to statistical analysis using the SPSS computer software programme. Qualitative data was analyzed thematically using content analysis. The results were compared and contrasted so as to corroborate the quantitative outcomes with qualitative conclusions. Statistics such as frequency distribution, percentages, means and standard deviations was calculated and data presented in the form of tables, graphs and charts.

RESEARCH FINDINGS AND DISCUSSIONS

Influences of Discipline on National Examinations Irregularities among Students in Secondary Schools

The first objective and the resultant research question focused on the above issue which is discussed in the data analyzed and presented below. With regards to the analysis of the data, the bulk (76%) of the students pointed out that they had not been involved in examination cheating while 24% admitted to have been involved in examination irregularities. Additionally, 66% of the sampled students reported that they know other students who cheat in exams; however, 34% reported that they did not know other students who cheat in exams. The results indicated that greater part (58%) of the respondents sampled indicated that they had cheated in written assignments. It is also worth noting that 40% of the sampled schools were involved in examination irregularities as reported by the respondents.

This implies that cheating is rampant in written assignments than in sitting examinations. Therefore it can be deduced that students' lack of self discipline leads to students being involved in examination irregularities including cheating in written assignments. These findings concur with previous studies by other scholars. For

instance Edwards (1993) observed that efficient classroom discipline keeps on to be a major widespread and worrying troubles faced by classroom teachers. Pre-service teachers have constantly graded discipline as a greatest source of concern and uncertainty to them (Wesley & Vocke, 1992), and discipline is also a major contributing agent to examination irregularity in public secondary schools. Examination irregularity can be seen as the activity of students with the aim of giving themselves higher grades than they would have achieved on their own. Fatai (2005) defines it as a lopsided behaviour portrayed by students or any other person overseeing the administration of the examination. This is indeed a violation of the regulations governing the performance and integrity of such assessments. It is seen as an act done prior to, during and after the examination, that runs contrary the set rules laid for the appropriate conduct of the examination. In addition, it has been described as an act carried out to achieve unjustified benefit over other learners which runs counter to the rules and systems overriding the performance of such examination. Omotosho (1988) sees examination malpractice as a deceitful use of position of trust for personalized gains.

Table 2: Involvement in Examination Irregularities

Question	Valid Percent	
	Yes	No
Students		
Have you ever cheated in exams as a student?	24%	76%
Do you know students who cheat in exams?	66%	34%
Have you ever cheated in written assignments?	58%	42%
Teachers		
Have you ever caught students cheating in exams?	35%	65%
Have you ever been involved in examination irregularity as a teacher?	09%	91%
Have your school ever been involved in examination irregularity?	40%	60%

The study also set to find out the causes of examination irregularities from the respondents. Based on the study results it was pointed out that insufficient preparation for the examinations among many students (Mean=4.77 and standard deviation=1.142) was a major cause of examination irregularity. The students' failure to sufficiently prepare for examinations is attributed to indiscipline. Further findings indicated that other causes of examination irregularities were general indiscipline among students in the schools with a mean of 4.01 and standard deviation of 0.954. From the findings, the respondents agreed that frequent strikes actions encourage exam malpractices with a mean of 3.49 and a standard deviation of 1.007. It is agreeable that strikes in secondary schools are caused by students' lack of discipline which in turn affects their learning.

Table 3: Influences of Discipline on National Examinations Irregularities

Statement	Mean	Standard Deviation
Insufficient preparation for the examinations among many students	4.77	1.142
General indiscipline among students in the schools	4.01	0.954

Influences of Supervision on National Examinations Irregularities among Students in Secondary Schools

The second objective of the study sought to find out the influences of supervision on national examinations irregularities among students in secondary schools. According to the analysis of the findings, the study established that lack of effective supervision of students during examinations (Mean=4.62 and standard deviation=1.098) is the main reason for students cheating in national examinations. Further results showed that other causes of examination malpractice in public secondary schools include: Inadequate teacher-pupil interaction in class (Mean=3.01 and standard deviation=0.098). Many researchers have pointed out a number of factors that influence students to cheat in examinations. Davis, Drinan, and Gallant (2009) reported that students also willingly enter into collusion with other students to cheat, while lack of effective supervision also fostered cheating.

Table 4: Influences of Supervision on National Examinations Irregularities

Statement	Mean	Standard Deviation
Lack of effective supervision of students during examinations	4.62	1.098
Inadequate teacher-pupil interaction in class can encourage exam malpractices	3.01	0.098
Frequent strike actions encourages exam malpractices	3.49	1.007

Conclusions

The literature reveals that academic dishonesty is a global issue (Ikupa, 1998) and needs to be addressed in order to improve the credibility of examination grades and certificates that students get at the end of each educational level. It was concluded from the study that, student factors that contributed to cheating in examinations include: poor class attendance, lack of preparedness for the examinations, peer influence and students' lack of confidence. Students discipline, institutional culture and poor supervision/invigilation featured as the main causes of examination irregularities.

The results also showed that most students ranked in first position the lack of preparation for examinations as a factor that contributed more to cheating in examinations. This could be supported by the fact that some students do not attend most classes, hence, feel that they are not adequately prepared to do the examination. They therefore resort to getting into the examination rooms with unauthorized materials. Students may also not adequately prepare for examinations if they know from past experience that they can walk into the examination rooms with unauthorized material and use them in examinations without being caught due to weak invigilation. This corroborates with a study by Davis and Ludvigson (1995) who established in a study that those who cheat during national examination are the ones who have also cheated in earlier studies or examinations.

The study sought to establish the most appropriate measures used in schools to curb cheating in school exams. Punishment was the most sought after method. However, retesting and expulsion of candidates were not used. Deterrent control measures put in place by KNEC to discourage cheating includes cancellation of candidate's work, disciplining of teachers seconded by Teachers Service Commission as examination officials and proposed two year ban has greatly reduced cheating cases in Mandera County.

Recommendations

In line with the findings of the study, the study makes the following recommendation;

- i. The Kenya National Examinations Act should be re-evaluated to improve corrective disciplinary procedures on those found culpable for involvement in examination irregularities including fraudsters who take advantage of the gullible students.
- ii. All the relevant agencies of the government should always act rapidly to the information and directions availed by the Intelligence Services.
- iii. The KNEC should identify and seal all loopholes through which examination malpractices are manifested.
- iv. Should reports of examination leakages are established, KNEC should act promptly by replacing it with emergency papers instead of punishing innocent candidates.
- v. KNEC should digitalize all its examination systems so as to reduce faults that are linked to the manual arrangement of managing the examinations.

It is also recommended in this study that effective measures should be taken by those in charge of administration of examinations in public secondary schools to discourage students from cheating in examinations. All examination procedures, right from setting to sitting of the examinations, should be observed. This is supported by the fact that procedures for examinations can prevent cheating (Kerklvit & Sigmund, 1999, in Howell, 2006). Students should also be given frequent reminders that cheating in examination may lead to severe consequences, as noted also by Kilber (1993), that there was need to talk with students about academic dishonesty and ethics.

Situations that students find themselves in should be detected so that proper guidance and counselling could be provided to avoid stressful environments during examinations.

It is further recommended that heads of schools in primary schools should ensure that proper procedures that discourage cheating are established or strictly followed to inculcate ethical behavior amongst their students. This will limit students from transiting to secondary schools with cheating behaviors. This agrees with Whitley's (1998) findings that those who cheated in primary schools were likely to cheat in secondary schools.

Suggestions for Further Research

This study was specifically carried out in Mandera County. However there are many other counties in the country where the same research can be carried out. Further research should be undertaken to find out effects of Supervisors' Attitude on the Level of examination malpractice.

Also a study should be carried out to determine the mechanisms for reducing system generated causes of examination malpractice.

REFERENCES

- Charles, C. M. (1989). *Building classroom discipline: From moles to practice* (3d ed) New York: Longman.
- Czek, G. I. (2000). *Cheating on tests. How to do it, detect it and prevent it*. Mahwash, NJ. Erlbanim.
- Denby, R.V (1978). "Apprehension of Preservice Secondary Teachers." Phi Delta Kappan. en 318.
- Jacob, S. & Lar, T.D. (2001). *Forms and reasons for Examination malpractice: Implication for National Development*. Proceeding of the 16th Annual congress of the Nigerian Academy of Education. Pp 355-365. Jos: The Nigerian Academy of Education.
- Kerlinger, F. N. (1973). *Foundations of Behavioural Research*. (2nd Edition). New York: Holt Rinehart and Wilson, Inc.
- King'ori, J. and Mucheru, O., (2012). *Curriculum Delivery and Examination Irregularities*.

- Merton, R. K. (1968) *Social theory and social structure*, New York: The Free Press.
- Multimer, D.K and Rosemier P. A. (1967). "Behavior problems at children as viewed by teacher,." *Journal of Community Psychology*. 2:3704.
- Neuman, W. L. (2000), *Social Research Methods: Qualitative and Quantitative Approaches*. Fourth Edition. Boston.
- Newstead, S. E. Franklyn Stokes. N. & Armstead P. (1996). Individual differences in student cheating. *Journal of Educational Psychology*, 88. 229-241.
- Ojo, O. (1983). *Falling Standard of Education in Nigeria*. Daily Times, October 10, 7.
- Okumbe, J.A. (1998). *Educational Management Theory and Practice*. Nairobi: Nairobi University Press.
- Okwu, O. J. (2006). *A Critique of Students' Vices and the Effect on Quality of Graduates of Nigeria Tertiary Institutions*. Retrieved from <http://www.krepublishers.com/02-journal> on 16th Oct., 2008.
- Omari, I.M, (2012). *Implications of Examination Irregularities in the Management and Administration of Public Examinations*.
- Philemon, A. O. (2007). *The Menace called Examination Malpractice in Nigeria*. Retrieved from <http://meaningfulquota.bloghi.com> on 14th Oct., 2012.
- Rajpal, P.L (1972). "Which Behaviour Issues do Teachers Regard as Serious?" *Phi Delta Lam* 53:391.
- Roig M. and Neaman M. (1994). *Alienation Learning or Grade Orientation and Achievement as correlates of attitudes toward cheating*. Principles and motor skills. 78, 1096-1098
- Sofenwa, L.P. (1977). The Role of Counsellors in the Disciplinary Problems in Secondary Schools. *A Journal of the Nigerian Council*, 4 (1 & 2).
- The World Bank Group. (2001). *Public Examination System: Topics – Malpractice*. The World Bank Group. 2001. <http://www.worldbank.org/education/exams/malpractice/asp>. Accessed 2013/02/12.