

**EFFECTIVENESS OF UNIVERSITY EXAMINATIONS MANAGEMENT  
STRATEGIES IN MITIGATING EXAMINATION MALPRACTICES IN KENYA**

**BY**

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CONFERMENT OF THE DEGREE OF DOCTOR OF PHILOSOPHY IN  
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**DECEMBER, 2020**

## **DECLARATION**

### **Declaration by the Candidate**

This thesis is my original work and has not been presented for a conferment of a degree in any other University or for any other award.

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## **DEDICATION**

I dedicate this study to my Late Father, Simon Mulongo Mutsami, who throughout his lifetime etched in the walls of my heart the importance of education.

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## ABSTRACT

The purpose of the study was to assess the effectiveness of university examinations management in mitigating examination malpractices in Kenya. The specific objectives were to; establish the prevalence of examination malpractices among male and female students in universities in Kenya, assess the adherence by universities to the examination regulatory frameworks in Private and Public universities in Kenya, examine the effectiveness of strategies used to control examination malpractices in Private and Public universities in Kenya and assess the challenges affecting the control of examination malpractices in Public and Private universities in Kenya. The study sought to find if there was significant difference in prevalence of examination malpractices between male and female students, adherence to examination regulatory frameworks by public and private universities, effectiveness of strategies used to control examination malpractices between the public and private universities and challenges affecting the control of examination between the public and private universities. The study was guided by Bandura's Self-Efficacy theory. The target population was 40033 respondents. The study was based on the descriptive survey research design. A total of 390 participants were sampled using Kathuri and Pals' sampling table. Purposive, stratified and simple random sampling techniques were used. Data collection instruments were questionnaires and an interview schedule. Cronbach's Alpha Coefficient was calculated to establish the reliability of the instruments, which yielded  $r=0.79$  and  $r= 0.77$  for students' and examination officers' questionnaires respectively. Opinion of experts from the department of education was used to validate the instruments. Data was analyzed using both the descriptive and inferential statistics, precisely the t-tests. Results showed that 50.4% of respondents agreed that students possess unauthorized materials 49.6% agreed that students copy examinations and 50% indicated that they giffared on others and these were the most prevalent forms of examination malpractices. Non-adherence to examination regulatory frameworks was affirmed by 51.3% of respondents while frisking was 64.5% of respondents. The t-tests calculated revealed that the prevalence of examination malpractices between male and female students in universities in Kenya was largely the same, the adherence to regulatory framework for private and public universities was largely the same, there was a significant difference in the effectiveness of strategies when public and private universities were compared and there was a significant mean difference when public and private universities were compared on challenges affecting the control of examination universities. Based on the findings, the study recommended that there was need to strengthen vigilance in the administration of examinations in universities in Kenya. In addition, there is need for use of Closed Circuit Television (CCTV) cameras in examination rooms and improved frisking of students. These recommendations, if implemented, will greatly help in formulation of policies towards the mitigation of examination malpractices in universities in Kenya.



## OPERATIONAL DEFINITION OF TERMS

<b>Adherence</b>	Respecting of examination rules and regulations by not engaging in examination malpractices.
<b>Examiner</b>	A member of academic staff who is accountable for evaluation of a course of study in chartered universities in Kenya.
<b>Examination Administrations</b>	This refers to the entire process of setting, moderating, invigilating, marking and processing of examinations in chartered universities in Kenya.
<b>Examination Malpractices</b>	This is the practice of breaching set rules in the administration of examinations in chartered universities in Kenya.
<b>Examination Session</b>	Period within which an examination is done in universities in a chartered university in Kenya.
<b>Invigilator</b>	A chartered university employee who has been given the responsibility of distributing, Supervising and collection of examination scripts and other related materials in Kenyan chartered universities.
<b>Leakage</b>	A scenario whereby an examinee gets access to or knows of examination questions or related materials before examination date or time of examination in a chartered university in Kenya.
<b>Management</b>	Process of setting, supervision, marking and production of Examination outcomes to guide major decision making for examinees in chartered universities in Kenya.
<b>Mitigating</b>	These are the procedures and strategies used to control examination malpractices in chartered universities in Kenya.

**Plagiarism**

This is the practice of willfully and deliberately disregarding good academic ethics by using another individual's academic information without acknowledging its source in chartered universities in Kenya.

**Policies**

These are government legislation and procedures governing the preparation, transportation and administration of examinations in chartered universities in Kenya.

**Stakeholders**

All persons and organizations interested in chartered university education in Kenya.

**University**

A public or private institution which offers degrees and has been chartered by the government of Kenya to operate legally.

## **LIST OF ABBREVIATIONS AND ACRONYMS**

<b>ANOVA</b>	Analysis of Variance
<b>BOE</b>	Board of Examiners
<b>CAT</b>	Continuous Assessment Tests
<b>CCSE</b>	Chinese Civil Service Examinations
<b>CCTV</b>	Close Circuit Television
<b>CE</b>	Chief Examiner
<b>CIE</b>	Chief Internal Examiner
<b>CU</b>	Chuka University
<b>EPC</b>	Examination Processing Center
<b>GOK</b>	Government of Kenya
<b>HOD</b>	Head of Department
<b>JOOUST</b>	Jaramogi Oginga Odinga University of Science and Technology
<b>KEMU</b>	Kenya Methodist University
<b>KSCE</b>	Kogi State College of Education
<b>KUCPS</b>	Kenya Universities'and Colleges Services
<b>KU</b>	Kabarak University
<b>KU</b>	Kenyatta University
<b>KU</b>	Karatina University
<b>MKU</b>	Mount Kenya University
<b>MU</b>	Moi University
<b>MSU</b>	Minnesota State University
<b>POA</b>	Public Officers' Act
<b>QA</b>	Quality Assurance

<b>QAD</b>	Quality Assurance Department
<b>SAC</b>	Senior Academic Chief
<b>SAD</b>	Student Assessment Directorate
<b>SAS</b>	Senior Academic Staff
<b>SDC</b>	Student Disciplinary Committee
<b>SQ</b>	Students' Questionnaire
<b>TES</b>	Times Education Supplement
<b>UK</b>	United Kingdom
<b>UA</b>	University Act
<b>UEOQ</b>	University Examination Officers Questionnaire
<b>UNESCO</b>	United Nations Educational Scientific and Cultural Organization
<b>UoE</b>	University of Eldoret
<b>UoE</b>	University of Embu
<b>UNISA</b>	University of South Africa
<b>UoN</b>	University of Nairobi
<b>US</b>	University Senate
<b>USA</b>	United States of America

# CHAPTER ONE

## INTRODUCTION

### 1.1 Background of the Study

Examination malpractice has become one of the most serious challenges threatening the quality of education at all levels of learning irrespective of location or status (Getange, 2015). In all nations of the world, examinations play a critical role of evaluating the level of learners' acquisition of knowledge, skills and attitudes. Examinations are useful in selecting students who have excelled to join higher levels of education. In addition, examinations are measures which are used to place trained personnel in relevant job opportunities. Graves and Stephen (2008) and Offorma (2009) reported that the urge for students to engage in examination malpractices so as to be successful in life was not new among the human race. Being a basic requisite upon which development depends on, examinations are vital and they play a role in the classification of students' suitability and competencies that affect their job placement in various sectors globally. Examinations are known to determine a variety of promotion decisions by employees and should therefore be done as per guidelines and rules put in place by universities.

In the contemporary time, there is a compelling desire for excellent academic certificates at different stages of education. The need has resulted in learners' discovery of a variety of methods that can help them to do well in their examinations, hence leading them to engage in examination cheating. Anan (2005) reported that some of the ways used by students to cheat in examinations were; exchange of answer scripts by learners, writing of answers on body parts and on small pieces of paper with an intention of referring to them

in examination rooms without the knowledge of invigilators. It is therefore a matter of concern that those people who have been given the noble responsibility of overseeing the entire examination process need to be keen and alert to the menace of examination malpractice.

Examination malpractices have been rampant in the USA (Perry, 2000). This implies that examination malpractices are rampant in learning institutions such that those who practice it no longer fear consequences of the menace. Apart from the menace of examination malpractices being witnessed in the USA, it has been reported to be a worldwide phenomenon (Harold & Max, 2001). This therefore means that examination malpractice is an issue that affects students universally and the entire education fraternity, therefore it needs to be addressed with urgency through research and propositions that will help in the mitigation of the escalating incidences of the menace.

The menace of examination malpractices has been observed in other parts of the world. For example, Gress and Ilon (2009) reported in a study ‘Successful integration of foreign faculty into Korean universities’ that in Korea, 27% of students in superior Korean universities had been involved in examination malpractices and close to 25% of them had purchased examination papers online before the scheduled days of examinations. The study had an objective of establishing other forms of examination malpractices apart from the traditional forms of examination cheating. Students from one South Korea University were sampled and the findings were generalized. This implies that examination

malpractice is a global challenge that calls for stern measures that need to be put in place in order to mitigate the practice.

In Ghana, Abiodun (2011) reported that there have been reported incidences of prevalence of examination malpractices. In addition, he affirmed that in the same manner in which corruption has existed in countries of the world, examination malpractice has been disturbing, hence universities require urgent measures in order to effectively manage cheating during university examinations.

In some parts of the world, there is indication that university students who successfully engaged in examination malpractices while in secondary schools believed that examination cheating was an avenue to pass examinations at the university (UNESCO, 2004). These observations compromise the integrity of the teaching profession. Arising from the fact that lecturers could be products of corrupt education systems. For better posterity of the entire system of education, the subject of integrity in universities remains a matter of critical importance that needs to be addressed professionally and in a sustainable manner.

Baku (2000) reported that examination malpractices were prevalent in Ugandan universities. Leakage of examination materials was caused by university personnel who were in charge of examinations. For example, it was observed that an officer sold papers (Matoke, 2010). This implies that if the management of strategies in mitigating

examination malpractices is not given due attention, the situation could get out of proportion.

There is a close relationship between the honesty of students in examinations and their future performance at work. Magara (2016) found out from a number of entrepreneurs and academicians in Uganda that lack of performing graduates at the Ugandan labor market was attributed to engagement in academic malpractice when the workers were in universities because they were known for reproducing their friends' works.

Corroborating with Magara (2016), Anney (2015) posit that lecturers in Tanzanian universities had not done their part well because they had not come out boldly to condemn observed incidences of examination malpractice. Mitigation of examination malpractices should not only involve examination offices in universities, but it should be a matter that concerns the entire teaching fraternity.

In the contemporary Kenyan society, there is an outcry and discontentment with the high levels of corruption, both in public as well as private sectors. There is a likelihood that the situation could be attributed to the governments' engagement of people from academic institutions who engaged in academic malpractices and lacked of scholarly honesty.

The quality of the workforce has a relationship with the integrity of graduates during the training period. Lawson (2013) reported that unethical behaviour at job places emanated



from examination malpractices in learning institutions. Consistent with other scholars, Ercegovac (2010) observed that academic dishonesty was reflected at graduates' work place. For example, there have been reported cases of county governments having 'ghost workers' across Kenya. Such practices are perpetrated by senior officers at work places in county governments. These government officers could be those who succeeded in their academics by engagement in examination malpractices and other fraudulent ways of academic successes.

In Kenya, students are evaluated using examinations that ascertain whether the appropriate knowledge, values and skills have been effectively imparted (Muchangi, 2014). Further, Examinations are considered as measures used to evaluate the progress of students in learning institutions in order to move them to higher echelons of study (Akaranga & Onyonga, 2013). It crucial for the process of examining students to be taken with a lot of care because evaluations done will determine placement and performance of graduates in various job markets. People who are graduated from institutions of learning need to be morally upright and be able to display high levels of integrity at their places of employment.

In Kenya, cases of the prevalence of examination malpractices have been reported in universities. In a recent study at Moi University, there were 74 instances of examination malpractices reported in a single university by Ruto, Cheruto and Kimutai (2011). In the same study, it was revealed that 64% of the cases involved were male students perhaps because there are more male than female students admitted to universities annually. Lack

of preparation for examinations was cited as the main reason why university students engaged in examination malpractices. In this regard, it is evident that Kenya is not exempted when it comes to the menace of examination malpractices hence the need to unearth the current study on the 'Effectiveness of University Examinations Management Strategies in Mitigating Examination Malpractices in Kenya.

Kabarak University (KU), in Kenya, protects the integrity of the university and degrees offered by considering examination malpractice to be a serious offence. Culprits who are found guilty of cheating are deregistered from the university (KU, 2016). Jaramogi Oginga Odinga University of Science and Technology, (JOOUST, 2013) outlines the forms of examination malpractices and provides consequences for students who get involved in examination malpractices. This scenario is an example of regulations and policies which govern the administration of examinations in both public and private universities in Kenya. The fundamental concern hence remains; why do examination malpractices prevail in universities in Kenya yet there are guidelines and regulations which have been given to students? In order to resolve this recurrent issue in learning institutions, there is need for researchers to unearth the effectiveness of the management of examination malpractices in universities in Kenya, what needs to be done and how educators should enhance the management of examination malpractice in universities.

Types of examination malpractices include; students having unauthorized materials in examination rooms, attempting to copy or referring to unauthorized materials in examination rooms, disturbing or distracting other candidates during examinations. In

addition, some students seek deferment of examinations on false pretenses. University students practice examination malpractice by copying academic works of other students or citing other authors' information without acknowledgment of the copyright of owners. Another form of examination malpractices is the refusal by students to stop writing after the invigilator has timed out examinees (JOOUST, 2013). With all these forms of malpractice, there is an indication that examination irregularities exist in universities and need to be studied with a view of mitigating them.

It therefore remains a matter of urgency and responsibility for all universities to exemplify and live up to chapter 6 of the Constitutional of Kenya (2010), which requires all public servants to practice integrity and ethics in all matters. In this regard, public servants who are engaged by the government are products of academic institutions which should embrace high levels of academic integrity.

## **1.2 Statement of the Problem**

There have been concerns about the standards of students graduating from universities globally and Kenya in particular. Volumes of research reports on examination malpractices exist in Kenyan libraries. Universities have formulated strategies to mitigate examination malpractices but the strategies have not been successful. Despite the existence of examination mitigation strategies and regulatory frameworks, the problem has escalated to alarming levels in various institutions of higher learning. The persistence is likely to lead to deterioration of morals of graduates and their intellectual growth. There was an urgent need to intervene and reverse the situation in order to restore the

integrity of university examinations. Escalating cases of examination malpractices necessitated a study on Effectiveness of University Examinations Management Strategies in Mitigating Examination Malpractices in Kenya. Even though there have been similar studies in universities in Kenya, similar research has not been done in universities in the study region, hence a need for the study to fill the gap. The study was undertaken in order to provide information and enhance informed policy making procedures in higher education with an aim of mitigating escalating levels of examination malpractices.

### **1.3 Purpose of the Study**

The purpose of the study was to assess Effectiveness of University Examinations Management Strategies in Mitigating Examination Malpractices in Kenya.

### **1.4 Objectives of the Study**

The study was guided by the following objectives, which were to;

- i. Establish the prevalence of examination malpractices among male and female students in universities in Kenya.
- ii. Assess the adherence by universities to the examination regulatory frameworks in Private and Public universities in Kenya
- iii. Examine the effectiveness of strategies used to control examination malpractices in Private and Public universities in Kenya.
- iv. Assess the challenges affecting the control of examination malpractices in Public and Private universities in Kenya.

## **1.5 Hypotheses of the Study**

The study tested the following four hypotheses;

- H0<sub>1</sub>:** There is no statistically significant difference in the prevalence of examination malpractices between male and female students in universities in Kenya.
- H0<sub>2</sub>:** There is no statistically significant difference in the adherence to examination regulatory frameworks between public and private universities in Kenya
- H0<sub>3</sub>:** There is no statistically significant difference in the effectiveness of strategies Used to control examination malpractices between public and private universities in Kenya.
- H0<sub>4</sub>:** There is no significant difference in the challenges affecting the control of examination between public and private universities in Kenya.

## **1.6 Justification of the Study**

The study had theoretical as well as practical significance. Peters and Okon (2014) opined that various nations, learning institutions and persons have invested heavily in an attempt to mitigate examination malpractices. However, to a great extent, there have not been notable success. The situation poses threat to the morality of graduates, their overall intellectual growth and professional practices at job markets. Failure to manage these trends, university graduates are likely to have moral decadence and gradually run short of the knowledge and expertise which are a requisite for effective handling and utilization of resources. In view of this, a study on ‘Effectiveness of University Examinations Management Strategies in Mitigating Examination Malpractices in Kenya’

was of utmost significance. There was an assertion by the researcher that the results of this research could provide views which university examination officers, university leaderships, and education policy generators could use in the management of examination malpractices. In addition, the findings would add to available knowledge and contribute to the management of examination malpractices. There is a widely held view that learners cannot excel in examinations unless they engage in examination malpractices.

The research was meant to assist universities to have assurance in the preparation of graduates by helping them to comprehend the negative outcomes of examination malpractices and being proactive and courageous as they sit for examinations. Proper preparation of students to be better workers would lead to the production of credible graduates, who could be capable of making important contributions to the social, political and economic development in Kenya and the world at large.

The research aimed at highlighting strategies used in the management of examination malpractices. The revelation of these strategies could advise examination authorities on effective control of the behaviour. By unearthing various forms in which examination malpractices are manifested in universities, lecturers, students, education stakeholders, parents, sponsors and the entire nation could rethink on how to control the behaviour in learning institutions. The study generated valuable data and literature for use by scholars in educational administration. In addition, University leaderships were meant to get a grip on how to deal with the menace of examination malpractices in respective institutions.

### **1.7 Scope of the Study**

The study was carried out in universities in Kenya, comprising of three public and two private universities. The study involved students, examination officers and university academic registrars. The study focused on prevalence of examination malpractices among male and female students in universities in Kenya, adherence by universities to the examination regulatory frameworks in Private and Public universities in Kenya, effectiveness of strategies used to control examination malpractices in Private and Public universities in Kenya and challenges affecting the control of examination malpractices in Public and Private universities in Kenya.

### **1.8 Limitations of the Study**

In the process of introductions to respondents, some were suspicious about the motive of the study, hence they were a bit reluctant to provide the information at first. To handle the suspicion, the researcher reassured them of the confidentiality of the information and also reaffirmed to them that the findings of the study would be used purely for the purposes of the research. Results were generalized to all universities in Kenya.

### **1.9 Assumptions of the Study**

The study was done under the following assumptions;

- (i) Respondents had requisite experiences in matters of examination malpractices in universities.

- (ii) Students who were sampled from the students' population had requisite knowledge and were in a position to respond to questionnaires.
- (iii) Respondents would respond to questionnaire items sincerely and honestly.
- (iv) All respondents would participate willingly and provide data within the time limits of the study.

### **1.10 Theoretical Framework**

The study was guided by the self-efficacy theory propounded by Bandura (1997). Bandura (1997) explained that the extent by which an individual believes in one's ability to accomplish a given task and excels in a certain scenario has a significant role in the manner in which one performs the task when confronted with challenges. Related to the current study, examinations are a tasks which students are expected to undertake and succeed. The extent to which students believe that they have the ability to do examinations and succeed has a relationship with how learners approach the task.

The higher the students' self-efficacy, the more they will be ready to approach examinations with peaceful mind sets. Stronger self-efficacy motivates students to increase their efforts towards succeeding in their tasks (examinations). On the contrary, the lower the self-efficacy, the more anxious students will become, which will consequently make them look for fraudulent means of passing examinations hence engage in examination malpractices. Bandura (1986, 2001 & 2006) reiterated that a peoples' beliefs concerning their capability to perform a certain action influence their



learning. Self-efficacy poses questions in the mind of students such as “can I perform this undertaking?” Students’ concept about their self-efficacy affects their performance, choices, emotions and eventually the amount of effort they put into a particular learning experience. Self-efficacy influences the thinking pattern in a manner that can assist or prevent learners from achieving their pr-determined goals and academic objectives. Self-efficacy affects several aspects of students and eventually influence the decisions they make, consequently determining their academic achievements. Self-efficacy is evaluated on the basis of past experiences. For instance, students tend to expect success in anticipated examinations if they have done well in their previous examination tasks. Bandura reiterated that human experience is determined by behaviour, environment and intellect.

In relationship to examination malpractices, the intellect, which constitute the moral development of students, their thought processes, and their reaction to societal value systems influence their experiences in academic endeavours. Environmental aspects such as imposed restrictions, societal norms, examination regulatory frameworks, classroom interactions between lecturers and students influence students’ behaviours, including their decisions; whether or not to engage in examination malpractices. Hence the appropriateness of the self-efficacy theory in the current study. The self-efficacy theory has been alluded to by contemporary scholars in similar research on examination malpractices in Nigeria (Nnekwu & Odochukwu, 2016). The theory was thus found relevant for and applicable to the study.

### **1.10.1 Conceptual Framework**

The study adopted a conceptual framework that was developed by the researcher illustrated in Figure 1. The figure presents independent variables, which are the prevalent levels of examination malpractices, adherence of universities to regulatory frameworks, management strategies of examination malpractices and challenges affecting the control of examination malpractices. The study assessed the levels of prevalence of examination malpractices. Results were meant to advice universities on the best way to mitigate examination malpractices.

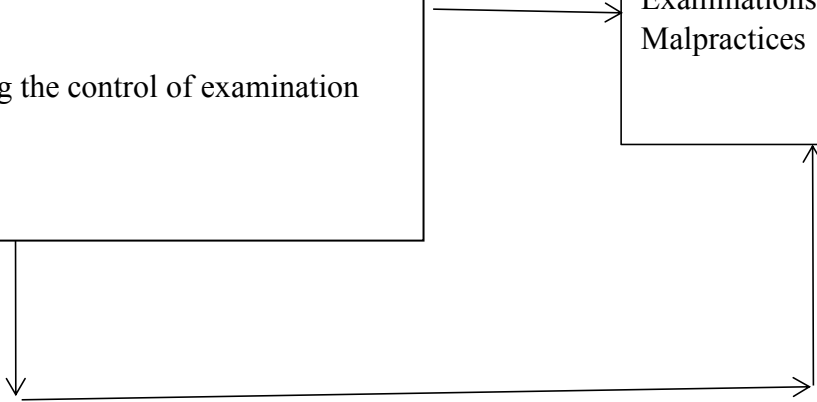
The researcher was also interested in establishing the extent to which university leaderships reinforce the adherence by relevant persons to examination regulatory frameworks. The levels of adherence would advise universities on where they needed to improve towards the mitigation of examination malpractices. The study was keen on checking on the most appropriate strategies which were applied by universities in order to mitigate examination malpractices. Finally, the study considered the challenges encountered in the process of mitigating examination malpractices in universities. The framework had indicators for all the four objectives which would be used in the analysis of justifiable inferences.

**Independent variables**

- 1. Prevalence levels of examination malpractices
- 2. Adherence to regulatory Frame works
- 3. Strategies used in the management of examination malpractices
- 4. challenges affecting the control of examination malpractices

**Dependent variable**

Mitigation of Examinations Malpractices



**Figure 1: Conceptual Framework**

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

The chapter presents the literature review. The following thematic concerns were addressed-: historical overview of examination malpractices, the concept of examinations, prevalence levels of examination malpractices, levels of adherence by universities to regulatory frame work, types of strategies used in the management of examination malpractices and the types of challenges affecting the control of examination malpractices.

#### **2.2 Historical Overview of Examination Malpractices**

The period when cheating in examinations was noted in the world communities is not clear. Globally, there have been cases of escalating examination malpractices by university students. According to Kibler (1993), cheating in examinations was noted in civil service examinations in china. To curb cheating in examinations, examinees were provided with enclosed structures to prevent them from copying answers from other students' examination scripts.

Prior to students' entry into examination rooms, invigilators would check them to prevent them from entering examination rooms. This background therefore sheds light to the current practices in learning institutions, where students are checked as they enter examination rooms. It has been a tradition for many years and seems to be the main

method of ensuring that students do not cheat during exams. In United Kingdom and the United States of America, cases of examination malpractices have been reported; for example, Perry (2000) reported that examination malpractices were rampant in the USA. Perry (2000) informed that the habit of cheating in examinations escalated to higher levels although culprits were put in jail for being in possession of unauthorized notes in various parts of their bodies and clothing. This historical dealing and reflections on how culprits of examination malpractices were handled informs university leadership that students who engage in examination malpractice are as bad as criminals who have gone against the laws governing societal relationships and norms, hence the need to handle them with intense corrective measures.

In India, there have been reported cases of examination malpractices. In a study conducted by Gbenda (2008), it was reported that lecturers, examination invigilators and examination officers were urged to remain in examination rooms when it was observed that there were escalating incidences of examination malpractices in universities. In most cases, examination malpractices took place in circumstances of congestion in examination rooms. Similar trends were witnessed in various universities in Kenya.

A lot has to be done in order to instill sanity in university students but no significant results have been achieved. Pakistan has not been an exception in matters of examination malpractices as reported by Munachonga (2014). In addition, he reiterated that the evolution of self-centered tradition and civilization caused by enhancement in technological aspects had largely contributed to an increase in examination malpractices

in universities in Pakistan. The sophisticated manifestation of examination malpractices, enhanced by technological development calls for similar advancement in technological methods of dealing with the problem. This implies that modern technology should be explored in an attempt to curb occurrences of examination malpractice in universities in Kenya and at global levels.

There has been an outcry of corruption in government systems across the world, which has a close correlation with the behaviour of the workforce while in learning institutions. Maheshwari (2011) reported that examination malpractice was considered as a type of corruption. Punishment was prescribed for vices. Whereas a number of vices related to examination malpractices were praised and encouraged. This implies that examination malpractices are as widely spread form of corruption. In the same way corruption negatively affects the economic growth of a given country, so does examination malpractice affect the scholarly performance of a given country. When the quality of education and its structures are infiltrated by examination malpractices, then sanity ceases to exist in educational institutions and the impact could be destructive to global educational systems.

In England, Wales and Northern Ireland, according to Patton (2012), 27% of cases of examination malpractices involved senior personnel in examination offices. Another research conducted by Eckstein (2003) revealed that usage of high technology facilitated to label examination malpractice as an escalating matter in the realm of academia and was becoming a matter of international concern. In addition, there have

been reported incidences of examination malpractices in university placement examinations. Further, research has revealed that examination malpractices are major phenomena whereby traditions of corruption have taken roots in university education.

Having had a historical overview of examination malpractice, we can infer that the problem can be addressed because it has some historical genesis, meaning it has been in existence in earlier times. Through research, mitigation of examination malpractice could be a reality. Education stakeholders have a duty to address challenges that face the education systems both locally and globally; hence the essence of the current study on ‘effectiveness of strategies used in mitigating examination malpractices in universities in Mount Kenya.’

### **2.3 The Concept of Examinations**

Suleman, Gail and Kamran (2015) explain that scholars have a variety of views concerning examinations. Examination refer to the process of evaluating, understanding, knowing the scholarly strengths of a person, done in a given period. Examinations are programmed in such a manner that they assess the attainment of learners and establish if they have attained a level of academic acquisition of knowledge and skills (p. 165-183)

Examinations determine competencies of learners in universities. According to Nnam and Inah (2015), examination is a measure against which learners' competences and progress are officially examined and appraised in the education fraternity. The appraisal of learners is important for employers to be able to make judgments on the suitability of

those who are to be given opportunities to be employed in various organizations. Examinations discriminate prospective candidates for certain jobs and it is only after effective evaluation that an employer can tell the most qualified person for job placement.

In consonance with the ongoing views on examinations, Okwori (2014) asserts that several scholars view examinations in diverse perspectives. Okwori reiterates that examinations as the process through which learners are examined or tested to establish the quality of learning they have acquired in a particular period of instruction. Okwori adds that it is an official test of a person's knowledge or ability in a given subject, in most cases, by way of responding to questions or practical tasks. It is therefore important that the subject under investigation be treated seriously because examinations determine the destinies of students and the practical application of learned concepts.

The achievement of educational objectives is determined by students' performance in examinations. According to Oyetunde (2014) and Alhassan (2017), examinations are meant to give feedback to a person, learner or group of students on the extent to which they have acquired taught content. In addition, examinations provide information to learning institutions on whether they are delivering services as per the expectations of education stakeholders and inform whether the institutions are meeting the set objectives or not. Aboki (2000) highlighted the main purposes of any given educational enterprise. Aboki viewed examination as a way of evaluating the competence or attainment of objectives in a particular area, a way of foretelling the future success and assisting in choosing of purposes, and finally, an activity that avails incentives to the learning process.



The assessment is usually done through examinations. Hence, the measurement of educational outcomes can only be done through the process of administering examinations to learners.

Examinations are considered to be a fulcrum for deciding on when to promote people from one level to another and the provision of certificates which later project the careers of learners in their years of posterity. This follows therefore, that all educational stakeholders must have a positive influence and discussion on the administration of examinations, their integrity and credibility in learning institutions. The yardstick that measures the process of knowledge acquisition is examination. Omemu (2015) opined that the process of teaching and acquisition of knowledge is considered a success when learners are exposed to a process of examination; for the examiner to ascertain the extent to which learners have conceptualized the content of teaching given and instructions to evaluate themselves from the level of learners' performance. From the process of examining, institutions can tell if their goals are being met or not, based on their prior planning and projections.

A discrimination of high performers and weak performers is made possible using examinations. According to Conde (2006), examination outcomes are meant to establish students' capabilities and weaknesses, the appropriateness of a particular method of subject delivery and also the extent to which a given curriculum is effective in the fulfillment of educational goals and objectives predetermined by educational planners. In the same school of thought, Mucheke (2006) argues that examinations are expected to

evaluate and measure the extent to which correct knowledge of the subject matter which has been taught has been grasped by learners or not and what could be the gaps that need to be filled for the furtherance of curriculum instruction.

Examinations are administered at various periods depending on the unique academic calendars. However, in most cases, there are CATS (Continuous Assessment Tests) and final semester examinations in universities. It is therefore important for both examinations to be taken care of to prevent cases of examination dishonesty. According to Bello, Kalajo and Uduh (2010), it is the main function of examinations to determine the extent to which institutional objectives have been achieved within a specified period. Besides the evaluation of the general objectives, examinations assess the specific areas in which the student has acquired knowledge. In agreement with these assertions, Franklyn (2009) contents that examinations are utilized in the process of putting students in a variety of learning institutions and workplaces and also give useful information on the methods of teaching and the delivery of the curriculum content.

It is thus prudent to infer that examination is a vital process in the quest for knowledge acquisition; because learners can acquire skills and values that are useful in their lives and to the society in general. Amid the importance of examinations, Siringi (2009) observed that 60% of university students in Kenya affirmed that they took part in examination malpractices in their universities. Apart from the two main examinations, there are others that are administered to students who pass at their regularly programmed examinations. Those students who fail are allowed to retake their examinations and pass,

otherwise, they are not allowed to graduate. According to Choi (2010, Cohen & Brawer; 2003; McCabe, Butterfield & Trevino 2006), the human society has shown that learners are expected to attain a degree to remain relevant in their careers, secure jobs, get financial security, satisfaction and also get personal gratification. There is a general conceptualization that learners can only get higher pays, and reliable jobs if they score highly in examinations.

Consistent with this opinion McCabe et al. (2006) contend that academic grades which students score at examinations act as crucial measures in the society, which affect their lives after the process of schooling. Owing to these propositions, learners have a great urge to score high grades. The urge to pass examinations makes learners to engage in examination malpractices at all levels of their learning. It is, therefore, a matter of concern that the issue of examination malpractices be soberly looked into if we are to have integrity and redemption of the lost glory of examinations locally, regionally and at global levels.

Educational systems use examinations to measure academic performance in learning institutions (Khan et al. 2011) as cited in Kagwiria (2016). Further, the authors revealed that examinations were meant to promote learners to the next level of their academic ladder. The judgment of a teacher and examination outcomes constitute the grading criteria by which learners are classified from time to time. Through examinations, students can understand their capabilities, academic strengths and weaknesses.

Examinations help teachers to refocus and figure out aspects which need improvement in their teaching careers.

Examinations help in controlling the aspects of the education system by identifying goals and standards of education (Jagero, 2013). This implies that through examinations, stakeholders can tell whether predetermined goals of education are being achieved or not, and the level of education standards which can be established. Igbal (2011) asserted that examinations were too crucial to be underrated. Igbal added that examination is an important process of checking students' progress and providing a platform for control of both students and the attainment of educational goals and objectives, all which are crucial to the development of any country and for the development of education sectors.

An examination is viewed as the most common tool around which the whole system of education revolves and every system of education has at least a way of examining learners (Akaranga and Onyonga, 2013). It is however unfortunate that undue emphasis has been put on examinations, which in turn undermines effective student assessment. Makokha, as cited in Kagwiria (2016) posits that instead of teaching for holistic advancements, teachers overemphasize the teaching of examination content, which leads to a meaningless education system. On the contrary, students should be trained holistically to fit in the larger job market and adopt global academic practices which put them in competitive positions at global job markets. University examinations form an important part in assessment of knowledge, skills and attitudes of students who have reached the highest academic institutions in any country (Ruto, Cheruto & Kimutai,

2011). Similarly, each university in Kenya has rules and regulations which guide the management of examinations (Amani, 2011). According to Achio (2016), examinations act as a measurements of proficiency, knowledge, skills in their oral or written forms and judge the adequacy of these property posed by examinees through evaluation. Also, the authors emphasize the validity and reliability of examinations in terms of consistency of measurements. Examinations should be able to measure and evaluate the scholarly trends of students.

Examinations are organized activities that are well planned and monitored by examination officers in a given institution of learning. Oduwiye (2014) considers examination as an organized assessment technique that manifests individuals with many questions or tasks geared towards ascertaining a person's acquired knowledge and skills. Consequently, it is logical to infer that all learning culminates in examination as a way of assessing the extent to which learners have grasped the content within a given time. University systems evaluate students' achievements by giving examinations in a variety of forms; by CATs, assignments, group work and end of semester examinations (Adewale, 2014). These are conventionally practiced methods of assessing learners' understanding of curriculum delivered. Through examinations, learners can predict their future job placement industries and be able to realign their efforts towards their visions.

Cognizant of the importance attached to examinations in universities, it is therefore of utmost importance for universities to rethink on how they should transform university examinations to the extent that they reflect the actual capabilities of examinees, which

will, in turn, lead to their placement into their right professions. Some careers need professionals whose training and practical skills have to be consistent, not guesswork. For example, people who have been trained in medical fields must be consistent because they cannot put peoples' lives at a risk by using unrealistic ways in the medical career. To avoid such cases, there is a need for proper training and orientation of medics, and other noble professions. This can be achieved through transparency, accountability and ethical Practices in university examinations.

#### **2.4 Examination Malpractices**

An examination malpractice has been conceptualized variously by scholars in the field of education. Kieyei and Nduro (2012) explained that an examination malpractice could be considered as omission or commission by an individual who anticipates having an unfair advantage over others in a way that contradicts regulatory frameworks set by a learning institution.

Engagement in examination malpractice undermines the integrity and authenticity of the degrees conferred to graduates in learning institutions. Since examinations are meant to reflect the academic performance levels of learners, the outcomes of examinations need therefore be standardized for fair placement of students in various professions, as determined by their achievement levels. Examination malpractice benefits students who cheat as opposed to those who are honest. Badejo and Gandonu (2010) viewed examination malpractice as deliberately doing a wrong act against formal rules and aims at putting an examinee at an unfair advantage over those who do not cheat in

examinations. For example, if students cheat in examinations and scores higher than those who did not, chances are that the one who committed examination malpractice is likely to get admission to tertiary colleges compared to those who were honest because the grade is what counts for progression in academics. It is logical and fair that learners are awarded scores according to their abilities and proportional to their input towards their academic achievements. Examinations are meant to create a uniform platform upon which students can be evaluated and rated for further progression to intended carriers.

There should be no bias in the process of assessment and placement of students in various career paths. In their research, Khan, Khan and Khan (2012) viewed examination malpractice as an act of students using illegal means to excel in examinations by use of diverse methods of accessing answers in examination rooms at the expense of other students who are undertaking the same examination. This kind of behaviour denies the 'would be successful people' chances to experience the joy of their success because those who do deserve those opportunities get them through unjustified means.

Tambawal, in Okwori (2014) views examination malpractice as any illegal or an action which is not authorized before, during or after examination that gives unrealistic information about an examinee's performance in a given examination. Usman, in Okwori (2014) asserted that examination malpractice means cheating in a given test or any move which is meant to provide an undeserved advantage to oneself or another person through fraud or deceit at any time in the process of examination. Examination malpractices are not only unique to students but also to other stakeholders in education. Oluyeba and

Daramola (2006) cited in Alutu and Aluede (2006) reported that examination malpractice is any form of behaviour that is not usual, expressed by an examinee or any other person who is put in charge of conducting examination, which goes against the guidelines which have been outlined to control the examination being undertaken. Based on definitions of examination malpractice, the concept of examination malpractice could imply any irregular act committed by candidates, examiners or other officers who have been put in charge of the process of examination administration at a given level of academic progress.

Onyenchere (2008) viewed examination malpractice as an academic infectious disease which influences a majority of education stakeholders, teachers and has threatened the entire education standards and the authenticity of diplomas and degrees conferred to those who graduate from institutions of learning. Given that it is a threat, examination malpractice should be treated like a global disaster that calls for urgent action by the entire education fraternity. This analogy could imply that just like diseases, if examination malpractices are not given due attention, their outcomes could be fatal, in the sense that there will be no productive effect of education in the society.

Examination malpractices are considered immoral behaviour. Corroboration with the view of Onyenchere (2008), a research conducted by Mulandu (2011) found that in recent times, students engage in immoral habits which constitute the practice of examination malpractice. Besides, Mulandu posits that several students do not care about how they get good scores, but what is important is acceptable outcomes which they get at the end of



the examination and placement period. Given the concept of examination malpractice, it is therefore crucial and timely consideration is given to the ongoing discussion if we are to have examination systems and structures which are free from examination malpractices, hence the proper placement of learners into deserving job markets after completion of studies.

Examination malpractices are a threat to global education systems due to the evils that are associated with them. For example, examination malpractices make certificates of many graduates questionable and may result in a false reflection of learners' abilities. This could manifest itself when faulty and distorted certificates are presented to prospective employers for consideration (Omede, 2014). Also, the author observed that examination outcomes served many useful purposes which included streaming students in various departments or areas of specialization. In a nutshell, examinations are used to foretell the areas of specializations which learners are expected to pursue in their career development.

Nobody has immunity to examination malpractices. For instance, Omotere (2011) opined that many Christian and Muslim students have been involved in examination malpractices. The elderly, the youth and all people from all walks of life are vulnerable to examination malpractices. Consistent with the ongoing discussion, Gomez (2002) observed that many learners had seen cheating in examinations as a crime which they cannot be held accountable for at whichever levels of education. According to McCabe (2009), students at graduate levels of education generally engaged in examination

malpractices across world universities. It is, therefore, logical to conclude that examination malpractice is a universal challenge that requires consistent measures to deal with. Academicians and scholars are called upon to rethink, research and propose the way forward towards having examination malpractice free institutions. When research findings are shared, recommendations proposed by researchers need to be tried and implemented to the later, in order for change to be realized in institutions of learning.

Contrary to earlier assertions, the role of examinations may not reflect abilities of students. According to Peters and Okon (2014), the problem of examinations is that it does not reflect an accurate reflection of a person's ability in academia. Majority of learners do not consider their studies to be important; because they trust in engaging in examination malpractices. In the view of students, engaging in examination malpractice was an easier way of achieving their successes in life. Cognizant to the fact that examinations target at measuring examinees benefits and predict future performance, they provide a spirit of competition in examinees, which in turn leads to engagement in examination dishonesty in a variety of ways. There have been concerns by scholars as to what causes examination malpractice. In an attempt to provide an answer to this important question, Kieyi and Nduro (2014) provided a variety of constructs that culminate to examination malpractice. Among the constructs are school procedures, the condition in which students are taught, character traits of lecturers and learners and also the cultural orientation of learning institutions. In their study, they observed that examination malpractice has been seen as a sign of extensive deterioration of societal and cultural aspects and objectives and the ability of societal members to conform to it.

Based on the ongoing discussion, it was observed that the menace of examination malpractice did not only concern institutions of learning and those in those institutions, but also the society at large. This implies that mitigation of the vice needs to be of concern to all education stakeholders and education fraternity in its entirety. In a study by Anzene (2014), the main factor that leads to dishonesty in examinations includes emphasizing papers in the name of certificates, shortage of tuition infrastructure like libraries, science and technical subjects' laboratories, lecture student ratios which consequently impact on the quality of teaching and learning. Apart from the school-based factors, poor family orientation can lead to examination malpractices among learners. When learners are not morally brought up by parents or guardians, they tend to embrace cultism, drug abuse, sexual immorality and rudeness, which could potentially lead to involvement in examination malpractices.

Different reasons are cited as motivations for students to engage in examination malpractices. Yusuf, Olofunke and Bamaobose (2015) revealed that improper study skills, lack of concentration during lecture time and peer pressure greatly influence learners and make them engage in examination malpractices. The study was conducted at Osun State University in Nigeria. The enquiry used descriptive research method done and a sample of 200 undergraduate students. Data were analyzed using means, t-test to test the differences between variables and ANOVA procedures to test the differences among variables. The research informed that there should be strengthening of counselling of students in universities and university leaders need to put in place stringent punishments to learners who embrace dishonesty in examinations.

Over decades, examination malpractice has been taken to be a lawless behaviour. Olushola (2006) posits that examination malpractice means behaviour that is against the law or activity that is involved in by learners to obtain an individual advantage in an exam over their peers or colleagues who are undertaking the same test. From psychological perspectives, Dike (2005) observed that examination malpractice means all forms of dishonesty that directly or indirectly gives a false impression about students' intellectual abilities. It entails practices that are contrary to examination ethics. Also, it portrays an act of disrespect to examination regulatory frameworks which have been put in place by learning institutions.

Examination malpractices are manifested in various ways. These forms are; bringing foreign materials into examination rooms-: This is whereby students secretly get into examination rooms with summarized notes which they use to get answers to examination questions, impersonation-: students ask their friends who have registered to undertake the examination to pretend to be the right candidates and secretively do examinations on behalf of the real candidate, exchange of answer scripts-: this takes place when students who sit in proximity privately exchange answer scripts and share information among themselves and earlier planned, use of electronic gadgets-: students sneak mobile phones into examination rooms without the knowledge of invigilators and access answers to examinations saved in phones or communicate with those outside the exam rooms to get answers to questions, collusion with examination officers-: in this case, some examination officers can arrange with students and inform them about the coverage or content of examinations prior to examination time.

## **2.5 Prevalence Examination Malpractices in Universities**

Academic malpractices in the USA is a significant matter that requires to be addressed with urgency (LeBrasseur & Leonard, 2008; Coalter, Lin & Wanorie, 2007). McCabe and Trevino (2001) reported that examination malpractice is realistic, such that its escalation is systematic and its adoption is justified by several American universities. This means that examination malpractices exist elsewhere in the world apart from the study locale of the current research, it can be concluded that examination malpractice is a universal problem that needs to be tackled through research.

In Malaysian university, students perceived various forms of examination malpractices (Zanwiyah, Maimun & Jumaini, 2008). The study indicated that the menace of examination malpractices was a subject of discussion at international circles. Studies at Minnesota State University (MSU) in USA indicated that examination malpractices prevailed among university students. A comparison was made to find out the prevalence of examination malpractices and it was noted that there was no statistically significant relationship of gender and examination malpractices (MSU, 2006). This implies that both genders were likely to engage in examination malpractices depending on various factors or situations which trigger their involvement in the menace.

Examination malpractice does not only involve students but it also affects the entire education fraternity. Levy and Rakovski (2006) reiterated that examination dishonesty has been indicated to be a major concern to the stakeholders of higher education. In the opinion of Prenshaw, Straughan and Miller (2001), examination malpractice is a common

widely described and practised behaviour in institutions of higher learning. Consistent with the views of these scholars, Olatunbosum (2009) asserts that incidences of examination malpractice have been escalating in some institutions globally to alarming levels. Due to its threat to global development, there is a great concern on how stakeholders in education can consolidate their knowledge and redeem the lost glory and integrity of examinations, hence enhance increase the credibility of university examinations.

The first known case of examination malpractice was in Chinese Civil Service Examinations (CCSE) (Kibler, 1993). In China, those found guilty of cheating in examinations were sentenced to a death penalty, whether they were examiners or examinees. It was established in China that 1000 examinees were confirmed to have engaged in examination malpractices at any one time (Balfour, 2009), hence the universality of examination malpractices.

Examination cheating is a vice that involves both examinees and examiners and its mitigation is of great significance and urgency. Every person who cherishes education needs to be concerned with the ways and ideas that can help in the management of this threatening practice among students worldwide. In the United Kingdom (UK), University students were reported to have been involved in examination malpractices (Armstead, 1996). Cheating prevailed among university college students in the UK (Newstead et al. 1996). It is, therefore justifiable to infer from the ongoing discussion that examination

malpractice is not regional, national or a racial practice, but a universal menace which requires urgent measures to mitigate or alleviate the evil.

A survey carried out on 150 undergraduate students at the University of Pretoria in South Africa indicated that 80% of students admitted that it was a common practice for them to copy their assignments from the internet and also cheat in their major internal examinations (Sentleng, 2010). In the light of the findings, it is worth noting that examination malpractice prevails beyond the local context. If that was a sample of respondents from one university, then it could imply that the situation could be beyond comprehension at international levels, hence an urgent need to bring the situation back to normality.

The trends of examination malpractices among students in Africa are alarming (Boakye, 2015). The researcher posits that examination malpractices were getting out of proportion in Ghana. To substantiate this assertion, despite the strategies put in place to mitigate examination malpractices, carrying examinations into classrooms has been cited as a major challenge which confronts the education sector in Zambia (Phiri & Nakamba, 2010). If education has to redeem its meaning and sobriety, the challenge of examination malpractices should be looked into as a matter of priority. Every educational institution should worry about the problem of examination malpractices and rethink about a possible individual or concerted efforts which could go a long way towards the establishment of lasting solutions.

Examination malpractices were not unique to Zambia but through literature citations available, other continents such as America and Europe experienced the problem of examination malpractices (Ngosa, 2013). This is an indication that examination malpractices are not institution-specific but a universal challenge. Isangeli (2007) observed that in Nigeria, certificates are main indicators of education progression and that examinations are the sole means of getting such certification.

Consequently, students consider examinations as fights of survival and malpractices as a solution to winning the fight. Even though there are penalties for this vice, trends of examination malpractices tend to escalate and methods of stealing become more sophisticated year in year out. Public examinations are key in the Ugandan examination system. The outcomes of public examinations determine opportunities for further training for a large number of students. Due to their importance, examinations are expected to be fair, meritocratic, unbiased as well as objective.

Besides, examination contributes to the quality of education and act as motivators of learners and their teachers (MOE, 2004). Considering the valuable contribution of examinations on the transition of students to higher levels of education, there is bound to be a dire need for a transparent system of evaluating students, where fairness and merit prevail. The challenge of examination malpractice has penetrated a number of regions of the world. Arguably, Ogwang (2010) observes that the process of administering examinations has remained a great challenge in Uganda and reported that examination malpractice continued to be a major problem.



Continuous prevalence of examination malpractice, therefore, conclusively shows that examination malpractice is a global challenge that requires due attention in the realm of academia, without which its consequences could escalate to uncontrollable levels and render the process of the acquisition of formal knowledge irrelevant. In support of the findings of Ogwang (2010) concerning the prevalence of examination malpractices globally, Njue, Muthaa and Muriungi (2014) reiterated that examination malpractice has been noted in Kenya and worldwide as a concern which needs urgent attention. When scholars of notable caliber give such important concerns over pertinent issues such as this, then it must be taken with the weight it deserves; hence the essence of the current enquiry.

Adams and Esther (2014) observed that it was unfortunate that examination malpractices had negatively affected several countries globally. This is an indication that the issue of cheating in the examination is and has been of great concern across the world and requires to be addressed. Similar views were shared by Isangeli (2007) who lamented that there was an escalating occurrence of examination malpractices world over, in particular among the youth in the contemporary society, which, he added, if not contained, may lead to several problems which will hugely affect the present generation. It is therefore important that resources are put together and ways found to confront the problem of examination malpractices in universities for sobriety to be restored in university assessment procedures globally. Students cheating in the tests is the most familiar type of misconduct in education.

The most common behaviour is the smuggling of unauthorized material into the examination venue (UNESCO, 2003). This is a common trend where students hide notes in socks, pockets or write such notes on their hands or legs. Siringi (2009) found out in his research that over 50% of students in universities in Kenya accepted that they were engaged in examination malpractices. The same study established that Engineering students at undergraduate levels were the most likely to cheat in examinations. The trends could raise several issues, including the authenticity of Kenya's engineering sector because it could probably mean graduates of engineering may not be competent to join the engineering fraternity at the job market locally, regionally and even at global levels.

Examinations are meant to place learners in various institutions of learning and also in various jobs. Besides, the process gives feedback in the teaching and learning process (Ongeri, 2009). It is, therefore, a matter of utmost importance that universities should ensure their training programmes, examinations and their overall output so that graduates can compete favorably at international job markets, where their graduates will be able to be absorbed in employment places and self-advertise their mother institutions, cognizant of the reality that universities are like entrepreneurs in modern days.

Each university seeks to admit as many students as they can for their economic sustainability if they have to remain relevant in the society. This implies that universities need to have a good reputation in order for graduates to sell their services, hence the need for transparent and realistic academic evaluation during examinations. The general public expects students to be honest during examinations. This observation, therefore, calls for

further investigations into the menace of examination malpractice in order to come up with interventions for controlling the emergence of the problem. Kagete (2008) observed that the integrity of examinations in Kenya can be questioned. It is, therefore, perturbing to note that systems that produce important people in the society can be questionable. This could then imply that even those who graduate, having been examined by questionable systems are also questionable, which is the reason the education sector, through research, needs to address the challenge of examination malpractice urgently.

Despite the existence of examination policies in various universities, examination malpractices have been reported in internal examinations among university students. Equal concern was confirmed through the study by Eshiwani (2009). The researcher found out that the quality of education in Kenyan institutions of higher learning was lowered by ‘sexually transmitted grades’, missing marks and people who write term papers for others in exchange for money. It is disturbing to learn that scholars who represent the top cadre of academicians in the society can bend so low and accept to exchange their dignity for grades. In reality, it can be concluded that if the habit of exchanging grades with sexual favours exists in higher institutions of learning, then the same rot could be transferred to other levels of education.

It has been alleged that many university lecturers seek sexual favours from female students. Research has revealed that examination malpractice may lead some students into areas of misconduct such as prostitution and armed robbery. Female students who lack money to pay for scores could engage in prostitution while the male counterparts

could engage in an armed robbery to pay for scores (Uzochukwa, 2015). It is therefore crucial for academicians to subject the issue of examination malpractice to scholarly conversation.

This information conclusively demonstrates that the desire for students to engage examination malpractice is motivated by lecturers who compromise immoral behaviors in exchange for grades. University lecturers should assert themselves and take up the role of shaping the character of learners and being role models during interaction with students. When learners are well guided and informed of the merits of being honest and truthful people in society, they tend to appreciate and correct their wrongs. Lectures need to be men and women of unquestionable morals, people to whom the lives of young people have been entrusted should be ready to inspire students to do acceptable things before mankind and divinity.

Examination malpractices at Kenyatta University was evidenced in learners' academic outputs such as essays, term papers and in presentation of thesis reports. This was attributed to lack of anti-plagiarism detection software (Muchuku, 2011). Examination malpractices have negative outcomes towards the achievement of quality education that produces candidates without integrity and cannot enhance innovation and creativity in their life long careers. When students become dependent on easily attained grades, they tend to become less innovative and may not adequately address life problems after graduation. To enhance the spirit of innovation therefore, universities should lead in the

mitigation of examination malpractice. By so doing, institutions are likely to redeem diminishing integrity of examinations.

The integrity of the university examinations process, the results and authenticity of transcripts and diplomas from some public universities are increasingly being questioned. This dissatisfaction comes from both political as well as economic fraternities (Theuri, 2012). It is, therefore, a fact that examination malpractice has penetrated most geographical areas of academic institutions, hence a justification of its enquiry and provision of suggestions to mitigate this monster. Every education stakeholder needs to be concerned about examination malpractice and where possible, funds should be provided to continually check on the problem of examination malpractice in universities and other education levels. Students should be taught the dignity of labour, whereby those who work hard are those who will enjoy the 'fruits' of their labour.

Examinations affect learners beyond the training environment and their entire future lives. Omari (2012) noted that the sole purpose of examination in universities was to enhance intelligibility, efficiency and effectiveness in making decisions about various persons. Such decisions are job placements, training programme and choice of learners for further education. Examinations are prepared according to the law and are expected to enhance responsibility to taxpayers by educators (Omari, 2012). Due to this, the levels of performance of students are proper indicators of the appropriateness of a given education system. This means that the perception which people have concerning a given organization is to an extent determined by the integrity of the people who come out of the

organization under consideration, implying that one can judge the integrity of a given organization by analyzing the level of integrity manifested among the people that organization has produced through training.

It is important to ensure transparency in examinations because they show an accurate picture of students' abilities at job placements. Education and training aim at instilling integrity, honesty, respect for others and hard work. Examination malpractice goes against this noble aim. Examination malpractices affect the standard of any given system of education and affect a person's long term character traits (GOK, 2012). Chapter six of the Constitution of Kenya provides public officers with guidelines that can foster leadership and integrity in public service.

The guiding principles of leadership and integrity include, among others, honesty in the execution of public duties (GOK, 2010). It is, therefore, a constitutional obligation for public officers to discharge their duties following this law. The government of Kenya has entrusted lecturers with the responsibility of ensuring that students do examinations honestly and with integrity. Education should impart positive skills and attitudes which include academic integrity and reduction of examination malpractices which have prevailed in Kenyan universities. University examination officers should ensure that examinations are carried out in a transparent manner where students get deserving grades.

### **2.5.1 Smuggling of Unauthorized Materials to Examination Rooms**

Smuggling of unwanted materials into examination rooms has been a common practice during university examinations. When students are not effectively frisked at entries to

examination rooms, they tend to carry materials which they use to answer questions secretly. Munachonga (2014) observed in Ghana that learners used various forms of examination malpractices during examinations. One of the most prevalent forms of examination malpractices was smuggling of unwanted materials into examination rooms.

Further, Munachonga reported that those materials were often hidden in shoes, bras, pants, pullovers and private body parts. Secretly, students transferred information from those materials to examination answer scripts. This implies that smuggling of unwanted materials into examination rooms is not only prevalent in Kenyan universities but also in other African countries. A solution ought to be sought before the problems becomes a universal disaster. The smuggling of unwanted materials into examination rooms has been experienced in diverse regions globally.

In another study, Suleiman, Gail and Kamran (2015) in agreement with Munachonga (2014) found that 96.7% of subjects affirmed that students smuggled foreign materials into examination rooms. Research findings by Nnam and Inah (2015) revealed that examination cheating differed from one learning institution to another due to various institutional cultures, environments and students' orientation. In the research, 78% of respondents reported that students took unwanted materials into examination venues. In a study conducted by Claubagh and Rozycki (2009), respondents affirmed that unwanted information was written on tiny pieces of paper and used in examination rooms without the knowledge of unsuspecting invigilators. Another study by Nyaumwe (2014) observed that students used small pieces of papers, copied tiny notes on those papers and secretly

smuggled them into examination rooms. From the ongoing discussion, it is, therefore in order to conclude that smuggling of foreign materials into examination rooms prevails in universities, not only in Kenyan newly established universities but also in Africa and the world at large.

In support of the theme of smuggling foreign materials into examination rooms, Okon (2016), found out that 55% of respondents affirmed that students smuggle unwanted materials into examination rooms. It was observed that students prepared small pieces of papers and prepared answer scripts way before the day of examinations. The trends had become heartbreaking to those students who worked hard for success in their academics. It is not fair for students to get an advantage over their colleagues. The main reason which makes students move into examination rooms with unauthorized materials is the lack of proper preparation for the examination. Since lecturers are men and women of integrity, they are obliged to ensure they cover the content assigned to teach within the stipulated time limits. Those who do not cover their work on time need to be talked to and replaced where need be.

Students use a variety of examination malpractices to achieve an added advantage over their unsuspecting classmates. Fagbemi (2001) reported that various types of examination malpractices in examination rooms had been observed in scholarly literature. He asserted that the major form of examination malpractices which students engage in during examinations was taking unwanted materials to examination venues. In another research, it was observed that students hide unauthorized materials in private parts where these



materials were smuggled into examination rooms. To curb this form of examination malpractices, invigilators should enhance their search skills as students enter examination rooms. Vowell and Chen (2004) reiterated that students were involved in examination malpractice by use of materials and information which were prohibited in examination rooms. A current lot of university students seem to be less motivated to engage in the quality study; consequently, they do all they can to cheat in examinations to evade supplementary examinations.

There is therefore need to unearth methods that could be used to control the smuggling of unauthorized materials into examination rooms. Oyieko (2015) observed that students secretly carried unauthorized materials into examination rooms. This was affirmed by 86% of respondents who took part in the research. Also, Rahaman (2016) reported that among researches carried out to show the prevalence of examination malpractices in universities, the taking of foreign materials into examination rooms ranked high with 75% of subjects agreeing that students smuggle unwanted materials into examination venues. Indeed, this trend if allowed to continue, could lead to a retrogressive society in the realms of academia, hence the rationale behind the ongoing Effectiveness of University Examinations Management Strategies in Mitigating Examination Malpractices in Kenya.

Fatai (2005) reported that in most cases, during university examinations, students smuggle unwanted materials into examination rooms. Besides, Fatai observed that the said materials were hidden in shoes, hems, clothes or other private parts of the

examination candidate. This finding, hence, calls on officers in charge of administering examinations to be vigilant and effectively frisk students at the entry of examination rooms to mitigate the escalating trends of examination malpractice.

Contrary to the finding that students smuggle materials into examination rooms, a study conducted by Chikweru (2018) revealed that a great number of respondents rejected that smuggling of tiny papers into examination rooms was practiced by university students. This finding deviated from other researchers in the field of education management. Respondents, in the study, did not only show that the smuggling was not done, but it also indicated that if it was done, then it was not a form of examination malpractices in universities. This shows that probably, there are other more sophisticated forms of examination malpractices in Nigeria.

However, in the local context, examination malpractice remains a challenge that needs rational solutions if the education which is offered has to be rewarding to those who do their examinations honestly. In the current state of academic affairs, it is not only earning a certificate that matters but the quality of the certificate which is attained matters. The quality is measured in terms of the grade a student scores, hence the need for standardized examination procedures.

### **2.5.2 Copying and Referring to Information**

Copying examination answers from other students in examination rooms is another common type of examination dishonesty. A report from the study by Munachonga (2014)

indicates that students in Kenya were culprits of getting answers from their fellow examinees during examinations. Also, she observed that in Zambia, learners copied in examinations by use of notes and did not conceal their answers from their friends, hence allowed them to copy. This form of examination malpractices is therefore prevalent not only in Kenya but also in other African countries and the world at large.

In other studies conducted by Franklyn –Stokes and Newstead (1995), the scholars observed that there were incidences of students copying in examination rooms, where they helped other students in examination rooms. From the ongoing discussion, it is thus scholarly consistent to conclude that copying and referring to information in examination rooms is a common phenomenon both in local universities as well as the world over. This inference ought to consequently provoke scholars, in particular, those in education administration rethink on the best way to deal with the unfortunate practice in universities as well as other tertiary institutions.

The Kenyatta University Catalogue (2011/2013), indicates that students arrange in advance to be in proximity to each other in order to share examination answers. They do that by secretly letting papers fall on the floor, intelligently exchanging answer scripts or exposing answer scripts to others deliberately to enable the copying. In support of these observations, McCabe and Trevino (1997) asserted that copying in examination rooms was done by use of symbolic language or use of coughs, clicks, foot taps and of gestures. It is therefore imperative to infer that invigilators should beef up and be up to the task of observing methods used by students in examination rooms. They should further report

culprits to the university administration for necessary measures to be taken. In an identified scenario, students had gone to the extent of forcing their fellow examinees to allow them to copy answers from their answer scripts.

In order to exemplify the above situation, Eze (1991), Jacob and Lar, (2001) found out that a student poured Nitric Acid on herself and threatened to pour it on her friends in an examination room; because they declined to allow her to get information from their answer scripts. Later, she managed to compel some of those friends to share their answers in a secretive manner.

The trends of students copying in examination rooms cannot be underestimated. The trends are escalating, and this could be due to the fact that students could not be motivated to study so as to attain their deserved grades. Even though students have realized that they should pass examinations and secure reliable jobs when they graduate from universities, they lack the zeal and motivation to concentrate on their academics. Their levels of intrinsic motivation are wanting. To this extent, scholars need to rethink on how to assist students to attain the internal motivation and be motivated to study and earn their rightful grades in universities.

Students are expected to do examinations honestly, without relying of those who sit close to them for answers. Given the fact that all learners are subjected to examinations after similar guidance by lecturers, there should be no cases of examination malpractices in universities and occurrences affect those students who work hard to get good grades.

Okon (2016) revealed that 70% of respondents affirmed that copying other students' answers through spying, also called grafting, and was ranked as the most frequently used method of examination malpractice. In his research, respondents proposed that the situation could be handled by the change of the sitting order of students who were noted by invigilators to be notorious in copying. However, the challenge could be better handled by the creation of sufficient spaces in examination rooms which would prevent the colluding students from reaching others to copy. If copying was left to continue without urgent intervention, then the discrimination role of examinations will not be effective in learning institutions, since undeserving students will be rewarded with unfair grades.

### **2.5.3 Giraffing in Examination Rooms**

In examination rooms students have a tendency of stretching their necks to look at answers of their nearby friends. Anzene (2014) states that grafting is the stretching of an examination candidate beyond the usual sitting space to copy answers from other candidates in an examination room. This is a form of examination malpractice that takes place during examinations and in secret, such that invigilators are not able to notice the cheating.

More often, university students plan to sit close to each other to stretch their necks and copy answers from their friends. Such students do so in a manner that an invigilator can hardly notice the communication among them. This behaviour needs to be controlled and managed if there is to be sanity in the education sector, particularly, in matters of

examination integrity. In support of the ongoing discussion concerning stealing of answers from close classmates in examination rooms, Munachonga (2014) observed that examination malpractices occur in examination rooms between those seated close and it is made possible by lack of sufficient spaces in examination halls, whereby students can expose their answers to their friends in the neighborhood. It is therefore important that those officers who are in charge of supervising examinations should be vigilant and report incidences that take place. Girraffing of students in examination rooms has been observed by scholars in the area of education administration. Abiodun, Gbadebo and Tola (2011) reported that one of the most prevalent methods of examination malpractices in examination rooms was girraffing; whereby students in examination rooms stretched their necks to copy information from the answer scripts of colleagues. This form of examination malpractice usually took place where there was a congestion of students in examination rooms. In such situations, university students plan about their proximity in terms of sitting space such that those who are friends sit close to each other for easy communication when they encountered challenging questions. When they get an opportune time, they stretch their necks and copy information from each other without the knowledge of those supervising those examinations.

The behaviour of copying examination answers from close friends in examination rooms needs to be condemned and avoided by all means. Oyieko (2015) affirms that copying of information from other students in an examination room was one of examination criminal offenses that should be rebuked at all cost. Further, she insisted that those who are found and proven guilty should be prevented from sitting similar examinations for a period not

less than three years from the time they engaged in examination malpractice. It is noteworthy that this recommendation has been implemented by most examination bodies in Kenya.

An example of the implemented recommendation is the situation at the Kenya National Examination Council, where culprits of examination malpractices cannot be examined until a period of four years lapses. When researchers' recommendations are effected by education stakeholders, scholars are motivated to carry out further studies and in the long run, identified gaps are addressed, hence the adoption of better methods and structures of solving problems in the field of education management.

Corroboration with Oyieko (2015), another study conducted by Maheka (2015) indicated that giraffing was one of the most frequent forms of examination malpractice used by students as opposed to other forms of examination malpractices used in institutions. In her study, she over 50% of respondents indicated that students always engage in giraffing on others in examination halls. It is therefore evident that students cheat in examinations by use of this form both locally, regionally and globally. Consequently, universities need to re-think on the best way forward and come up with more practical methods of eliminating giraffing from examination rooms, without which the cases of examination malpractice could continue escalating to uncontrollable levels in universities.

All levels of the education sector need to be concerned about the behavior of students copying in examination rooms. The habit develops gradually from lower classes to

highest levels in education stages. Makaula (2018) reported that in some cases, students deliberately stretched their necks and looked at their fellow examinees' answer booklets without the knowledge of the owners. Culprits copied answers, whether they were wrong or right. It is disturbing to note that students who cheat do not care whether they copy right or wrong answers. This is because they believed that their friends' answers were always correct since they are 'tabula rasa' (blank in mind).

The congestion of students in exam rooms gives room to girraffing of examinees. Makaula (2018), in agreement with other researchers, added that girraffing was frequently used where there was congestion of students in examination rooms due to the limited availability of spaces between one candidate and the other. Congestion in examination rooms encourages students to peep at other students' answers and copy them secretly. This form of examination malpractice could be controlled by the provision of sufficient spacing in examination rooms and the practice of strict invigilation of university students as they took examinations.

#### **2.5.4 Hacking of Examination Systems**

The hacking of students into examination systems means unlawful access to examination content by students without the knowledge of examination officers and management. According to Fagbemi (2001), Nigeria experienced examination malpractice through access to examination systems. For example, examinees applied high-tech skills in technology to access examination systems. In recent times, universities have established proper channels which are used to prepare examinations right from setting, production



and administration of the said examinations. Lecturers are not allowed to prepare their examinations in cyber due to the risks of hacking involved, which would to the leakage of examinations by cyber staff to students who do business with them. Examinations and marking schemes are expected to be guarded by all means to avoid students' access before scheduled examination periods.

Maduka and Udoh (2008) posit that the most common and seriously used method to cheat in examinations is leakage, which is caused by individuals who get to examination questions and marking schemes ahead of examination time. In some cases, methods used by students to access examination information are quite technical in nature. When students access examination beforehand, the action weakens examination validity and reliability and provides false outcomes which do not reflect on the actual abilities and competencies of those examined. This implies that the security of examinations needs to be considered as very important to get the actual reflection of performances of learners in universities.

Electronic devices such as mobile phones can be an avenue for students hacking into examination systems in learning institutions. Imachunku and Onunkwo (1995) reported that examinees who owned electronic devices like mobile phones, laptops, internet facilities and printers engaged in examination malpractices more compared to those who did not have such electronic gadgets. The researchers observed that the named devices can be utilized to access examination information from the internet, hence rendering examination invalid and unreliable. To mitigate the hacking of examination systems,

learning institutions need to enforce the ban of electronic gadgets among students. Also, the process of preparing and storage of examinations should be taken seriously by the lecturers in charge.

### **2.5.5 Writing Notes on Bodies**

Examination malpractice is done through students writing notes on their body parts. The writings are normally done some time before the commencement of examinations. Jacob and Lar (2001) report that students write notes on their private body parts and secretly refer to them during examinations. Further, they observed that writing on body parts was a predominant form of examination malpractices among female students, probably, females have more privacy compared to their male counterparts. This observation, therefore, calls for more thorough ways of checking students as they enter examination rooms, but ethical issues should not be undermined; in that female students should be checked by female invigilators and male students by males.

Students use symbols and signs on their bodies which they later use to answer questions in examination rooms. Vowell and Chen (2004) observed similar trends of students writing notes on their bodies. They reported that examinees wrote information on various parts of their bodies where they were alone could look at the writings and interpreted them into meaningful examination information. Based on available information on this form of examination malpractice, it is in order to conclude that university students do not have confidence in themselves concerning their preparedness for examinations. If they were prepared, they would not be worried and anxious about their examinations. These

observations could be an indication that the curriculum and the overall examination processes need to be restructured.

Universities need to establish what makes students have low self-confidence and lack of motivation in their academic endeavors. There could be a possibility that reading time has been converted to other irrelevant activities like unaccepted social relationships. In some instances, students could be taking their reading time to do businesses around their institutions to sustain themselves financially. This view is consistent with Maheka (2015) who reported that university students could be lazy and not concerned with reading because they were sure they would always find ways of cheating in examination rooms. In developing countries, examinations malpractices have become a major concern, unlike developed countries. If this matter will not be addressed, the credibility of graduates from these countries will be questionable in job markets.

William (2010) reported that writing small notes on hand or arms was one of the traditional methods of examination malpractice. He further stated that students write notes on their arms or hands, though the practice was on the decline because there is no sufficient place on students' bodies where much information can be written without them being noticed by allocated invigilators. This implies that this method of examination malpractice could be a thing of the past soon because modern students are in the process of adopting new methods of cheating in examinations, as an application of electronic methods of cheating.

### **2.5.6 Leakage of Examinations**

The leakage of examinations involves the access of students to questions which have been set and are yet to be released to them in form of examinations. Besides, leakage entails access by students to marking schemes prepared by lecturers without their knowledge. Fatai (2005) reported that in most institutions of learning, there is a tendency of having middle-level persons whose role is to ensure that they gain cash to leak examinations from their preparation rooms to those who are ready to buy those examinations.

In contemporary society, some people purport to access examinations from their preparation rooms irrespective of the security measures put in place. Those people demand payments before they share information on examinations. Corruption, which is perpetrated by wayward examination officers lead to leakage of examinations. Leakage of examinations has been an escalating form of examination malpractices in learning institutions. Maheka (2015) is of the view that leakage is one of the most predominant examination malpractice which takes place before the beginning of an examination.

In most cases, leakage is caused by people who have 'thirst' for money and can be exposed to examinations or marking schemes which are expected to be done. Another observed method of examination leakage was accessing examination papers through internet connectivity. Denga and Denga (1998) corroborates with these views that economically sound parents leak real examinations to their children who are meant to sit for the examination in a given year before the date of examination. Such leakages create

loopholes whereby those who benefit are those students who come well of families. It is therefore important for those who are responsible for the management of examinations in universities to be secure examinations in the process of setting, moderation, production and supervision of examinations.

The leakage of examination questions and marking schemes can also take place at any stage of the examination process. Miti (2010) explains that leakage of examination information takes place before and when examinations are completed. However, in Uganda, he reports that leakage of examination materials take place during the entire examination process; right from the setting, typing, printing and other related procedures done in examination preparation. It is therefore inherent that trustworthy and reliable personnel be engaged in the process of production and administration of examinations. People who should be engaged need be of high moral standards, dependable and should be ready to conform to the integrity clause of Chapter six of the Constitution of Kenya; a clause which calls for sanity and integrity when providing services to the public.

In some circumstances, there is the leakage of information in examination papers to students before time for examination. Conde (2006) reported that examination malpractice involves leakage of examination question papers from examination offices or lecturers who could be having prior plans to assist students to commit examination fraud. Examination malpractice through leakages has been escalating and has become not only and regional issue, but also global. Also, Harold and Max (2001) reiterated that this evil should get an urgent solution if the examination is to be credible and students rewarded

according to their input in their academic endeavors. The blame on examination leakages should be put on those officers who are involved in examination preparation and on lecturers who, for their known reasons, communicate to students the questions that have been set before the day of examination. Professionally trained lecturers should not engage in such unethical practices. Students need to be trained to get justified rewards for their academic successes, otherwise, scholars may keep discussing this challenge of examination malpractice endlessly.

### **2.5.7 Time Management in Examinations**

Management of time is crucial to students. Every examination has allocated time within which it has to be done. Usually, time allocation is guided by the number of questions and the level of the examination items given by the examiner. According to Ayedemi (2010), institutions of learning are supposed to be more concerned about the time allocation for each examination and the utilization of that time by examination candidates. He further reiterates that in cases where time is not properly apportioned to examination papers, there is a likelihood that candidates will misuse the given time and that could culminate to examination malpractices.

The same view on time management has been corroborated by several researchers. For instance, Oladipo, Adenuga and Enikanoselu (2010) observed that when invigilators begin an examination late, this leads to the collection of examination answer scripts before the given time elapses. Besides, they reiterated that proper time management prevents invigilators from experiencing a hostile environment at examination venues

which could lead to examination malpractices. Consequently, it is therefore prudent for examination officers to embrace the aspect of time management. The start of examinations should be indicated in places where all candidates can see and invigilators need to update students from time to time for effective time utilization.

Time is an important that has been made available and should control all activities in a learning institution. Nnekwu et al. (2016) documented that time management was indicated to be one of the effective methods used in the control of examination malpractice in universities. The method was considered effective because when students are allowed extra time after the allocated time, they tend to engage in examination cheating because, at those last minutes, invigilators would be busy collecting answer scripts from those who have completed, hence they may not concentrate on checking on those who would be continuing with examinations. With this regard, university leadership ought to be concerned about time-lines during examinations, if there is to be transparency and credibility of university education and marketability of graduates from universities in Kenya and global levels.

#### **2.5.8 Visitation of Students to Toilets**

There is a common behavior of students' frequent movement to toilets during examinations. Unfortunately, a number of them do so, not genuinely, but they have hidden agenda; to access examination answers hid in corners of the toilets. According to Achio (2005), there are examination malpractices that take place during before, and after examinations. One of the malpractices that place during examinations is students hiding

materials in toilets so that during examinations, they pretend to be having biological calls such that they are allowed to move out. When they are allowed, they quickly and secretly access hidden materials and access answers. Because of that, even though students have calls of nature just like any other person, the trends need to be checked and invigilators are more vigilant to prevent the vice from escalating.

Students have designed various methods of stealing examinations out of examination rooms. In a research conducted by Burke et.al. (2007), it was revealed that examination malpractice was manifested by students writing formulas on walls of bathrooms, toilets and bathing slippers to turn to them by capitalizing on loopholes created by invigilators during examinations. Also, he reported that they would then access that information secretly when they became desperate in examination rooms. This culture is evident when university students get out frequently in the pretext that they have biological calls. Most examinations take two and half hours at undergraduate levels. Students need to be contained in examination rooms for the entire examination period, unless otherwise where the examinee has to walk out of the examination room.

Biological life processes have to continue even during examinations. However, a number of students have misused this chance to engage in examination malpractices. Oyieko (2007) observed that 86% of respondents affirmed that university students in Kenya engaged in examination malpractice by making uncalled for visits to toilets and retrieving hidden materials for use during examinations. The results of the study are in tandem with the results of other scholars who have observed that students use a variety of types of



examination malpractice. For instance, Maduabum (2009) found out that learners participated in examination malpractice through various dubious methods like accessing handwritten materials from toilets. From the ongoing discussion on examination malpractices, it is, therefore, logical to make an inference that toilets adjacent to examination rooms need to be under proper watch and any form of writings on walls should be removed and monitored during examinations. Where possible, a fresh painting should be done on the eve of examination season.

There should be supervision of students even as they move to rest rooms. William (2010) asserts that a student may request permission to go to the toilet any moment during examinations to relieve themselves biologically. However, on reaching to their destined rooms, they resort to checking for notes which they hide in corners of the rooms or pockets because by then they are sure of where answers to specific questions are in their hidden notes. When they are through with their intentions, they walk back to their examination rooms 'refreshed' and ready to keep answering questions. They usually do all these without the knowledge of invigilators of what took place at the toilets. However, this form of examination malpractice seems to be on the decline in recent times because it appears abnormal for students to keep streaming out of examination rooms to the toilets during examination periods.

### **2.5.9 Award of Undeserved Grades to Students**

Examinations are meant to discriminate learners based on their levels of academic performances. It is important that every learner is given examination feed-backs that

reflect their abilities. According to Eze et al. (1991), examination malpractice is manifested when lecturers deliberately substitute the original answer sheet with one freshly prepared answer sheet and give certificates to people who never sat for examinations.

Further, Eze et al. (1991) reiterates that students collude with lecturers, the support staff and in some cases, therefore, there needs to be a collective affirmative action to arrest escalating trends of this form of examination malpractice. According to Komungoma and Magembe (2002), some lecturers are not sincere and get involved in examination malpractice by giving unrealistic grades to students. Such lecturers do so to get favors from students in various ways such as sexual favors, rewards and gifts from students. Some lecturers still give undeserved grades to gain favors and recognition from the students' body. Learners need to be treated fairly and without biasness of any form.

The system of marking and giving of students feed-backs need to be done with honesty and accountability to avoid award of good grades to non-deserving students. Chapi (2011) observed that some of the persons entrusted with the responsibility of marking examinations give false marks to the extent of recording them in mark lists. The officers do so to gain popularity and favors from students. To manage the trends of falsifying of marks, electronic marking systems have been developed in institutions of learning. If the system of marking will be embraced by learning institutions, there is a likelihood of minimizing interference with scores awarded to students and there will be mitigation of examination malpractices in learning institutions.

Elsewhere in Africa, there have been cases of awarding undeserving marks and grades to examinees. According to Emauku et.al (2012), in Nigeria, the alteration of grades by lecturers was not ranked highest as a form of examination malpractices. This implies that not all lecturers engage in giving false grades to students. The overall proposition is therefore that every examiner should be truthful and realistic when awarding grades to students to award learning fairly. According to Liu et al. (2016), absenteeism and giving of undeserved grades to students by lecturers were conducive settings that encourage examination malpractices in universities.

Some lecturers take their assigned teaching duties lightly and can dare give undeserved grades to students. This normally takes place when students miss CATs and request for makeup tests. In cases where the lecturer does not get time to administer the missed examination, they end up planning with the student for free marks after they get some form of bribes from the affected student. Such practices should be condemned and reported to university quality standards and assurance officers for appropriate action. Accountability and transparency tend to give good reputation to learning institutions and guarantee job opportunities to graduates from those institutions, hence the need to embrace the virtues.

#### **2.5.10 Gender and Examination Malpractices**

In modern society, the girl child has been treated differently in a number of aspects. However, there is no clear information on their levels of engagement in examination malpractices compared to their male counterparts. Maheka (2015) reported that female

candidates were more likely to engage in examination malpractices compared to their male counterparts. For example, 14 out of 20 respondents showed that more female students participated in examination malpractices than male students. Respondents agreed that a majority of male students engaged in examination malpractices. This finding could deviate from other research findings. However, logically, both male and female students could be equally involved in examination cheating because both genders want to do well in their academic endeavors and secure their dream jobs after graduation. Arguably, no gender wants to be left behind in matters of success in academics.

Research shows that male students are more likely to engage in examination malpractices compared to their female counterparts. According to Mustaine and Jewksbury (2005), gender differences showed that sex was the strongest and most frequently observed demographic aspect of examination malpractice. Results of their study revealed that more males tend to be more involved in examination malpractices compared to their female counterparts. On the other hand, Whitley (1998) reiterated that examination malpractices were equally committed by both male and female students. It can therefore be inferred that both genders are predisposed to engage in examination malpractice. Both genders are treated equally during employment time and in any other situation that demands the use of examination results.

## **2.6 Regulatory Frameworks Governing University Examinations**

Many universities in Japan did not have policies regarding examination malpractices. The research carried out on first-year students at the University of Hokkaido in Japan revealed that there was no formal awareness regarding examination malpractices in most Japanese universities (Imran, 2011). In South Africa, at the University of South Africa, (UNISA), the Student Assessment Directorate (SAD) encloses examination instructions when sending examination timetables to students. For example, item 18 (b) of examination instructions in UNISA (2010) states:

Candidates who, without authorization, take any book, document or object (such as a tissues paper, ruler, pocket calculators with notes on it) that may help them in the examination and neglect to hand such unauthorized material to the invigilator before the first answer book or question paper is made available to the candidate, are guilty of contravening regulations of the university and expose themselves to disciplinary measures as determined by the University Council.

This affirms that universities have their policies which guide students and clarify the way they should conduct themselves during examination sessions. University education constitutes a crucial part in evaluating the skills, attitudes and knowledge of learners who have reached the highest levels of academic achievement in a given country. Consistent with conventional practices of mitigation of examination malpractices in universities, Kogi State College of Education (KSCOE) in Nigeria has rules and regulations contained in the Students' Handbook and Academic Regulations. The Handbook has all behaviour

that constitute examination malpractices. The book, besides, provides penalties for violation of the said rules and regulations. This implies that worldwide, universities have guidelines and regulatory framework on exams.

Based on the ongoing observations, the challenge remains on the leadership of these institutions on how examination malpractices can be effectively mitigated across universities. There are stipulated rules and regulations which govern the conduct of examinations in each university in Kenya, Moi University (MU, 2009). There are rules and regulations which guide the administration and procedures of conducting both undergraduate and postgraduate examinations. University leadership and examination offices, in particular, are confronted with establishing examination malpractice free institutions if there are to be productive and positive trends in the economies of the world. When university graduates are trained to be honest in all their undertakings, there is a likelihood of positive attributes to be transferred to workplaces, hence the presence of integrity and accountability in various sectors this is prerequisite for economic growth.

The situation of Moi University is not unique. An example of examination process and justification that each university has guidelines which should guide students and the entire examination process is the University of Eldoret (UoE). Guided by Statute XL of the University Statues (2013), examination process shows that a school shall constitute a Board of Examiners (BOE) for Quality Assurance (QA) Members of the board shall be the Dean, (Head of Department), Program Coordinator and the Time table/Examination Coordinator and External Examiners (UoE, 2014). This, therefore, implies that

examinations are an important undertaking in universities and should be exercised with integrity and protected by university policies which should be reviewed periodically to deal with emerging issues in examinations.

The process of examinations presupposes responsibility, integrity and confidentiality on the part of all responsible personnel. The process starts with the drafting of question papers prepared by internal examiners and ends with the publication of examination results after the approval of the same by the university senate. In a nutshell, the University of Eldoret examinations shall be set, invigilated, marked, moderated and released by relevant schools of the university (UoE, 2014). Universities need to follow the laid down procedures and practices which conform to regional as well as global standards in the integrity of examinations.

The UoE Policy guides that internal examiners (Lecturers) shall set examinations which will, in turn, be moderated by the BOE. The setting and typing are done by the course lecturer. The HOD shall submit moderated examination papers to designated Examination Processing Center (EPC) for further processing and safe custody. This has to be done five weeks before the start of examinations. The Chief Internal Examiner (CIE) shall make sure that the entire process is strictly followed as anticipated by the university leadership. Members of staff who are University of Eldoret staff or students of any other collaborating institutions are not allowed to handle examinations which are relevant to their areas of study. Also, relevant officers should ensure all copies of draft examination

papers except the moderated ones are destroyed by shredding. Adequate security must be provided during transportation, storage and administration of examinations (UoE, 2014).

Amid all these measures across universities in Kenya, it is disturbing to note that examination malpractices are a threat to the quality of university education in Kenya. Consistent with the UoE examinations regulatory framework, Chuka University (CU) has similar guidelines concerning the examination process. The university stipulates that there shall be internal and external examiners appointed by University Council upon the recommendation of the Faculty Boards, who shall be responsible for the preparation of examination papers. Besides, the university provides that departments shall establish moderating committees and will be chaired by the chairperson of the department, consisting of senior academic staff (CU, 2016). This implies that universities have clear policies and guidelines which guide examination processes right from setting to award of marks to students.

Chuka University has an examination code of conduct and discipline document for her students. The code gives guidelines on how examination malpractices are supposed to be handled. The code thus states; to protect the integrity of the university degrees and diplomas awarded, the following academic malpractices are considered serious and any student or staff guilty of committing them shall be liable to discontinuation or expulsion from the university. The following are some of academic frauds that lead to stern disciplinary actions; first, copying or benefiting from another candidate's script or any other unauthorized source. Second, bringing into the examination room any unauthorized



material relevant to the examination, example books, notes, papers, electronic devices with pre-set formula among others. Third, lobbying for undeserved examination grades, abetting, aiding or covering up examination malpractice. Fourth, forging medical reports to obtain deferment of examinations. Fifth, plagiarism, which is using the words or ideas of another person as if they were one's own without due acknowledgement (CU, 2016).

The university, also, reiterates that contravention of acceptable order in examination rooms, such as unauthorized noise, conversations, which include the exchange of ideas related to the examination, may lead to expulsion or academic warning. Like other universities, CU has a statement on disciplinary procedures which are supposed to be taken towards those students who contravene examination regulations. The policy in CU (2016) reads;

“Any cases of cheating or malpractice in the university examinations shall immediately be reported in writing by the invigilators through the Chief Internal Examiner (Chairman of the Department), to the Dean of the Faculty where the student is registered for a degree, diploma or certificate for investigations by the Faculty, Student Disciplinary Committee (SDC), which should include submissions by the student involved, the invigilator and the examiner” (CU, 2016)

Examination malpractices take place but the process of handling the menace is what researchers in this area have attributed to as a challenge towards solving the problem, as alluded to by Kathuri (2012). It is at this point when those who are supposed to report cases of examination malpractices shy off or deliberately decline to forward the cases to

the university administration. A departure from this culture is thus advocated for by credible researchers and by this work. An important point to note emerges vividly; both the University of Eldoret (UoE) and Chuka University (CU) have a policy statement on how cases of culprits who happen to have graduated are handled upon discovery of an aspect of examination malpractice. In such circumstances, both institutions have the policy to rescind any degree or diplomas awarded to their graduates irregularly. If students get this implication vividly, that examination malpractice may lead to complete loss of the entire academic benefits, it may succinctly be part of the solution to this menace. The next consideration after the scenario in public universities is the trend in private universities in Kenya.

Consistent with the situation in public universities, Mount Kenya University (MKU) has General Examinations Regulations which guide her students. At MKU, the process of examination is conducted under the authority of the University Senate (US). The Senate approves departments to establish moderation committees which are chaired by HODs, where a Senior Academic Staff (SAS) member moderates examination papers before submission of examination papers to the external examiners. The Senate approves internal as well as external examiners of the university. As it is in public universities, internal examiners, who are lecturers in the university are responsible for the setting, invigilation, marking and grading of examination papers. In both types of universities, the Chief Examiner (CE), who is usually the HOD is responsible for moderation and coordination of examination papers before final forwarding for processing (MKU, 2014).

This implies that there are procedures in place which are followed during examination processes.

MKU has provided clear guidelines on the preparation of examination rooms, the conduct of invigilators and supervisors. The examination should be conducted following the university rules, regulations and procedures. In a nutshell, both public and private universities have legal regulatory frameworks which govern the entire examination processes as well as guidelines on how to handle cases of examination malpractices (MKU, 2014). A fundamental question arising from this discussion is; how can this menace be mitigated if not, eliminated from universities in Kenya and the world over? Comparison between private and public universities, however, reveals a significant aspect, which shows a gap that needs to be filled in the ongoing discussion of examination malpractices. Available literature does not show the position of private universities when it comes to what should be done when examination malpractices are discovered or the cheating is confirmed after the graduation of the culprit. Most public universities have categorically revealed that degrees and diplomas shall be rescinded. The researcher will be keen on the take of private universities on this aspect, hence a gap of importance to be filled in this study.

Rules and regulations provide types of examinations malpractices and penalties for each irregularity, for example, warnings result in cancellations, suspensions, or total expulsion from the institution; as dictated by the nature of the committed examination malpractice. Despite measures having been put in place, there have been escalating instances of

examination malpractices reported in the process of examinations management and administration. This research, therefore, aims at demystifying the menace of examination malpractice in Kenyan Universities and making credible suggestions on how the government can have desired examination outcomes from these institutions.

The menace of examination malpractice has become a worldwide problem which needs immediate attention. Kithuka (2004) observes that cheating in examinations has escalated to a fearful proportion and the situation is complicated and institutionalized in many countries. He further notes that measures by government administration and education stakeholders to end the menace have been frustrated by perpetrators of this vice. Constitution of Kenya (2010) reported that the peak of examination malpractices was reached in Kenya in 2010 and was enhanced by modern technology. Consequently, Aulo (2004) noted the trend has led to high production of incompetent graduates by higher institutions of learning. Consistent with the Constitution of Kenya (2010), is Ragaa (2001) observation that examination cheating has been reported in the Kenyan System of Education every year starting from 1995. Escalating trends of examination malpractice calls for proper intervention measures if there is to be sanity in institutions of learning globally.

Students need to work for their grades and be awarded according to their diverse abilities and capabilities. Mwanyumba and Mutwiri (2009) noted that at whatever level of students' assessment, examinations have to be reliable, relevant, and efficient and should enhance equity. Besides, Mwanyumba and Mutwiri reiterated that examinations must be

handled under safe conditions to ensure that no examinee obtains an undue advantage over others. Wasanga (2009) insists that the occurrence of examination and assessment irregularities can greatly damage public confidence in the validity and legitimacy of examinations and assessment results, and this menace ought to be dealt with urgently within judicial and regulatory frameworks which are established by the government and respective universities. Education and training inculcate such values as peace, integrity, hard work, honesty and equity. Consequently, to pursue these values, education and training institutions are expected to fight against unethical behaviors and pursuits.

If this recommendation is followed, there should be minimal cases of examination malpractices in education institutions (GOK, 2005). Also, there are prescribed minimum ethical standards for the whole of the public service, which includes police officers among others. Public officers are expected to carry out their assigned duties honestly and efficiently. Public officers who engage in examination malpractices contravene this law and are cautioned against assisting students to cheat in examinations (GOK, 2005).

On the other hand, teachers are said to expose corrupt practices when they set sub-standard examinations for their children. They are also warned against displaying favoritism in the process of evaluating students. In the same vein, cheating in examinations is termed to be a corrupt practice among students (GOK, 2005). This means that tackling the problem of examination malpractices is one way of enhancing ways of mitigating corruption in the society. One of the guiding principles in the University Act (2012), amended in (2016) in Kenya, was to promote inclusive, efficient and transparent

governance systems, practices and maintenance of public trust. Education and training aim at instilling integrity, honesty and respect for others and hard work (GOK, 2012). Examination cheating goes against this aim. Examination malpractices affect the standard of any given system of education and even affect a person's long term character traits.

Apart from the University Act (2012), amended in (2016), another concern was brought out by the Session Paper No. 14 of 2012. This policy document articulates the necessity of a reform in the curricular in line with international standards, needs of society and standardized assessment of core learning outcomes, transferable skills and subject-related knowledge. It is the core duty of the university administration to ensure the provision of this policy ought to be implemented. Further, the same paper provides for the establishment of a central system for accreditation and quality assurance in education institutions. The established Quality Assurance Department (QAD) ensures the right procedures are followed during the evaluation process of students (GOK, 2012). It, therefore remains on the part of each institution to ensure procedures are adhered to by learners.

In the event where examination outcomes are to be credible, examinations have to be done according to rules and regulations put in place by institutions to govern examinees (Monday, 2008). Consequently, examinations which are not guided by rules are considered bad. GOK (2005) provides a general code of conduct and ethics and minimum ethical standards for all public servants. Every public officer is expected to carry out duties honestly and efficiently. It is against the law for public officers to be dishonest and

favour individuals for selfish gains. Being public servants, all university examination officers who are charged with the responsibility of ensuring sobriety in the examination should do their work in line with government expectations.

### **2.6.1 Examination Rules and Regulations in Universities**

Institutions of learning are bound to have guidelines that apply to members of the organization. Such rules and regulations are important as they help workers to be focused on the core business of a given institution. Corroborating with the view, Badmus (2006) reiterates that it is the responsibility of lecturers to adhere to rules and regulations that govern their unique institutions to enhance academic truthfulness during examinations.

Contrary to these propositions, it is disturbing to observe that several university lecturers do not adhere to set rules and regulations during university examinations. Reviewed literature indicates that some lecturers take examinations lightly. For example, when students settle in examination rooms, lecturers concentrate on chatting on mobile phones, reading newspapers and marking other examinations which have been done already. When they do that, students get room to engage in examination malpractice by maximizing on invigilators' weaknesses. It is also factual that many supervisors doze in examination rooms.

Ambrose, Arnaud and Schminke (2007) observes that institutional rules and regulations motivate learners to embrace ethical attributes to improve examination standards. Conducive work environments and acceptable codes of conduct are crucial for organizational members to comply with their organizational norms and culture. However,

the established guidelines are not expected to be punitive in order to eliminate fear and opposition.

University leaderships need to ensure examinations are conducted in dignified manner to have a good reputation and employability of graduates. Flutter (2004) posits that to mitigate examination malpractice in universities, university management has to promote integrity in examinations by adhering to examination codes and ethical guidelines which have been put in place by universities. Because of that, integrity and accountability remain of utmost importance in the management of examination malpractice in universities. Consistent with the ongoing discussion, Chukuemeka (as cited in Onah, 2013) viewed examination malpractice as an act of going against examination rules and regulations by persons being examined. This shows that when rules and regulations are not followed by either examiners or examinees, there is a high tendency of occurrence of examination malpractice at examination places.

Universities need to reinforce rules and regulations that should be availed to first year students. Grigg (2010) suggested that universities need to formulate clear rules and regulations with regard to examination malpractices. There should be clearly defined examination malpractices, suggestions to prevent them, fair and acceptable control measures and vivid instructions on how universities need to mitigate examination malpractices for effective production of quality personnel that can fit and be productive in the Kenyan labor market and the world economies in general. This implies that when rules and regulations are not followed by either the examiners or examinees, there is a



tendency of examination malpractice activities to engage in at examination venues. Besides, Edukukho (2007) asserted that when educational rules, policies and regulations are not executed, there is bound to be an escalation of examination malpractice.

It is therefore crucial that all officers who take part in examination processes be keen on following rules and regulations provided by their respective institutions of learning. It is disturbing to note that some examination invigilators do not take their roles seriously. For example, when examination scripts are given to students, invigilators retreat to corners of the rooms and comfortably open their mobile phones and keep on browsing without caring about what goes on in those rooms. Students take advantage of that and exchange answers. To curb such trends, universities need to ensure that officers in charge of examinations are responsible and accountable for examination irregularities.

To safeguard the integrity of the institution, Chuka University (CU) has provided forms of examination malpractices that are considered serious and could lead to a discontinuity of culprits identified and confirmed to have engaged in the vice. For instance, it is a serious offence for a student to copy or read a fellow student's examination paper or get such information from other places during examinations. Students prepare to engage in examination malpractices by taking unwanted materials into examination rooms.

CU (2016) indicates that smuggling of foreign materials into examination rooms, for example, unauthorized literature and electronic gadgets is a serious breach of examination rules and regulations. Furthermore, it is an offence for a student to lobby for undeserved

scores or marks from lecturers. Students are not allowed to forge sickness reports and use them to defer their examinations. Because of that, students who miss examinations are required to provide authentic medical information that led them to be absent during examinations.

Culprits of examination malpractices should be punished severely for having engaged in examination malpractices. According to Mulandu (2011), stringent decisions need to be put to address the construct of examination malpractice. Also, he says if examination malpractice is not addressed well, it could lead to the production of half-baked graduates who are unlikely to satisfy the public economic aspirations. This implies that if economic growth has to be realized in any given country, there is a need for productive engagement in academics; which can be made possible by transparency and accountability in matters of examinations, necessitated by adherence to regulatory frameworks put in place by various universities in Kenya and the world over.

Examination papers are expected to be monitored from production to award of examination scores to students. Chinamasa; Mavur; Maphosa and Tarambawamu (2011) reported in Zimbabwe, that examination malpractice is engaged in by students who get to know expected questions hours or days before the actual examination time. In other research findings, examinees carry out examination malpractice in examination halls by transfer of unwanted materials into those halls. Rules are disregarded when students put information on paper, clothes hems, scientific calculators, writing on papers and hiding them in shoes, tissue papers, one's arms and other places as dictated by conveniences. In

their study, Szabo and Underwood (2004) reported that a huge percentage of respondents were struggling with to better their grades by engaging in examination malpractices in universities. Vowel and Chen (2011) posts that it is evident that in most cases, examinees are not ready to do exams. Learners are finding ways of bringing outsiders who can do exams on their behalf. It is therefore prudent for university examinations to be well proofread and well managed. If there is to be a credible examination output, there is needs to be examination officers who are dedicated to their responsibilities.

### **2.6.2 Spacing of Students in Examination Rooms**

Effective administration of examinations requires students to have sufficient spaces in examination halls. Okon (2014) explained that overcrowding of students in examination rooms leads to examination malpractices. In their research, 253 (63%) of participants indicated that cheating in examinations is escalated by the lack of sufficient spacing of students at examination venues. Even though many scholars have expressed concern on the issue of spacing for several decades, it is time for the matter to be considered with a more objective approach. It is a waste of research time and resources for matters of significance to be proposed for action yet receive undue attention from relevant stakeholders in education.

Consistent with their views, Nnam (2015) opined that overcrowding in examination rooms was detrimental to examination integrity. In Nam's research finding, at a mean of 3.9, respondents affirmed that lack of proper spacing among examinees leads to examination irregularities in universities in Nigeria. The situation, therefore, calls for

urgent attention and resolution of the problem of spacing in examination rooms. It was commendable to observe that the government of Kenya had done a lot in the mitigation of examination malpractice in both primary and secondary schools. The challenge remains in universities and probably other tertiary institutions. For the government to produce labour force with integrity, there is a dire need for examinations to be taken with seriousness and dignity at all levels of academic progression.

The distance between students in examination room has an effect on the behaviour during examinations. Kagethe (2008) reports that when examinees sit near to each other during examinations, there is a high probability for them to engage in examination malpractice. Besides, Kagethe posits that in cases where candidates are congested in examination rooms, supervision becomes a challenge. This happens especially where examination supervisors are not effective and tend to lax. To control occurrences of examination malpractice in universities, the construct of spacing should be addressed with the due seriousness and also examination supervisors and invigilators are required to do their work professionally, bearing in mind that the integrity of examinations depends on their supervision of examinations. With this regard, they ought to be genuine and adhere to the provided rules and regulations.

The integrity of examination outcomes depends on the process of examination invigilation. Badamus (2006) reiterated that when examiners do not adhere to examination rules and regulations, it is a major cause for candidates to get involved in examination malpractices. This is true because where there is an examination, there is

need for a credible examiner or invigilator who is expected to avert cases of examination malpractice.

In scenarios where examination supervisors do not measure to their assigned tasks, there are high chances that the menace of examination malpractice tend to escalate to uncontrollable levels. If such trends are allowed to continue, eventually, there will be a crisis and eventually, future examiners will be a replica of their predecessors. This would lead to a birth of new generations who would be not concerned about examination malpractice, hence a retrogressive generation which will not be concerned about the ethics of examinations in educational institutions.

In a comprehensive research report by Oyieko (2017), it was noted that 328 (70%) of respondents indicated that an increase in spaces between candidates would significantly intervene against examination malpractice in learning institutions. Given this finding and other researchers, scholars insist that the most effective way to manage examination malpractice is to check on the distance between examinees. For example, the Kenya National Examinations Council has come up with the standard distance between candidates in examination rooms. However, such measures are not reflected in universities.

The Kenyatta University Catalogue (2011/2013) reveals that examinees extend their necks to extreme distances so that they access answers from their adjacent fellow examinees. As observed in other institutions, examination candidates plan to sit in agreed

patterns so that they collude to share answers secretly. Those students who sit in proximity share answers to challenging questions and make sure invigilators do not recognize their actions and communications.

### **2.6.3 Lending and Borrowing of Materials**

Examination malpractices take three main forms in connection to the time they take place. First, there are those malpractices that take place before the start of examinations, for example, leakage of examinations by various interested persons. Second, there are those irregularities that take place during the examination period and third, there are those that occur after the examination period. One of the major types of examination cheating that occur during examinations is borrowing and lending of examination materials among examinees (Achio, 2012). In this case, interested parties like lecturers, invigilators may organize with individual students for whichever reasons, to allow them to borrow examination information from each other in examination rooms. On the other hand, students lend and borrow materials in examination rooms secretly, when invigilators are busy with other issues not related to examination supervision.

Lending and borrowing of examination information among examinees usually takes place when there is laxity on the part of invigilators. During examinations, some students are alert and keen on the movements and actions of invigilators. When they get a loophole, students quickly assist each other with answers to challenging questions. In agreement with this view, in Rwanda, Munachonga (2014) observed that the borrowing and lending of answer sheets was a common practice in the Rwandan education system.

In order to control the practice, examination supervisors and invigilators need to be keen and observant in examination rooms. Besides, university leaderships need to come on board with policies and structures that can streamline the sitting arrangements in university examination halls. When students sit far from each other, there are fewer chances of them borrowing and lending examination materials during examinations, because if they do so, they will be noted due to their proximity.

Examination candidates are obliged to have all the necessary items prior to the start of examinations. There should be no communication of any form during examination. According to Oreidein (2014), one of the forms of examination malpractice in learning institutions is lending and borrowing examination information among students in examination rooms. In his research, it was found that students throw hard squeezed papers which have examination answers to other students either with the knowledge of invigilators or not. This implies that in some instances, the lending and borrowing of examination materials in examination rooms is done in collaboration with supervisors, probably with agreements of handouts to those in charge. It is irresponsible and lack of morality for any examination officer to collude with students in matters of examination malpractice. Given this, the situation can be improved through commitment and accountability by examination officers to professionalism in matters of university examinations.

In a research conducted by Namango and Starovoytova (2016) at Moi University, 76% of respondents agreed that script swapping was observed during university examinations whereas 24% of respondents were of the contrary opinion. With such statistical

references, it is thus real that there lending and borrowing of examination information in examination venues take place in universities, a matter that calls for urgent attention. In another study, Gesinde, adejumu and Odusanya (2011) observed that a significant number of respondents reported that examinees use most of their time to prepare micro notes to be used in examination rooms instead of taking time to revise for their examinations. This observation is accurate as evidenced by many small papers that are seen at examination venues at the end of examination periods.

#### **2.6.4 Writing on Examination Papers**

The integrity of administration of examinations requires students not to write on examination question papers. Research finding from a study done by Oyieko (2017), it was observed that 80% (380 respondents out of the 469) indicated that students write answers on question papers and collude with their friends to share the information by passing those papers to their neighbors secretly. One of the instructions provided to students on examination papers is 'Do not write on this paper'. Before examinations start, students should be reminded and followed up that they keep to the instruction. In a related study, Okorodudu (2013) reported that writing on examination papers and collusion of students to answers was a form of examination malpractices in institutions of higher learning. It is thus critical for examination invigilators to ensure the practice does not escalate to unbearable limits. In the event students write on examination question papers, the invigilators should provide for extra question papers to replace the tempered with. Students should be told to write personal notes at the back of examination question papers. According to Bamusananire (2010), there has been escalating cases of



examination malpractice in Rwanda. Among the cases noted was copying and collusion of students using examination question papers; a widely observed practice. Further, the study established that students exchange question papers which contain answers which are written way before the time for examinations. Similar findings were observed by Geoffrey (1990) earlier on in Kenya, who contended that students write answers on question papers and exchange them in examination rooms. It is, therefore, a construct to be noted and innovative solutions are thought by scholars in the field of education. Attention to this matter could enhance accountability and ethics in university examinations.

#### **2.6.5 Signing of Attendance Sheets**

The practice examinees of signing attendance sheet are done during the examinations has been introduced at all levels of examinations, be it be primary, secondary and tertiary as well and universities. If done consistently, students sitting examinations are likely to refrain from engaging in the impersonation. According to Tederena et al. (2008), it was observed that impersonation was affirmed to be taking place by 27.1% of the respondents. The research revealed that a person anticipating to cheat in examinations bribes a brighter student to sit for the examination targeted on their behalf. At the entrance to the examination room, the culprit reports that they have lost their official identification cards and produces a letter given by the office of the registrar indicating that the bearer is the right person to sit for the examination. Cognizant of the fact that the letter does not have an identification photo, the impersonator enters the examination room without suspicion by invigilators. Also, students sitting that particular examination are unlikely to take note

of the intruder because there is room for them to differ examinations from one semester to another. Consequently, examinees see the impersonator as one of the students who could have differed their examinations from previous semesters. Signing of examinations attendance sheets is, therefore, a prudent way of establishing the eligibility of the students sitting examinations in universities, a trend that is being embraced in lower levels of education, for example, during the Kenya Certificate of Secondary Examinations (K.C.S.E) and the Kenya Certificate of Primary Examinations (K.C.P.E) in Kenya. This controls incidences of personification.

#### **2.6.6 Submission of Scripts to Invigilators**

There is no examination which is done in universities without guidelines on time allocated for those examinations. Invigilators need to remind examinees on allocated time at the start of examinations and keep reminding them to avoid situations where times lapses before students are through with their examinations. According to Chiminuka and Ndudzo (2014), students tend to substitute scripts by replacing them with answer scripts that were filled outside the examination center. In such cases, both the culprit and the examining officer are considered to be guilty.

Alabi (2014) found out that undergraduate students submit fraudulent examination scripts to invigilators at the end of examination sessions. During the process of examination administration, students would re-write examinations after the stipulated time and were allowed to hand over the scripts to invigilators. Such incidences took place when invigilators colluded with students. Learners were allowed extra time to hurriedly write

answers and present scripts to invigilators. The study recommended that invigilators should not collude with students.

In addition, the study suggested that invigilators should be fair and should not allow being tagged as good, while in the actual sense, they negatively affect the future careers of students. Ozuchukwu and Nnekwu (2016) reported that one of the effective examination management strategy, was examiners ensuring that the total number of the answer scripts tally with the number of students taking examinations. Further, they reiterated that in order for examination to be considered successful, it was crucial that the number scripts corresponded with examinees number, with all other factors held constant. In contemporary administration of examinations, examination answer scripts are serialized and examination officers do not give extra scripts to students. If these procedures are emulated by universities globally, there will be minimal cases of such forms of examination malpractices.

#### **2.6.7 Movement of Students into Examination Rooms**

University students and any other persons who are subjected to examinations or any form of evaluation are expected to settle in their examination rooms because they are expected to have prepared well before the time for examinations. When examinees are allowed to move from one place to another in examination rooms, they tend to check on what their peers are writing and hence vulnerable to engagement in examination malpractice, given conducive conditions.

In consonance with this discussion, Alabi (2014) reported that proper invigilation of examinations is preceded by a conducive venue where examinations can be done freely without any form of communication or movement by those being examined. To attain such levels of accountability, examinations should be done in halls or rooms that are well prepared to make sure there is order, easy movement and cleanliness in examination rooms. The furniture in the room should be well arranged to enable easy movement of both examinees and examiners and invigilators. Invigilators should make sure that the environment is conducive and appropriate.

#### **2.6.8 Identification of Students**

Identification of students as they enter into examination rooms has been a challenge in learning institutions. This is usually a challenge in universities where a large number of students have to common unit examination from one hall. In some instances, students who did not attend classes appear for final examinations, probably due to financial constraints. It has been a challenge for the two or three supervisors to identify over 600 students before they start examinations. It was recommended that students should be identified electronically as they enter examination rooms, not manually. If that is done, it will be easy for examination invigilators to know that they have the right candidates who are attending examinations. The identification will eventually control cases of impersonation. When students know they will be checked, they tend to avoid issues that can implicate them in examination malpractice, hence they will conduct themselves morally and ethically during examinations.

Makaula (2018) observed that the lack of identification of learners when they proceeded to examination rooms was a loophole to impersonation. In such a scenario, students who do not prepare for examination adequately arrange with their friends so that they do examinations on their behalf. Makaula recommended that stringent measures need to be put in place by universities which will help in identifying students as they move in and out of examination venues. Nneku and Odochukwu (2016) opined that the identification of students' entry process into examination rooms by use of identification cards had a significant role in mitigating examination irregularities.

The study gave a mean of 3.33 affirmation from respondents indicated that identification of students was effective in the control of cheating. Examination malpractice is an evil that can be engaged in by anybody, especially when there is an urge and a reason behind the engagement in the vice. Ushie (2016) reported that bright students pretended that they had failed examinations and were rewriting exams, hence they were allowed to enter the rooms and did examinations on behalf of the weak students at some agreed reward. The researcher recommended effective identification of students to mitigate the occurrence of fraud in examination rooms. This is thus a wake-up call that universities need to work ensure examination candidates are effectively identified as a strategy to control examination malpractices, hence the attainment of integrity in university assessments.

### **2.6.9 Punctuality in Movement of Students**

Students move into examination rooms earlier than stipulated time for hidden reasons because they secretly purpose to secure seats which conceal them from examination

invigilators. Most of them want to crowd at the back and scribble notes on walls for reference during examination sessions. Others make sure they sit close to their friends in order to share examination answers. Ushie and Ishanga (2018) reported that university students moved to examination rooms earlier with an objective of smuggling small notes into the room for use when they encountered difficult questions. In addition, he observed that other learners moved in rooms earlier to strategize their sitting positions for planned communication with those in proximity. It was thus recommended that learners should be led and told how they should in examination rooms to have transparency and accountability in examination outcomes.

The role of examination officers is to make sure examination venues are well planned for and the sitting arrangements of students projected prior to the start of examinations. Students should only enter examination rooms few minutes to the start of examinations to avoid fraudulent activities which culminate in examination malpractices. Iriia (2014) observed that invigilators' work is to control students' movement into examination rooms. Iriia suggested that learners should be randomly distributed in examination rooms without giving them room to sit where they wish. In the event they enter before the invigilator arrives, they should be asked to leave the room and rearranged afresh. Students who arrive later than the given time should be denied entry, unless if they have substantial reasons documented by the examination office.

University examination offices need to have proper stipulated rules that control the movement of students in and out of examination venues. In Uganda for example, Kiyambogo University has guidelines on how students should enter into examination

rooms. The university prohibits learners from entering examination rooms with any form of unauthorized materials. Items like handbags, purses, clipboards, cellphones, handkerchiefs or information written on any body parts are not allowed into examination rooms (KUER, 2015). It is thus the role of invigilators and other examination officers to make sure the regulations are followed to the letter. If students are left to enter examination rooms as they wish and with anything they want, they will definitely enter with unauthorized materials which motivate them to engage in examination malpractices. There is need for concerted efforts in towards the control of students' entry into examination rooms for proper the proper management of university examinations.

#### **2.6.10 Talking of Students in Examination Rooms**

In examination rooms where invigilation is reluctantly done by examination supervisors, students tend to communicate secretly and share answers to given questions. Ahmed (2018) observed that university students were clever and thus they find ways of talking to each other. Ahmed affirmed that students cheat from each other in order to have similar levels of performances at examinations. In another research, Monday (2018) found out that students engaged in collaborative copying, as indicated by 89.9% of respondents, where they swapped scripts in examination rooms. The researcher concluded that the practice of students talking in examination rooms eventually culminated in underdevelopment among nations. Due to the behavior of getting marks for free, they extend the same to their places of employment and therefore become fraudulent in their financial dealings, hence a cause of negative impact on national development.

Consistent with the ongoing discussion, Ushie and Ishanga (2018) reported in their study that 65% of respondents affirmed that students colluded with their peers by making prior plans on how they sit in examination rooms. The sitting plan was done before examination time, where the so called brilliant students sat at the middle of the other lower performers. During examination sessions, students talked to each other secretly to avoid being noticed by invigilators. Collaborating with the research outcomes and observations, Ahmed (2018) opined that students cheated from their colleagues. The proximity of students should be a matter of concern during university examinations. However, where there are technological measures in place to curb cheating, the distance could not be a major factor; because technologically administered examinations are not vulnerable to cheating because the time available does not allow for any extra time for communication among students, if they do so, they may not be able to answer the questions within the stipulated time.

## **2.7 Types of Strategies used to Control Examination Malpractices**

This section discusses the various strategies that have been used by universities to control examination malpractices in learning institutions. The discussion focuses on strategies which have been used, their effectiveness and proposed strategies for controlling examination malpractices. The following are the strategies that can be used to mitigate against examination malpractice; strict invigilation, punishment of culprits, remarking of examinations, preparation of students for examinations, application of knowledge in examinations, integrity of invigilators, frisking of students. In addition, more strategies include proper time management, induction on examination rules and regulations, control



of electronic devices among others. Universities in Kenya and the world over, have used the above strategies and others not listed herein in the management of examination irregularities. The success of each strategy may however be determined by respective institution, the personnel and the technological orientation of universities.

### **2.7.1 Strict Invigilation of Examinations**

Examination cheating or irregularities in the examination administration are so common both in both private and public university examinations as well as the higher institutions of learning. The invigilation teams should be strict on the loopholes which give room to exam malpractices which include: copying from one person and also sneaking in materials relevant to the exam being done. These are the most common ways of cheating among other things. Hence invigilators should be informed and check on those areas keenly.

When the internal examiners deal with this challenge of examination cheating well then the examinations can be free from this uncouth and unwanted practices since students will have mastered how examination malpractice can be detrimental to their academic endeavors and build a culture of being faithful and sincere in their examinations. Cheating in exams can be termed as a culture if the children are brought up in a cheating environment from lower primary that kid will continue cheating and become so hard for the instructors at the higher level to help curb that cheating in the children.

Students in an examination room are under the control of invigilators. Alabi (2014), argued that only the invigilators can determine the quality of results in an examination and thus effective invigilation will automatically lead to fair results and eradicate the menace of the examination malpractice. In his paper, the professor also added that examination can remain a vital issue in the education system and therefore invigilators should be people of goodwill and pose good qualities to ensure effectiveness in matters of examination integrity. Invigilation strictness ensures emphasis on the good virtues in an examination setting therefore invigilation ensures orderliness in conducting of examinations.

The process of administering examinations should be moderated to ensure justice and a fair play. Invigilation in examinations aims at ensuring a conducive environment for all the examinees as well as ensuring standard in examination administration. Quality education and qualified personnel for the development of a country. For example, in Kenya the invigilation should be a factor to be always keen on for its growth, universities should be monitored well so graduated people should be those who are equal to the task. It is through being strict in the supervision of the examination that there will be people who have enough knowledge in the areas to be allocated in their life careers, for example, cases of 'wrong surgeries' will be put to an end in the medical field, only people who are qualified can be absorbed in their rightful careers place. The extent of students' involvement in examination malpractices is determined by how lecturers invigilate examinations.

Invigilation of examinations needs to be taken seriously by lecturers. Aulo (2004) revealed that most lecturers in tertiary institutions and universities do not consider invigilation of examinations to be a weighty matter that should be taken with utmost care and consideration. Unfortunately, Aulo (2004) admits that these invigilators tend to take it for granted that they are dealing with adults who are expected to be self-directed in examination rooms; not knowing that examination malpractice is no respecter of person's age nor levels of education. The observation is consistent with what happens when some lecturers invigilate examinations. They seem to care less about the behaviors of students in examination rooms. Lecturers are professionals; hence they need to supervise examinations vigilantly, whether the examinations under supervision belong to them or not.

### **2.7.2 Punishment of Culprits**

Instant punishment is expected to be given to students who are found to be guilty of examination malpractices. According to Adhora (2009), when culprits of examination malpractices are found by invigilators, their examination scripts are withheld. Withheld papers are not marked. On the other hand, students who are found to be dishonest in examinations receive warning letters or in other instances, their overall scores are reduced. Since examination malpractice is likened to academic illness, those caught cheating are taken for guiding and counselling services provided by individual universities.

Examination regulations and rules are crucial if the culprits of cheating are to be held accountable for their actions. This assertion makes it important that before the start of any examination administration, students should be given governing rules and following consequences, so that in case students think of cheating, they will also be aware of the law they are breaking and the consequences that follow their involvement in examination malpractice.

Students who contravene examination rules and guidelines should be treated as criminals who have deserve stringent punishment from university leaderships. Bitrus (2013) reported from his research that any person and group of people found guilty of engaging in examination malpractice should be subjected to the full force of the rules and regulations that govern examination administration in respective institution. Educators, therefore, need to prepare qualified worldwide professionals who can compete favorably anywhere and in any place where there are competent classes of workers. The rules governing an exam should be well written in the front page of the examination paper and consequences as well so that students may be aware of the outcomes of their consequences after they contravene the laid down rules and regulations. The rules should be strictly adhered to and those caught before be punished to set an example to others who think they can just copy and go unpunished. Without setting an example to others then examination malpractice will be a vice that will be difficult to put to an end.

After a copying incidence, according to rules and regulations put in place, the results should be nullified with immediate effects, this is in a case where the culprit is not caught

during the exam process but the results appear not to be real, so the culprits results to be thrown away with immediate effect because cheating is a vice which is very dangerous and can delay or retard the development of a country. If there is anything that the country is to be so keen exam administration because it can make a country lag behind. According to Alhassan (2017), examination malpractices retard national development by making a country a consumer rather than a producer of goods and services. This implies that is there are to be productive countries worldwide, there needs to be a concern in matters of examination malpractices, coupled with a proper methodology of dealing with the menace.

Suspension from school is also another punishment that can be given to the culprits, this is works so much especially in the university whereby student's regrets going home and using a lot of time in school while in suspension, here the student will feel loss and would never like to be caught in such again, also it makes others fear going through the same and therefore they will never dream of bringing any material for copying to the examination room. Students will never wish to go for a suspension and to avoid this they will be prepared enough for the exam and will forget the vice of copying. Copying of exam lowers when then exam bodies become so strict on the exam administrations and also the rules governing an exam.

Another important measure taken by universities to curb examination malpractice is the cancellation of examination results for those affected by the menace of examination malpractice. Zachariah (2009), as quoted by Nyamwange (2013), in a study conducted in

the United Kingdom, China and Tanzania, the leading method of curbing examination malpractice was the cancellation of examination outcomes. The researcher recommended that in the event a lecturer gets a student stealing in an examination room, the lecturer should get the paper and render it not usable and require the examinee to retake the examination when offered.

The cancellation implies that the examinee has to retake the canceled examination next time the unit will be on offer. Before they make up for canceled units, they are not allowed to graduate. Apart from results cancellation, culprits could be removed from their career course. The removal from the course list may then be communicated to the sponsor and prospective employers. There are other methods which are not punitive to culprits. Institutions have taken positive measures that ease the tension that tempt students to engage in examination malpractices.

For instance, students are educated on the policy of examination malpractices. Also, copies of past papers of various units are put in the library for students' access to get acquainted with the format and nature of examination questions which they look forward to. According to Tumuti (2004), as quoted by Nyamwange (2013), the view of counselling students on examination handling skills and how to go about examinations is one of the effective and workable methods of mitigation examination malpractices in institutions. When students access these papers from time to time, they tend to have courage and determination to sit for those examinations without much inclination to cheating. Before examination days, students should be sensitized on the dangers of

involvement in examination malpractices. Verbal warning should be given to them on the exam day as a reminder that they should not engage in examination dishonesty of any form.

Punishment of culprits of examination malpractice can mitigate the prevalence of examination malpractices in universities. Leung (2008) contents that when institutions increase the chances of punishing culprits of examination malpractice, there are greater chances of creating a preventive effect as opposed to increment in the level of the punishment itself. He adds that when learners observe culprits of examination malpractice undergoing due punishments, there is a tendency that they will avoid engaging in examination malpractice due to the fears escalated by the punishment they witnessed being meted on others. It is thus important for examination administrators to administer punishments instantly in universities to help in the creation of deterrent effect among university students.

Other punishments administered in the university due to examination malpractices include expulsion of culprits from the universities. This is a very serious matter that students would not want to be involved in. Students will as much as they would love to copy the examinations, they fear to be expelled from the universities because that would imply that they cannot be accepted in any other public university unless the private institutions which might be expensive to raise the school fees required by private institutions.

The punishment is well okay for students because it leads to the mitigation of examination malpractices. Again students will never wish to face the same such punishments. Punishments have helped much to curb examination malpractices; this has set an example to any student who would like to be involved in the menace to grow fear of the consequences emanating from the practice. Among all the above punishment, researchers have shown that it helps though it is not so popular like others. This sounds productive and might make the student a better person rather than expulsion from universities, which can make a student drop out of school and kill their dreams to continue with education and become better members of the society.

Examination plays an integral part in the education sector and therefore it should be monitored well to ensure efficiency, and for one to or rather a country to produce qualified personnel. Examinations in the education sector should be keenly looked into. Exam cheating should be eliminated as soon as possible for any country to develop. Giving logical punishments to the culprits can make the eradication of examination cheating a reality and minimize escalating trends in universities. Lecturers and invigilators should be well informed on the ethics that govern the process of setting, producing and the administration of examinations in universities and the entire education fraternity locally, regionally and at global circles.

University students are supposed to familiarize with the nature of examination questions through continuous assessment tests (CATs). Akanni and Odonjin (2015) informed that another strategy that can be used to control examination malpractice was giving of



continuous assessment tests. These researchers proposed that students can be given more than one examination within one term. Based on this proposition, it, therefore, remains on the part of university leadership to ensure that several CATS are given to learners to make up for main examinations which cause anxiety and provokes them to engage in examination malpractices.

From broadly reviewed literature, one cause of examination malpractice is the lust of university lecturers for monetary tokens, whereby they seek for extra-coins from their students and collaborate with them by exposing examinations to them. Such lectures do not get satisfied with their earnings and get kickbacks and get involved in examination malpractice by exposing examinations to students who get favors in turn. Remuneration of lecturers has a relationship with cases of examination malpractices in universities. Monyi-Emina (2015) reiterated that lecturers need to learn to be satisfied with their earnings, see beyond their financial benefits and assist learners to become fully prepared human resources. Lecturers need to re-evaluate their statuses in society and remember that they are role models in their immediate society. Cognizant of this reality, lecturers should conduct themselves with decorum and assist to advance the goals of education in society. In this regard, lecturers should be sober and practice professional restraint. It is degrading and heart-breaking for a lecturer to be held hostage by the material as well as sexual urges due to their willingness to advance examination malpractices in universities. People who do such uncouth things should be discontinued from the noble calling, the teaching profession.

Spacing in examination halls is important for accountability and mitigation of examination malpractices. Suleiman (2010) recommended that examinations that need to be done in large halls and they should be supervised keenly by invigilators to control examination malpractices. Apart from human supervision, there should be private cameras which are fixed in examination rooms to check on what goes on in those halls. Lecturers who seem to collaborate with examinees by having unethical dealings should be removed from examination schedules and where possible, be replaced by competent invigilators.

In order to deal with electronic examination malpractice, Hinman (2000) and Underwood (2006) suggested a threefold procedure of dealing with electronic related examination malpractices in universities, which if adhered to, are likely to control examination malpractices in universities. The first was the virtues approach, which deals with preparing students who do not want to be involved in examination malpractice and also the creation of an enabling scenario that does not magnify examination dishonesty. This method is made possible by universities constituting and making guiding policies concerning examination malpractices. Having come up with policies, students are supposed to be reminded that institutions are committed to following the formulated guidelines. The entire institution should ensure all their actions morally right. Since students cannot be blamed if leaders are engaged in unethical practices. The second approach is prevention. This procedure deals with ensuring that precautionary measures are taken to prevent students from engaging in any form of electronic related examination malpractice. In such cases, students are barred from entering examination rooms.

Another way used is the installation of devices that can prevent any form of electronic communication between students in examination rooms and those outside these rooms. Besides, devices that can detect the use of mobile phones in examination rooms are installed for monitoring of cases of cheating in examinations. The third and final technique is the policeman approach. This method involves the following and monitoring of rules and regulations which advice on matters of examination malpractice. This approach effective invigilation and making culprits accountable for their actions.

Universities should not only dwell on the punishment of the culprits of examination malpractices, but also have proper internal control mechanisms as a way of curbing occurrences of examination malpractices. There should be stringent and confidential internal moderation of examination questions should be encouraged in universities; Examination malpractices should be controlled if not eliminated through more rigorous invigilation and supervision of examinations. Besides, Universities should expediently implement deterrent measures and punishments, including expulsion of culprits. Learners should only be allowed to confirm raw marks on examination scripts to remove any doubts concerning unfairness in marking.

Finally, discrepancies in the final academic transcripts should be minimized through authentication of these transcripts by the Deans of Schools, Faculties, Academic Registrars and academic divisions (Theuri, 2012). If all the above attempts are made, the menace of examination malpractices may likely be a challenge of the past. Developed countries have put in place elaborate deterrent mechanisms, for example, adherence rules

and regulation and other technological measures to mitigate examination malpractices. However, their counterparts in East Africa have not been able to do so due to institutional constructs (Glennings, 2014). It should be a matter of priority for universities to implement measures which are supposed to be taken against culprits of examination malpractice if quality personnel are to be produced by learning institutions.

### **2.7.3 Remarking of Examinations**

There are examination malpractices that take place before, during and after examination sessions. This implies that control strategies vary from one type of malpractice to the other. Remarking of scripts is a control strategy that applies to malpractice after examinations when lecturers withhold students' scripts or claim they have failed and need to redo those examinations. Remarking is a policy that is reinforced in universities when a student feels they did not fail examinations or there was some bias in the marking process, they are allowed to launch a request for examination papers to be remarked. Requests are considered based on students' reasons and then remarking is considered. Chikweru (2018) asserts that lecturers have a quest for money, which could make them encourage examination malpractice by demanding for monetary kickbacks from frustrated students who fail unjustifiably. In a study done in Nigeria, at a mean of 2.96, respondents agreed that corruption makes lecturers fail students so that they demand bribes from them.

At Laikipia University in Kenya, the examination code of conduct states that a candidate shall be allowed to appeal to the Dean of school through the internal examiner for

remarking of examination papers on payment of a remarking fee LUER (2017). The freedom for students to apply for remarking of examination scripts, therefore, mitigates examination malpractices because lecturers who fail students with bribery in mind cease to do so since students are allowed to appeal for remarking, hence it is effective to control of examination malpractices in universities. Another reasons for the remarking of examination scripts is the failure or delayed pay for part-time lecturers who teach students then fail to get their payments on time. The delay makes them agitated and some could fail students as a retaliation.

#### **2.7.4 Preparation of Students for Examinations**

Education, being the backbone of any education sector in a country and more precisely Kenya, candidates or rather students should be prepared adequately before going to the examination rooms, this will help curb exam malpractice in most institutions of higher learning. Students should be well prepared with more practical skills to boost their confidence and this calls for teachers to possess professional skills that can help students sit for exams especially the practical examinations. If that is done with passion, students become more knowledgeable and acquire desired practical skills because most students enter examination rooms with little or no knowledge of practical skills and this tends to lead to irregularities in examination administration, Labor (1992). Preparation of students, therefore, affects the extent to which they comprehend information which they apply during examinations. This preparation needs to be well done.

Pressure from students with regards to the benefits expected to occur from passing examinations also makes people engage in examination malpractices. This is more common as a result of lack of adequate knowledge, teachers and students should work hand in hand to yield fair and good results. For that to happen a teacher should play their role as students emulate their teachers by following their role models.

Good mastery of content by teachers in their respective fields of training is helpful because this will help them to effectively undertake their task of imparting appropriate and effective knowledge to students. Proper revision by students is, therefore, more important in ensuring that they are well prepared for the examinations and do away with the vice of cheating in examinations. Teachers should be well trained in preparing students for examinations, with teachers being well trained they will be in a position to tell which students are ready for the exams and which ones are not and with this it will make it easy in the examination administration. This is most likely to act as a preventive measure to students from cheating in exams. This is going to kill the habit of cheating in examinations and will make the results accountable, reliable, and realistic rather than false results.

According to Omemu (2015), teachers are likened to parents and guardians to learners when they (learners) are in school. Consequently, these should involve learners in active and quality activities that are based on sound values as well as establish a firm academic foundation of learners. If they do that, there will be minimal or no cases of examination malpractice because students will be confident to be examined.

Students, on the other hand, should be well trained, guided and given counselling to take responsibility for their actions and also to have the moral obligation on to themselves and the society at large. Parents and guardians are urged to play their God-given roles in disciplining the students; since charity begins at home. In schools, trained counselors should play their role in instilling virtues in students. They should make them realize the vices and school rules for proper management of learners.

Guiding and counselling is an initiative which universities have embraced in an attempt to control examination malpractices. Eweniyi (2002) informs that moral counselling needs to be initiated as a measure that can significantly mitigate examination malpractice in universities. He adds that that kind of counselling need to be offered when new students are given orientation and also as they register for courses with lecturers. Apart from that, there should be workshops, seminars and other forums where effects of examination malpractices should be highlighted to students and the new members of staff.

University employees need to be educated on the dangers that are associated with seeking favors from students in the form of sex or monetary favors in return for course grades. Parents and guardians have an obligation of teaching them how to obey them and realize their main reason for being in school. Students should be given talks on examination malpractice be aware of the punishments that follow the vice, proper conduct of examination also have some importance and they should be left to know all this and chose what fits them, Njabili (2002). Concerning this, students need to know that success

in education comes from good performances in examinations and that passing is preceded by hard work and determination. When students are well prepared, the examination officers will be less fearful because it is lack of preparedness that creates panic, which motivates students to practice examination malpractices. Students should be well prepared both psychologically and physically to ensure efficiency in matters of examinations.

Universities need to ensure that students are ready to do examinations by reducing anxiety among learners. Reduction of anxiety can be done when teachers cover the contents of the course outlines within the stipulated time before examination time gets near (Oladipo et.al. 2010). Also, students should be given Continuous Assessment Tests (CAT) which are meant to assist them to prepare for the examination by familiarizing themselves with standard examination questions and relevant examination formats in various courses (Trakiriowei, 2016). It is therefore crucial for lecturers to keep to the teaching plan and objectives of their course outlines and avoid last-minute rash over notes when examinations are near. Examinations should not be a way of lecturers telling students the extent to which the lecturers have advanced and competent in their areas of interest.

Examinations are meant to check the extent to which students grasped the content taught in class and their application of that content in solving real-life problems in the society. Lecturers who brag and feel great when students fail their units are not fit to be in the



noble teaching profession. A good example is when one professor of accounting threatened first-year students in a university;

“I can see most of you want to do accounting in this university, but I want to assure you that accounting is not meant for people like you. You will all fail except about ten of you will pass.” (Anonymous)

The threats made many students deregister from the class and those who adamantly remained regretted when the reality of the professor's words dawned on them. True to his words, a handful of students continued in the class to a level of completion. The kind of rash makes students frightened and as a result, creates anxiety which makes them plan to engage in examination malpractices. Still, examination malpractices can be reduced by engagement of people of high morals, trustworthy and of high integrity to supervise and invigilate examinations (Onyibe, Umma & Ibina, 2015). If such people are engaged in examination processes, there would be limited or no room for bribery and compromise during examinations, hence reduction of examination malpractices in universities. Students can also be prepared for examinations by lecturers ensuring that students attend classes regularly, unless for reasons well reported to the concerned lecturer within stipulated times time limits.

University students have a common habit of not attending lectures. They sometimes depend on their friends' notes, which peruse through at the onset of the examination period. Muchai (2014) reiterated that there is a great need for learners to attend class and

their lecturers to be physically present in every class to cover the required course content as projected by experts in the area of teaching. Proper and consistent attendance of lectures was noted to be of significance in the preparation of students for examinations because learners who attend classes consistently are less likely to be involved in examination cheating. The study was informative that since then, there has been a huge amount of effort by universities to monitor the coverage of course contents by lecturers and ensuring that students attend classes as timetabled.

The study informed education stakeholders that lecturers are obliged to share all course information with learners and clarify difficult constructs; so that learners gain the confidence to sit for examinations. An ideal illustration of how completion of course content has been emphasized is the case of Chuka University, where, after observing that some students fail to attend lectures and when they fail their units they turn the blame game to lecturers, the Quality Standards and Assurance Office has come up with modalities of checking the class attendance by both lecturers and students. Every student must sign attendance register every time there is a class and the lecturer has to certify the same. The signed forms are then forwarded to the office for future reference and also used to ascertain that lecturers taught and qualify to receive payment.

### **2.7.5 Application of Knowledge in Examinations**

University examinations are expected to reflect the extent to which learning has taken place. The acquisition of knowledge and skills is expressed when graduates perform assigned tasks by applying the knowledge acquired practically; as opposed to mere

reproduction of acquired knowledge. Due to the important role of examinations in a student's life in future, a number of learners look for means and ways of passing examinations (Fasasi, 2006). This implies that examination malpractices are planned activities which are meant to benefit the culprit at the expense of other students who do not get an opportunity to steal.

Examinations are intended to assess the levels of acquisition of knowledge and skills by learners. Consistent with this view was Nyagwa (2010) who reported that examination results discriminate learners so as to place them in future careers, depending on the competencies in acquired skills and practical application of learnt content. According to Phiri and Nakamba (2015), education has a positive effect on learners and that examination results are effective measurers of the extent to which learners have acquired knowledge, skills and attitudes to make them better members of the society. It is therefore inherent that students should learn to conceptualize the information they acquire and apply it in their future careers instead of mere cramming the content for the sake of passing examinations. The practice of reading for examination purposes has made a number of learners not able to proceed with higher learning because they were not able to apply learnt knowledge at higher levels of learning. Several students have dropped from universities due to their weak performance at examinations, yet they got high grades in high school for university entry.

The application of knowledge by students in examinations can be enhanced if students are given proper information concerning the examinations they prepare for. There are a

variety of strategies that are used by universities to deal with the menace of examination malpractices in Kenyan universities and the world at large. Examination malpractices could be mitigated by making students knowledgeable on how to search for databases, catalogues or journal articles. Besides, Examination malpractices can be mitigated if students are assisted to get the required information for use in their various academic disciplines (Otwola, 2014). Lecturers are endowed with the responsibility of preparing students for examinations by providing them with the necessary materials which are relevant to the anticipated examination.

Preparation of students could minimize the fear that dominates students during Examination sessions, hence leads to decreased cases of cheating in examinations. Lack of proper revision was termed as the main cause of exam cheating so teachers and the relevant bodies should ensure that students are well equipped before the examination period. Teachers of the subjects should teach relevant things and ensure the lecture attendance is well marked so that the students who do not attend classes should not be allowed to sit for the exams because they are the ones causing all these problems of copying of the exams and carrying materials to the exam hall and causing commotion to the invigilators and making their work very hard to monitor the work. So students should be well prepared for the same so that they get well equipped with the knowledge and the confidence to face the exams.

Examination cheating can also emerge as a culture; consequently, for effective examination administration, universities should, therefore, deal with the tradition of

cheating in exams. The invigilation may be strict but in a situation where students are used to cheating, it can be quite difficult and impractical to deal with the menace of examination malpractice. Given this, university administrations and other higher institutions of learning should, therefore, deal with this issue of exam copying and enlighten students on the ills of it and the consequences that follow the practice of this unnecessary evil in the society. Students should be well informed on the same for effective results and a good grasp of knowledge from the content in various subjects and disciplines.

#### **2.7.6 Integrity of Invigilators**

Invigilation of examinations is crucial in determination of examination outcomes in learning institutions. According to Jokthan (2013), examination invigilators and supervisors who should be assigned to oversee examinations need to be people of unquestionable integrity. Lecturers are expected to be a caliber of employees who are entrusted with students and should do all the best to mentor them by being role models in all aspects of their professional practice. It is therefore unquestionable that these people should be morally upright and men and women of high levels of integrity at and out of their places of work. Similar views were held by Onyibe, Uma and Ibina (2015) who reported that examination invigilators should be of high integrity and honest individuals. It expected that lecturers should be truthful and those people who keep to their word in matters of students' assessment. Findings of the study indicated that integrity is crucial if there is to be sanity in the management of examinations. Qualifications and competency of invigilators play an important role in the management of examination malpractice.

It has been observed by the researcher that some university departments are insensitive to issues of examination malpractice and their staff do not see it a big issue to have credible examination outcomes. Education departments need to take up the matter and plan to hold workshops on management of university examinations. Lecturers from other departments need to be educated on prudent examination invigilation procedures and be advised that accountability in the examination is what will lead to properly trained personnel at the job markets. Keeness and vigilance need to be embraced by examination invigilators.

Examinations need to be administered when students have been well prepared, such that when they are invigilated, they will not be in fear as invigilators monitor them in examination rooms. Labor (1992) noted this about exam irregularities; we can sometimes blame it on the teacher lacking professional skill, therefore, leaving students, not in a good position to face the exam hence, as a result, many students enter examination rooms with little or no knowledge, therefore he/she ends up copying from the other students or sneaking a material inside the examination rooms. Exam invigilation should be led by ethics because without this act of being true to the work, the invigilator can end up allowing students to copy. Being so keen on the recruitment of invigilating bodies is so crucial as well in conducting fair and just exams.

Lecturers are expected to take charge of all processes of examination and be accountable for examination outcomes. Wasanga and Muiruri (2002) emphasized on lecturers to be fully involved in examination invigilation to reduce the tendency of examination cheating.

They argued that different people who are usually recruited to invigilate and supervise examinations lack proper knowledge of the methods that are used students to carry out examination malpractices. Students have come up with new and sophisticated ways which only the teachers who are professionally trained and committed can be able to identify and find relevant remedies through innovation and determination to put an end to examination malpractices.

Lecturers have done psychology and can 'smell' exam cheating from far. Therefore, lecturers who teach courses should be the ones being involved in invigilation so that they ensure all the rooms, setting and examination preparation are in order and students go through fair and just examinations. Following of procedures makes the results fair and above all, the process of examination becomes productive and produces experienced labour force which works to the expectations of those who provide employments. Invigilation time should be taken seriously by teachers. The habit of reading newspapers or taking time to chat on mobile phones should be controlled for learners to have accurate examination outcomes. Njeru (2008) argues that teachers do not perform their invigilation roles to expected levels. When invigilators spend time marking examination scripts if examination rooms or read newspapers, they deviate from their important responsibility of supervising examinations, which in turn, encourages conducive circumstances that could lead to examination malpractices. In this regard, it would be prudent for invigilators to turn off their mobile phones or other electronic gadgets which tend to distract them from assigned responsibilities of invigilating examinations. It is

disturbing to observe that some invigilators go to the extent of dozing in examination rooms, right at the front of the halls in which students are being examined.

### **2.7.7 Frisking of Students**

Another control strategy is frisking of students as they enter examination halls.

It is an ethical requirement that male students should be frisked by male supervisors while their female counterparts are checked by female supervisors. Students should be alerted about the regulations beforehand. Time management is an important strategy that can be used to mitigate examination malpractices in universities as well as other levels of education (Oladipo, Adenuga & Emikamoselu, 2010). Examination supervisors and invigilators should keep time accurately to avoid scenarios where learners are told to stop writing before the end of the allocated examination time.

Examination candidates are expected to be searched to entry into examination rooms, to check what they are carrying into those rooms. According to Mucheke (2014), examination supervisors and those who have been entrusted with the noble responsibility of overseeing the authenticity of examinations are expected to carry out a proper search of students as they enter into examination rooms. The process is done to identify those who carry electronic gadgets into examination rooms which they, later on, use to cheat in examinations.

Guiding and counselling have been introduced in institutions of higher learning. Through these services, institutions can train learners ineffective study methods. If the services are



embraced, students will acquire effective study skills, which will, in turn, prepare them examinations, hence mitigation of examination malpractices in universities (Okon, 2013). A new student joining a university should be given orientation about examinations in universities and be advised on how they need to conduct themselves and how they should adhere to university examination regulatory frameworks. It is good to give counselling to students because this will boost their self-esteem and above all make them better people, counselling will make some discover themselves and their potential and it is so productive is conducted well.

Guidance and counselling is the most important department in a school setting and especially a university with many youths facing life and many youthful stages, counselling helps a lot. There are other strategies which could be used to control examination malpractices in universities. Among them was a collection of examination answer booklets, whether they were used or not.

This strategy was supported by 90% of sampled respondents. In the same study, 95 % of respondents agreed that there was a need to eradicate cheating culture and inculcate moral values in the youth, and 85% proposed that there should at least two invigilators at every examination venue but more when venues are large (Madara & Sitati, 2016). Observations made have been implemented in institutions of higher learning. There are initiatives to secure unused examination booklets to avoid cases whereby students take advantage of extra papers to engage in examination malpractices in universities and other institutions of learning.

### **2.7.8 Invigilators and Time Management**

Another strategy used to curb examination malpractice is the proper management of time. When time is not well used, students are not allowed to utilize their allocated time well (Ayedemi, 2010). It is therefore crucial that examination invigilators keep to provided time for students to sit examinations. Time management helps students proceed as guided, hence they can end examinations within the required time, and this reduces the anxiety that comes, especially towards the end of a given examination.

Time management helps students not to underutilize the allocated time or extend the time allowed for those examinations. Oladipo et.al (2010) observes that preciseness in time management helps invigilators not to get into chaotic situations where the examination atmosphere encourages dishonesty. Invigilators need to remind students of the time remaining before the end of a given paper. Besides, the time students should be well shown or written at a visible place in the examination room. Candidates access a clock for effective time management. The number of invigilators in a given examination venue plays an important role in determining the extent to which students engage in examination dishonesty. Invigilators of university examinations are expected to efficient in number and able to keenly monitor what goes on in examination rooms.

Ukpabi (2015) asserts that an increase in the number of invigilators during exams helps in curbing examination malpractices in learning institutions. Also, he reiterated that the assignment of invigilators to examination rooms should be proportional to the sizes of examination halls or rooms. By so doing, he adds, that could control the incidences of

students cheating in examinations; because invigilators would be able to observe what goes on in those halls closely; consequently, control cheating in examinations. Making collective efforts to assign a sufficient number of examination invigilators or supervisors in examination rooms could go a long way in the control of examination malpractice. When there is an adequate number of these officers in examination venues, examinations tend to be managed better because examinees are better identified noted and observed as they sit for their examinations.

Consistent with these views on increase of the number of invigilators, Joktham (2013) reiterated that having a larger number of invigilators and enlargement of examination rooms could be instrumental in the management of examination malpractices in universities. Also, officers who have been allocated to supervise and examination need to be vigilant and ensure that they screen those entering examination rooms and ascertain that only those who have the correct identification can access examination rooms to avoid cases of wrong people sitting examinations. The close monitoring of those entering examination rooms will in turn curb occurrences of impersonation, cases where students organize with strangers who did not register for certain examination disguise and manipulate their ways into examination rooms. Corroborating with this ongoing discussion, Orji, Madu and Nwachukwu (2016) posit that there should be tight security at the entrance of examination halls to prevent relatives and friends of examinees from entering into examination venues. Examination certificates are expensive to acquire. Chances are that these certificated can be sought by all means.

During examinations, there should be an increased number of supervisors and invigilators to match the population of students in the examination rooms. Sensitivity to candidates' population and spacing in examination halls makes observation of the entire examination periods effective. Supervisors can observe what goes on in examination rooms vigilantly. According to Wasanga and Muiruri (2002), competition is one of the main issues that lead to examination dishonesty. Students who engage in examination malpractice do so to appear at top positions in their results. Being at the top is usually associated with prestige and recognition by university administration during graduation ceremonies.

Institutions that are not keen on matters of academic dishonesty have no posterity of producing competent personnel. With this regard, universities should pay due attention to the process of examination administration and guarantee the fairness of the entire process by selecting spacious rooms for examinations and availing an adequate number of invigilators and supervisors for the effective administration of university examinations. In support of this method of mitigation of examination malpractice, Alhassan (2017), exclusively shows that university authorities need to avail a sufficient number of invigilators depending on the number of students in an examination room. He adds that there should sitting plan organized such that the proximity of examinees is put under control to avoid temptations of examination malpractices. With this regard, university authorities should ensure there are adequate numbers of invigilators in examination rooms.

To determine the number of invigilators to be allocated to a room, factors such as the size of the room, the total number of students to be in the room and the distances between their chairs should be put into consideration. For instance, one invigilator cannot supervise a hall with one thousand students effectively. In such scenarios, students will take advantage of the situation and copy or exchange examination scripts in the hall. The number of invigilators should be sufficient for effective examination process; otherwise, it becomes a waste of time and difficult for one invigilator to control a multitude of students.

It is alarming that several institutions consider it expensive to allocate adequate tutors to monitor examinations without realizing that cheap is expensive and they are likely to lose production of quality and competent graduates. Institutions that are notorious for examination malpractice have a bad reputation and their credibility is questionable because they produce unqualified personnel who cannot fulfil their assigned tasks. According to Jacob and Lar (2001), when there is no adequate number of invigilators in an examination room, there is a high likelihood that impersonation will take place. This is whereby strange persons sit for examinations on behalf of the other persons who were rightfully expected to sit for those examinations.

Apart from the usual internal invigilation, it would be prudent for universities to consider having a well-coordinated process of choosing invigilators who should be trained on their roles before they undertake the supervision of university examinations. Such arrangements can ensure that invigilators are accountable for their laxity that could to

examination malpractices. Universities should borrow a leaf from what happens at the Kenya National Examinations Council (KNEC), where invigilators are selected through vetting and are trained and assigned institutions to invigilate examinations. By so doing, the officers are held responsible for reported cases of examination malpractices and even risk the loss of their jobs with the Teachers' Service Commission.

The adoption of KNEC processes at university levels, where invigilators are brought from other institutions and held accountable for cases of cheating, then there is bound to be decreased cases of examination malpractices. It is unethical for an invigilator to give room to examination malpractice of any form anywhere, whether before the start of examinations or in examination rooms. To have credible examination outcomes and competent people at job markets globally, proper prior preparation should be done to eradicate the escalating evil of examination cheating. Ignorance of many institutions in these aspects could result in negative influences whereby their graduates are bound to be declared unemployable if the public discovers that their graduates are known to be notorious in examination dishonesty. With time, such institutions will have no business to be in existence.

### **2.7.9 Induction on Examination Rules and Regulations**

Induction of students is a process which orientate students who have joined a new institution make them aware of the programs which are followed towards the attainment of objectives. In relation to examinations malpractices, students are expected to be informed about the conduct and ethics of their behaviors during examination period.

Alabi (2014) asserts that there should collective efforts made by the university community towards the awareness of rules and regulations that govern their institutions in matters of examinations.

He insists that there should be workshops organized for examiners and invigilators and educate them on their duties and responsibilities with regards to the administration and conduct of university examinations. His recommendations complement those of Eweniyi (2002) who documented that efficiency of moral and religious counselling in checking on examination malpractices in institutions was crucial in the mitigation of examination malpractices in universities. It is therefore prudent for institutions to adopt these recommendations and enhance credibility and accountability in examinations locally and at global levels.

#### **2.7.10 Students and Electronic Devices**

The current examination policies prohibit the use of electronic devices by students in learning institutions, not only during examination period, but electronic devices are not allowed to have these gadgets in schools both locally and the world over. According to Carmichael (2012), the advent of technological advancements has escalated incidences of examination malpractices. He further affirms that the phenomenon of academic dishonesty is a matter of utmost concern and exists in a number of the worlds' centers of academia; for example, Havard University as well as in other well-founded universities worldwide. In consonance, O'Malley (2016) contents that electronic examination malpractice is a major concern in the United Kingdom and as agreed upon by McNeilage

and Visentin (2014) and Smith (2015). In support of this assertion, Heyman et al., (2015) contents that learners make use of cell phones to get answers to examination questions in examination halls. The trends have culminated in the ban on the use of electronic gadgets during examinations and some professors do discourage the use of mobile phones during lecture hours.

Complementing the current discussion, Read (2004) affirms that learners go to the extent of taking photos of their notes, store them in their cell phones and secretly retrieve them for use in examination rooms. To curb this menace, it is recommended that a way should be devised which will make it difficult for students to carry these mobile phones to examination rooms. In support of views that students use mobile phones in examination rooms, Walker (2004) observed that it is easier for students to take photos of an examination or notes to the examination room as a conventional method of examination malpractice. To compact examination malpractices in universities, it logical that universities need to scrutinize manifestation of examination cheating, hence come up with sustainable mitigation strategies.

In order to prevent the taking of electronic devices into examination rooms and to have examinations administered fairly and fairly and transparently, Curran (2011) observed that the use of Closed Circuit Television (CCTV) cameras in examination halls was an ideal way forward. Also, he reiterated that the cameras enable students to be observed more effectively, hence mitigating chances of cheating. With such innovations, any form of examination malpractices is recorded to serve as future evidence against the culprits if



they resort to denial. When students are sensitized that they will be monitored by cameras, that alone makes them scared, thus they may not engage in the evil. Another effective way of preventing electronically motivated examination cheating is the use of metal detectors. These gadgets are affordable, readily available and can be given to security personnel to check students as they proceed to examination rooms. If this is effectively planned and implemented, there is bound to be a greater level of control of examination malpractices in universities.

There are both positive and negative effects of technology in institutions of learning. According to Ahmed (2018), technology has a major role in the increasing cases of examination malpractices in universities locally, regionally and world over. He insists that whether cheating was facilitated by the internet, mobile phones or hacking examination systems to get to examination information, students in the contemporary society are more brilliant in constructs of technology as opposed to their lecturers. If examination malpractice has been electronically conceptualized, then it makes logic to deduce that solution to the challenge needs to be electronically geared, hence the relevance of the use of CCTV cameras to compact examination malpractices in institutions of higher learning. Cognizant to the fact that examination malpractices are digitally enhanced, Curtis and Vardanega (2016) suggest that examination malpractice can be well counteracted through technologically initiated methods through innovations and technologies. However, traditional methods of cheating should not be underestimated.

The authors stress that institutions of learning need to investigate and understand how nature and forms of examination malpractices and ascertain how they take place digitally; then establish effective ways and strategies of identifying and mitigating the practice. There is a need for the formulation of rules and regulations which can be used to identify and punish culprits of technology-based examination dishonesty in all institutions of higher education.

In China, educators have called for a ban of all types of electronic devices such as computers, transmitters and unauthorized calculators from examination venues to mitigate examination malpractices. Other measures are; making of new rules to handle new forms of examination malpractices, review of performances of examination officers, implementation of strict penalties for culprits and use of electronic devices which can detect high- tech examination malpractices Times Educational Supplement (TES, 1999). It is common to get students in examination rooms with mobile phones, from which they retrieve pictures of examinations which have stolen. This implies invigilators need to be vigilant and ensure such happenings do not take place.

Research findings from a study by Chinuka and Nduzo (2014) revealed that 55% of respondents showed that one of the reliable measures that can be used to mitigate examination malpractice was the immediate adherence to examination regulatory framework. Further, the study indicated that the government needs to consider examination malpractices like a crime. From the ongoing discussion, it is logical to infer

that examination malpractices do not occur due to ignorance, but the extent to which universities adhere to examination regulations.

Another important strategy used that can be undertaken to control examination malpractices is the utilization of reliable electronic identification of examination candidates as they enter examination rooms. Joktham (2013) conceived that electronic identification of students at the entrance of examination rooms is crucial if there is to be sanity and maturity in the process of administering the examination. The researcher proposed proper security and confirmation that candidates are free from any form of dishonesty in examination halls. According to Rosamano (2002), the levels of examination malpractices have escalated to alarming levels due to the advent of Web technology as well as to the internet business which engages in Cyber businesses. The coming of electronic devices has influenced the frequency of students' engagement in examination in universities. The same technology needs to be therefore utilized to neutralize the challenge of examination malpractices in universities.

There are several challenges and obstacles which prevent combating of examination malpractices in universities. Among them, in consonance with other scholars, are unwillingness by students and lecturers to whistle blow their seniors and colleague in the system (UNESCO, 2003). This implies that learners, as well as lectures, fear to tell the truth about occurrences. Most of the strategies adopted to control examination malpractices have not to yield desired outcomes because persons who are involved in a campaign of mitigation of the vice are themselves actively taking part in it in one way or

the other (Bruno & Obidigbo, 2012 as cited in Hiko, 2008). The war towards the mitigation of examination malpractices should be fought by all stakeholders in the education sector, whether they are directly or involved in the learning process or indirectly connected with education matters.

Technology motivates students' engagement in examination malpractices. Walker (2002) reported that the coming of technology-enhanced ways through which students can succeed to cheat in examinations. His research predicted that it would not be long before learners started using mobile phones to get information from the internet during examinations. In a study conducted by Kerkvliet and Sigmund, (1999), it was found out that 75% of university students agreed to have been involved in examination malpractices; 90% of college students believed that those who engage in examination malpractices cannot be discovered while 85% of them indicated that examination dishonesty was a necessity for one to be ahead of others in academics. Should such thinking be allowed, there will soon be no need for struggling to go through the education process; as academic struggles may not add value to the society through cheating.

Technological advancements escalate the levels of examination malpractices worldwide. Cooper and Schindler (2010) reported that many sites have produced well stated and various instructions and methods of cheating in examinations. Young people are encouraged to be digital. Examination malpractices are mainly practiced by the youth who are more enlightened in digital communications. As much as technological

advancements are rising, forms of examination malpractices are likely to evolve to uncontrollable levels.

The more advanced the technology becomes the harder the examination boards are finding it to cope with examination malpractices (McCabe, 2003). The challenge is that those who are advancing technologically are young people who are in universities and other tertiary institutions while those who have to work towards the mitigation of examination malpractice are the older generation. Unless the older generation asserts itself and confronts this evil, the challenges that emanate from examination malpractices are here to stay.

In a research commissioned by Benson Strategy Group (CSM, 2009), it was found that 26% of American students had kept information in their mobile phones intending to use it in examination rooms, 25% agreed that they sent SMS to their friends during examinations whereas 20% searched the internet to get answers during examinations. Patton (2010) observed that 1000 students (0.06% of the total examination population) were found to have taken mobile phones into examination rooms. Because of this, it will be important if university leadership will come up with stringent measures which can check students as entering examination rooms, and see the kind of gadgets they carry into examination rooms. There should be security checks at the entrance of examination rooms with metal detectors. Once a student is noted to be having any unwanted electronic gadget, they should be prevented from entering the said room.

On the other hand, institutions of learning have faced a number of problems in the process of dealing with the use of electronic devices by students during the administration of examinations. Electronic devices have also in many ways facilitated the stealing of examinations, whereby many students sneak with a mobile phone and here, notes might be kept there in form of screen-shots or in the emails or they can google the question to get answers to the questions (Burke, Polimeni & Slavin, 2007). These authors reported that students use electronic devices, for example, mobile phones in examination rooms and they usually keep not to be noticed by invigilators.

The prudent and practical solution to this problem is that universities should come up with a digital way of counteracting the menace. The secret use of electronic devices has made it very difficult to measure knowledge in students; one will assume they have got everything correct without knowing they copied from their mobile phones. Here invigilators should be more vigilant on the same to make sure there is no one using any electronic devices in the exam room. The institution also should emphasize on the same as one of the rules governing any exam that anybody caught using the same will face the hard way, these can bring fear to students who use these gadgets out of lack of knowledge on the wrongs of using it.

According to Ritesh (2010), a number of countries have advanced in the use of electronic devices and use more detailed devices like the smart spy technology. In advanced countries like China, students were caught using a high-tech device which has become so cheap and worsening the situation of students who seek to gain unfair advantage over

others in educational pursuits. It was so unfortunate the condition got worse when devices such as smart glasses become cheaper and more readily available, the said smart glasses such as Google Glass can take photos, send them information and also display information on the lens itself thus elimination of the need to connect to a smart watch. About last year, many universities banned the use of smart watches especially in the exam halls as this smart watch was able to store, information and messages and also photos which aided in the stealing of examinations.

Australia banned using both watches because it was hard to differentiate the two. After the ban of smart watches there came the use of spy glasses which also was a threat to the examination sector, the spy glasses were able to capture the pictures in the exam paper and send the information whereby the answers will be reflected on the same glassed making cheating more advanced, the knowledge that they use to design the same cheating devices was good if they transferred the same to make smart students who do not need to copy the exams.

Copying of the exams through electronic devices is a global issue which many countries have taken a good initiative to curb, and Kenya not to be left behind has also got the same of copying the exams through the use of electronic devices in the exam halls. To curb this menace, the government together with heads of institution should come up with more specific ways to tackle each vice for fair results and the country to progress well, without good education system a country might collapse any time because education serves as the

backbone of any country, therefore it should give an open eye on the same as they do on corruption.

Cheating in examinations is also a form of corruption which greatly affects a nation, same way countries like Australia, china etc. try their best to stop it let us also emulate the same and put these to an end. Mostly, the use of mobile phones is the most common form of cheating reported. Some institutions have brought detectors for detecting any electronic device in examination hall before the exam starts and when it is continuing, no students will attempt to use the same because they will be automatically detected. This has made it hard for students to carry devices in the classroom and the tradition has ended in some institutions, let other varsities emulate the same fight for fair and just results.

Use of mobile phones in exam cheating has become more rampant and it needs to be addressed immediately and actions are taken as soon as possible because it is going to kill the dreams of Kenya's who hope for better citizens to lead in future, to take the country to the next level. Cheating in examinations has made many countries dormant because they lack qualified personnel to take up the tasks given. The expanding of new digital networks is making the flow of information more easily accessible and thus making new ways for students to cheat in examinations.

The findings indicate that methods of cheating in those exams have raised eyebrows because what students do is to watch tutorials on how to cheat in exams in your tube and try to apply the same on the exam period. Here the methods are many and for the



invigilator to successfully do their duty they need also to be informed on the new methods that have been discovered and prevent them. Advanced Network has made the students more advanced too and making cheating a very easy task compared to reading in classrooms. Many students do not read waiting for the exams because cheating has become a very easy and fast way to pass in the exams. Institution heads and the government should work hand in hand to put this to an end.

A number of students have been sent home from universities due engagement in examination malpractices. Bitrus (2013) observed that when students are sent home or rather withdrawn from universities due to involvement in examination malpractices, they are hardly prosecuted by the due process of the law. Having presented forms and challenges faced in the quest of mitigating examination malpractices in universities, Bitrus (2013) provides practical suggestions and measures that need to be considered to control the prevalence of examination malpractices. Proposed measures were; engagement by the government in massive investment in education to guarantee qualified human capital in colleges and universities for proper teaching and acquisition of knowledge in lecture rooms. By doing so, there will be adequate and conducive learning environments in universities. Another proposal was the sanctioning of public universities which do not adhere to the rules and regulations governing the conduct of examinations.

Besides, the syllabus or course content for any university course taught and examinable should be covered by the lecturers and enough time provided for students' practical work and revision before the administration of final sit-in examinations. Another

recommendation was that universities should recruit only competent, qualified and God-fearing lecturers with good morals who are trained and fit to offer holistic education to learners. According to Ogu and Odimba (2010), government institutions should engage trained, qualified, competent and professionals who are capable of guiding and counselling students and change the tradition of having one counsellor to guide a huge number of students because there will be no quality time for them to perform their expected roles and serve students well. The coming of information communication technology (ICT) has necessitated mobile communication globally. However, technology has resulted in negative aspects of examinations. In agreement with this view, Eromosele (2008) reports that examination cheating has mutated from the usual looking at a neighbor's examination scripts to a more developed process. The use of mobile phones has increased cases of examination malpractices at all levels of education.

Modern technology is advancing at a high rate such that in several cases, students could have watches that have mobile phone features. Since watches are allowed in examination rooms, students may take advantage and such have watched in examination rooms, then use the mobile phone features to get cheat in examinations. Consistent with this assertion, Achola (2011) informs that examinees make use of electronic gadgets to transfer answers to from phones which are outside examination rooms. Where the internet is available, students have been caught downloading the answers online.

The frisking of students is not strict in universities unlike it is the case in high schools. Due to that, university students are more likely to engage in examination malpractices as

opposed to other levels of learning. Siringi (2009) asserts that learners keep mobile phones in private body parts, which they use to network with those outside examination rooms via text messages. An example is in an incident where a fourth-year student was caught a mobile phone between his thighs and had opened soft copy notes saved in the phone. The case was one of the many isolated incidences in some universities.

According to Abuga (2015), mobile phones which have cameras can motivate a candidate to take a picture of an examination question paper with correct answers and share with other examinees in the form of photographs. The practice has made cheating in examinations easier than before when people relied on text messages. Societal morality has an effect on the levels of occurrences of examination malpractices. Trakiriwei (2016); Onyibe, Uma, and Ibina (2013) and Aworanti (2012), asserted that examination malpractice can be managed through other strategies such as revamping moral values into students. If that is done, scholars proposed, it could be achieved through guiding and counselling of students so that they get to embrace good moral values in their institutions.

Modern counselling techniques such as peer counselling have been adopted, whereby students are grouped and carry out counselling among themselves. Burke et al. (2007) reported that electronic devices, for example, mobile phones, iPod, calculators and personal information helpers are utilized for helping with information that could culminate in examination malpractices in universities. This revelation calls for well thought of ways and measures of controlling the possession and use of such gadgets by university students during examination periods.

## **2.8 Challenges affecting the Control of Examination Malpractices**

This section of the literature review provides a comprehensive demystification of the Types of challenges affecting the management of examination malpractices and gives suggested ideas which could help in the management of the escalating cases of cheating during university examinations. The following is a substantive discussion on the challenges identified through the literature review as well as practical experiences in learning institutions.

The Challenges affecting the control of examination malpractices by universities have been a global construct for decades. Engagement of students in examination malpractices is a universal problem. Cases of examination malpractice have been observed in Japan, United States of America, Britain, Pakistan and Africa in general. Paul (2012); Anderman and Murdock (2012); Adams and Esther (2013); Ojo (2012); and Ayala and Quintanilla (2014) assert that cheating in examinations is a widespread and a vice displayed by students or other persons concerned with the administration of examinations in the examination venue, prior, during or at marking stage of the examination process.

According to Louder and Schmidt (2013), learning institutions which are concerned with the integrity of examinations need to be sensitive to the behavior of their students concerning examination malpractices. Besides, they observed that amid measures put in place by learning institutions to curb the menace, there remains a widespread of examination malpractices. In a study conducted in Spain by Badin and Claddellas (2013), it was found that matters emanating from examination malpractices had escalated to

intolerable levels in learning institutions. Apart from that, the study reported that examination malpractice was no longer a behavior of the weak students, but also affected a large number of students' across institutions.

In another study conducted in Latin America, it was reported that peer pressure was the main cause of examination malpractice (Ayala –Gaytan, Quintanilla-Dominquez 2014) Also, they observed that most young people disregarded the regulatory framework put in place by the government and engaged in examination malpractices. According to a study carried out in Pakistan, Kamaran (2015), found out that examination malpractice was widespread because of societal levels of corruption. The study found that those who cheated in examinations had either external pressure for high grades or fear for failure. The findings were consistent with studies done by Dodeen (2012) in the United Arab Emirates and Tas and Tekkaya (2010), who established that students cheated in examinations because of an urge for high grades. The society is obsessed with the notion that one has to pass in examinations, train in a college and get white collar jobs. The notion therefore, compels students to plan on methods and tactics to cheat in examinations.

In Africa, studies have been done in Tunisia and Morocco and established that cases of examination malpractice were rampant. According to Burrs, McGoldrick and Schumann (2013), 70% of university students were observed to have engaged in examination malpractice. In Nigeria, a study conducted by Alutu and Aluede (2006) reported that amid rules and regulations put in place by the government, examination malpractice had

risen to alarming levels in universities. Many studies have been conducted in Kenya on examination malpractices. For example, Naliaka, Odera and Paipoi (2015) reported that students engage in examination malpractice because of peer pressure from parents and guardians to pass, requirements by school Boards of Management or overcrowding in examination venues, unprofessional invigilation and delayed coverage of the course content. According to Ntamu (2017), students cheated in examinations due to fear of failure. It was against this background that the current study was designed to assess the challenges affecting the control of examination malpractices by universities in the Mount Kenya region.

### **2.8.1 Reporting Cases of Examination Malpractices**

Lecturers tend to have reservations towards reporting the culprits to the leadership because they fear the process of justifying and proving cases of examination malpractices, which frequently end up in courts of law. In universities, issues related to examination malpractices are sensitive. On the other hand, it is unlikely for a teacher who participated in examination malpractices to report cases of stealing when they occur in their schools. For example, Newsberger (2003) reported that lack of lecturers' willingness to report incidences of examination malpractices and follow shreds of evidence of cheating was founded on fears and sympathy that students will fail, which would, in turn, lead to the general complain by students, exposing lecturers' job to scrutiny and doubts.

Newsberger (2003) further asserted that teachers fail to report cases of cheating due to a variety of reasons as rationalized by Kerkvliet and Sigmund (1999) who found that in two

separate universities, where 12 groups of students were taught by seven lecturers. They reported that students cheated because lecturers believed that students need to get their help as much as possible to pass their examinations. It is therefore rational that a teacher who feels for students' inability to pass examinations can go reporting cases of cheating because they would be exposing their weaknesses. In a study done by Njeru, (2012), it was reported that some teachers do not cover the course content, hence they tend to be reluctant when it comes to dealing with culprits of examination malpractices.

### **2.8.2 Over-crowding in Examination Rooms**

When students overcrowd in examination rooms, they will copy from their fellows who are in proximity. Shortage of examination rooms to accommodate candidates during the examination period is among the challenges that universities encounter locally, regionally as well as globally in their quest in mitigation of examination malpractice. These trends make various nations to lag in many aspects of social, economic as well as political development. Inadequacy of examination rooms affects both students and invigilators negatively. To manage the situation, institutions of learning are supposed to address this problem with urgency to avoid further damages which emanate from examination malpractice.

In some instances, students are crowded in examination rooms due to shortage of invigilators. The practice could harm graduates because they come out of training half-baked and could be less productive at their labor market. Consistent with the

ongoing discussion, Balogun (1999) argued that this sort of examinations undertaken in universities defines the nature of professionals that are trained to take up jobs at the labor markets. Creation of enough space in examination rooms will make students stop looking at their friends' work in the neighborhood. It will, besides, make invigilators move in examination rooms with ease and check if there are any cases of examination misconduct among students in those rooms. With sufficient spacing, the work of invigilation will be simplified and learners are free to express their answers in a free environment.

Over-crowding of learners in examination rooms can have adverse effects on students' academic outcomes as well as posterity careers. Nwadiani (2005) observed that overcrowding in examination rooms which eventually leads to examination malpractice had huge consequences on educational systems, learners, lecturers as well as parents and guardians. For instance, in Nigeria, graduates who were inadequately prepared in universities were observed to be low producers in terms of job performance, which has made such graduates questionable and unable to deliver services at job markets as expected globally. Escalating trends in examination malpractice have made some students reluctant, undisciplined and people who cannot work diligently at their assigned duties. Examination malpractice can lead to civil unrest and create conflicts in society. For example, Enstein (2003) stated that some countries have conflicts over examination malpractice. This increasing evil has dire consequences for the youth. Learners who are considered to be of posterity are instead swayed to engage in examination cheating. Examination dishonesty leads to corrupt citizens and regimes. Right from primary school,



students adopt negative behaviors such as involvement in examination malpractices, which gradually spill into their adult lives as they advance through university education.

### **2.8.3 Lack of Sufficient Spacing in Examination Rooms**

Universities in Kenya and the world have a challenge of providing adequate space required by students to enable them to have examination malpractice free environment. In research conducted by Chiminuka and Ndudzo (2014), it was reported that students engaged in examination malpractices due to lack of spacious sitting arrangements in examination rooms. If the rooms had sufficient spaces, there would be minimal instances of examination malpractices in universities. This implies that university leaderships need to be keen on the issue of examinees spacing if there is to be the credibility of examination outcomes and eventually culminate into the credible workforce at the labor market worldwide.

Spacing of students plays a crucial role in the mitigation of examination malpractices. Oladipo et al. (2010) observed that institutions of learning need to avail examination venues with spacious halls that can give room for a proper sitting of candidates and enable easy movement of invigilators. Also, they reported that overcrowding of students provides opportunities for them to engage in examination malpractice activities like copying and exchange of examination answer booklets.

In another research, Onuka and Durowoju (2013) opined that the provision of spacious rooms that create sufficient spaces between students would greatly mitigate a variety of

forms of examination malpractices. From the ongoing discourse, it is therefore imperative that scholars need to delve more on the issue of spacing in examination rooms because if corrective measures are undertaken, there will be minimal cases of examination malpractices in universities in the world over.

#### **2.8.4 Number of Invigilators in Examination Rooms**

The proportionality of invigilators to the number of students in examination rooms has been an arguable issue in institutions of higher learning for decades in Kenya and the world over. Chiminuka and Ndudzo (2014) assert that a lack of an adequate number of invigilators was one of the major causes of examination malpractices and corruption in institutions of higher learning. When invigilators are not adequately distributed in an examination room, there is a tendency for students to be tempted to engage in examination dishonesty. The environment hence provokes them to engage in the vice. In the event of large examination halls, there should be arrangements such that no room is left for examination malpractices. In need be, universities should have CCTV cameras installed to help in the management of examinations.

University leaderships, through examination offices, need to ensure that the number of invigilators is adjusted in accordance with students' enrollment. Ukpabi (2015) asserted that collective effort to provide a sufficient number of invigilators and examination supervisors in all examination venues was an effective strategy to manage examination malpractices. This arrangement ensures that learners are well identified and monitored by those managing examinations. In another study in Nigeria, Ayedemi (2016) found out

that effective supervision was one of the strategies that should be advocated to mitigate occurrences of examination malpractices in learning institutions.

### **2.8.5 Lack of Secure Examination Systems**

The absence of clear examination systems in universities has been a contentious matter for decades which has resulted in a lack of control of examination malpractices. Mange (2013) noted insecure examination systems in universities hinder the mitigation of examination malpractices. Research findings from the study indicated that 74% of respondents agreed that some lecturers do not know the domains which test students' understanding of the learned content at Kenyatta University, Egerton University and the University of Nairobi.

Lecturers submit examinations late and in some circumstances, lecturers are less, which makes overwork for those engaged in teaching. The other challenge was examination leakages from secretaries and lecturers as indicated by 73.5% of respondents in the same study (Mange, 2013). It is therefore crucial that university leadership should ensure there are proper systems and procedures of handling examinations as a measure of controlling the occurrences of examination malpractices. The lack of proper examination systems and procedures in universities often lead to the collision of students with other education stakeholders to escalate incidences of examination malpractices.

Examination outcomes do not only affect students, but also other stakeholders in the society. McGowan (2016) reports that collusion is a social activity and is dependent on

context. This implies that various stakeholders in institutions can collude to engage in examination malpractice, depending on the relationship that exists between/among them as well as motivating factors. Addressing the issue of collusion, Harris ((2017) reiterates that collusion can be categorized as authorized and unauthorized, where authorized collusion involves sharing of research findings and sources, whereas unauthorized collusion deals with writing some academic work or examination answers and lending such documents to other learners, which is also called unauthorized help (McGowan, 2016). According to Sutherland-Smith (2013), collusion should be treated as examination malpractice, consequently, there is a need for there to be corrective and punitive actions to mitigate the menace of examination malpractice in universities.

Scholars and administrators are reluctant to take action against culprits of examination malpractices. These failures enhance a tradition of dishonesty and therefore waters down the noble work of researchers and academicians because such trends have led to a culture of success without integrity in the world of academia (Okoche, 2013). Culprits of examination malpractices should be brought to books and dealt with following examination regulations stipulated by individual universities.

University administrators and scholars seem to have given up on the control of examination malpractices in their institutions. The main challenge, therefore, remains on how universities can devise realistic and practical methods to manage the problem (Sutherland & Smith, 2010). University managements should strive to put into practice the suggestions put forth by great achievers who have been able to control examination malpractices in their institutions. Developed countries have put a notch higher by putting

and implementing policies that deal with challenges of examination malpractices (Okoche, 2013). Other countries should follow such noble initiatives.

Even though most African countries have followed suit, they have faced challenges of implementation due to financial constraints. This deficiency makes examination malpractices prevalent in universities. Another challenge faced by universities if control of examination malpractices is the reluctance of leaders to punish those guilty of the offence in universities (Zaenker, 2012). This negligence crops in when an invigilator comes across an incident of examination malpractices and identifies the culprit. However, due to the fear of the procedures that have to be undertaken to prove the offence done by the culprit, some invigilators do not take cases beyond the examination room.

Invigilators are expected to be brave and fearless, those who can forge ahead and report cases of cheating for immediate and appropriate action by relevant offices. Failure to punish those students may lead to a culture of success without morals and may lead to overall moral decadence among university students. In consonance with this establishment, it is reported that some examination supervisors are lax in their duties. They become reluctant and may not disclose cases of examination malpractices, especially where there happens to be a misunderstanding between such supervisors and university leadership (UNESCO, 2003). Such lecturers need to be reprimanded and replaced where possible. All departments and faculties in universities are expected to embrace quality and effective supervision of examinations. Experience has it that many faculties do not take examinations seriously. Since invigilators do not have a background

of professionalism in teaching, they tend to be reluctant in matters of supervision of examinations.

Unless there is a total commitment towards the mitigation of this vice, success seems to be an illusion and trends may paralyze the entire education systems of the world. Students have been noted or found stealing examinations; there has been a long time between the occurrence of theft and convening of the disciplinary panels. These delays have led to the loss of credible pieces of evidence which would justify the penalty to be given to the culprit. In the long run, the whole case is not followed, leading to an escalation of the menace due to justice delayed (Theuri, 2012). To get out of this, cases of examination malpractice need to be handled with speed and be brought to their conclusion in the shortest time possible. Instant action taken on culprits of examination malpractice tends to act as a warning to potential cheaters.

#### **2.8.6 Carrying Examination Materials out of Exam Rooms**

Whenever there have been organized examinations in institutions of learning, invigilators have often been concerned with the items students move without of examination rooms to prevent them from engaging in activities which would make them engage in examination malpractices. Dungurawa (2015) reported that one of post-examination misconduct was whereby students secretly took extra-examination papers outside examination rooms. They gave them to their friends outside the rooms, who answered for them and sneaked them back to the rooms for final collection.

Consistent with his findings, Udin, Umar and Essien (2018) assert that students smuggled examination papers out of examination venues and obtained information from persons outside the rooms. The practice took place when invigilators failed to be keen on what went on in examination rooms. A study conducted by Akaranga and Ongong (2013), revealed that students were able to replace answered question papers with those given at the onset of examinations. They, besides, asserted that students made plans with examination officers to cheat before the onset of examinations. Through such evil plans, they can engage in examination malpractices.

### **2.8.7 Bribery of Lecturers by Students**

Students' behaviour of bribing lecturers has become more rampant in many universities in the recent past. This makes students more relaxed in their studies because they know that in the end, they can bribe lecturers and get good grades. Tonako (2001) observed that bribes are manifested in the form of money or sex. Students may lack the amount of money to pay a lecturer and turns to immorality as the other easily accessed form of bribe. When that happens, lecturers agree with students for sexual favors so that they can get better grades and this is so common among female students, whereby male students are disadvantaged. In most cases, discrimination could lead to riots or strikes in universities and are likely to paralyze the smooth operation of learning institutions. According to Vittal (2001), corruption in educational institutions which is manifested through bribery to lecturers is retarding economic development of countries, since people are always money minded and expect favours in their economic activities. It is therefore important

that universities provide solutions to this menace if there is to be sound economic development among nations.

The levels of bribery have not only escalated in political circle, but also in learning institutions globally. Murray (2018), remarked on bribery among students and lecturers and argued that the act of bribing was not so common in his institution because lecturers were guided by ethics. This does not mean that students never came with such advances they did, but not many that dared him since he was a no-nonsense man. He came from a military school before becoming a professor and he argues that his strictness and harsh talking which he attained from his military school helped him so much to reduce the number of advances since many would fear him for his rudeness. Before he married he used to get many cards in the middle of the book with love content and he would pretend not to see.

Khanje (1999) supported the view that bribery related to examination malpractices leads to several negative effects, which may be realized as soon as the malpractice occurs or can be felt by culprits with time. The effects could affect a person involved, a country or a given educational organization. On the part of the culprit, consequences could be the cancellation of the entire examination, the lecturer could be discontinued from rendering their services and in other extreme cases, and those found guilty could be taken to court to face charges and could end up in prison.



Examination malpractices can lead to the nullification of results for that particular class that participated in cheating. At the country level, there could be loss of the credibility of examinations in a given country where the malpractices took place, hence decreased chances of produced personnel being absorbed in global job markets. Similarly, Adekaku and Lewal (2008) asserted that there are dire consequences that emanate from examination malpractices, among them are loss of trust in certificates and diplomas given by various examination agencies, cancellation of students' examinations and escalated levels of corruption in the areas affected and slow growth rates of national development. Eventually, there is bound to corruption, laziness and lack of trust on the part of both the learner and the lecturers in university examinations

#### **2.8.8 Awareness of Examination Rules and Regulations**

Universities in Kenya and at global levels have always striven to outline examination rules and regulations to students in their institutions. However, students disregard these regulations and engage in examination malpractices. Institutions have endowed with the responsibility of ensuring that all admitted students are briefed of examination ethics and guidelines to control examination irregularities. Onuka and Durowoju (2013) reiterated that to curb examination malpractices in learning institutions, some countries have introduced effective rules and regulations to guide penalties to culprits of examination malpractices. Besides, they asserted that due to escalating incidences of examination, the education sector has set up rules and regulations to govern the administration and management of examinations.

Corroborating with Onuka and Durowoju (2013), Badmus (2006) observed that lecturers' failure to follow examination rules and regulations was a major factor that culminated in examination malpractices in learning institutions. In another study, Ambrose, Arnaud and Schiminke (2007) affirmed that examination rules and regulations in a learning institution were an important aspect that enabled members of that institution to establish ethical practices and character traits. Universities should reinforce examination standards by following available rules and regulations. Flutter (2004) reported that examination malpractices can be curbed by universities fastening examination rules and regulations and the entire examination code of regulations in their various institutions.

#### **2.8.9 Examination Timetables**

University students have experienced challenges during examination period due to changes in the examination schedule, which is caused by lecturers' laxity or some lack of stationery which is required in the process of exam preparation. When examination timetabling changes, students tend to be anxious and restless, and consequently, they think of engaging in examination malpractices. Dusu, Gotan, Deshi and Gambo (2016) observed that lack of proper examination timetable structure can cause students to engage in examination malpractices in institutions of learning. The study indicated that 66% of respondents agreed that altering examination timetables by examination officers encouraged students to be involved in examination dishonesty. Examination timetables help students to prepare for examinations adequately.

University leaderships need to be concerned about timetabling during examinations if there is to be credible examination outcomes, hence accountability and integrity of university graduates. Elinazi (2014) reported that frequent changes in examination scheduling culminate in examination malpractices. The study showed that 52% of respondents affirmed that timetabling is an important factor in curbing examination malpractices in learning institutions. There is a tendency of students pushing examination officers to prepare timetable in their favor and personal interests. When examination timetable is destabilized, there comes confusion in the entire examination process where students miss examinations and lecturers fail to turn up for invigilation assignments.

To mitigate examination malpractices related to timetable inconsistencies, the University of Kigali in Rwanda has a code of examination conduct which stipulates that timetables are to be posted on the official university website 5 days before the start of examinations, and any alteration of the timetable has to be done through the approval of the academic registrar in consultation with the deputy vice-chancellor, Academics (CEC, 2017). It is therefore critical that timetabling should be considered a central factor in the preparation of the labor force who will be found reliable and responsible at the workplace.

#### **2.8.10 Challenge of Missing Marks**

There has been an outcry of students who fulfil their course requirements but end up not graduating within expected time-lines due to missing marks in the system of marks entry (Orji, 2012). Several reasons are given for such inconsistencies. Sunday (2012) reported that missing scripts by students had a number of causes during university examinations.

First, the secretaries who type examination results omit some students' scripts by mistake and fail to capture important students' details. Second, scripts miss when learners fail to adhere to guidelines regarding provision of their personal information. Third, some lecturer have careless attitude during the process of marking and scoring students' scripts (Oguntimehin, 2006). Fourth, scripts miss when there is script movement between lecturers who carry out team teaching. Fifth scripts miss when students fail to sign attendance sheets as stipulated in instructions for reasons best known to them.

Duze (2011) observed that no matter the efforts channeled into the process of achieving educational goals and objectives, if no provision will be made for accurate assessment and reporting of examination outcomes in learning institutions, all efforts will be a waste of valuable time. The main task of lecturers is to teach, carry out research and examine learners with a view of awarding them with scores which reflect their intellectual capabilities. Another precaution to curb missing of scripts is the avoidance of marking scripts by lecturers in public places. When examinations are marked in public places, there is tendency of the scripts being misplaced by lecturers.

The challenge of missing marks can be resolved in several ways; examiners need to ensure that the number of students' scripts collected tally with the number of candidates who were present in the examination venues. This can be done by the head count of students sitting an examination and the counting of students before the end of examination session. University leaders need to have a backup of examination scripts through scanning and prompt marking when examinations are done (LC PE, 2014). In

order to avail examination scripts to students in case of future needs, the scripts can be traced and made available in examination rooms. This implies that marking and allocation of scores should be the end of the examination process, but scripts need to be stored for reference in posterity.

## **2.9 Chapter Summary**

The section of literature review focused on four themes as indicated by the objectives of the study; prevalence of examination malpractices among male and female students in universities in Kenya, adherence by universities to the examination regulatory frameworks in Private and Public universities in Kenya, effectiveness of strategies used to control examination malpractices in Private and Public universities in Kenya and the challenges affecting the control of examination malpractices in Public and Private universities in Kenya.

The literature reviewed in the study shows that related studies have been carried out in the current area of study at global and regional levels, but not in the geographical region and context of the current study. For example, Maheka (2015) in Zambia, studied on Nature and causes of examination malpractices in selected secondary schools, Nyamwange (2013), in Kenya examined Factors influencing examination cheating among secondary school students. A case of Masaba South District of Kisii County, Ochukwu (2016) researched on Assessment of the effectiveness of management strategies for curbing examination malpractices in secondary schools in Nigeria, Ilinazi (2014), in Tanzania, looked at Effective management of examinations as a way of

achieving quality assurance. A case of the Institute of Adult Education, and Kagendo 2014 demystified effectiveness of examination handling and distribution procedures in curbing malpractices in secondary schools in Eastern Province, Kenya. Literature reviewed thus created a gap in that no studies had been carried out in the region and scope of the current study. It was therefore imperative to engage in the study 'Effectiveness of University Examinations Management Strategies in Mitigating Examination Malpractices in Kenya' in order to add to the existing knowledge and fill the existing gap in the field of education administration and management.

## CHAPTER THREE

### RESEARCH METHODOLOGY

#### 3.1 Introduction

This chapter presents the research design, location of the study, target population, sampling procedure and sampling size. Data collection instruments, their validity and reliability aspects. Data collection and analysis procedures are also presented in this chapter and finally, ethical issues and considerations are presented.

#### 3.2 Research Design

The study adopted a descriptive survey research design. Kothari (2011) describes descriptive research as involving formulation of research objectives, the establishment of data collection methods, selection of samples from a large population, collection of data, processing and analysis of data and reporting of findings. The descriptive research design was appropriate because such a design involves the following features, clear statement of research objectives, enough provision for protection against bias and maximization of reliability of research instruments, probability sampling procedure, stated data collection instruments and data analysis procedures, and pretesting of research instruments (pilot study), before the actual study.

The research design was appropriate because the study had all the features, thus four stated objectives, protection against bias, worked out reliability, questionnaires, pilot study and per-planned data analysis procedures. A descriptive research design enables

investigation of events and conditions, which have already taken place without manipulation by the researcher, features which were included in the current study, which investigated the various aspects of examination malpractices in universities which have already taken place.

### **3.3 Location of the Study**

The study was carried out in Kenya, one of the East Africa countries which borders Uganda to the West; Tanzania to the South, Sudan to the North West, Ethiopia to the North and Somali to the North East. Kenya is found between latitude  $1.22^{\circ}\text{S}$  and longitude  $36.800^{\circ}\text{E}$ . The selected universities were Chuka University (CU), University of Embu (UoE) and Karatina University (KU) which represented public universities. Private universities were represented by Mount Kenya University (MKU) and Kenya Methodist University (KEMU). Chuka University is located in Tharaka Nithi County, the University of Embu is in Embu County and Karatina University is located in Nyeri County. Both Mount Kenya (Nkubu Campus) and Kenya Methodist Universities are located in Meru County, Kenya. The location of the study was conveniently picked on due to appropriateness in relation to time and accessibility of the institutions in consideration. Figure 2 shows the map of Kenya.

### **3.4 Target Population**

The term target population is a large group of people, animals or objects, each with individual characteristics, out of which a statistician wishes to make specific inferences after quantification and analysis of such individual characteristics (King'oria, 2004). The



target population was 40023 students, 5 examination officers and 5 university academic registrars from the 5 selected universities, which formed a total of 40033 respondents. Table 3.1 shows a summary of the source of respondents who constituted the target population.

**Table 3.1: Target Population**

Institution	Number of students (n)	Examination officers	Academic registrars	Grant total
Chuka University (Public)	17603	1	1	17605
Karatina University Public)	6105	1	1	6107
University of Embu (Public)	6603	1	1	6605
Kenya Methodist University (Private)	5107	1	1	5109
Mount Kenya University- Nkubu Campus (Private)	4605	1	1	4607
Total	40023	5	5	40033

Table 3.1 indicates that the target population comprised of undergraduate students as follows; 17603 from Chuka University, 6105 from Karatina University, 6603 from the University of Embu, 5107 from the Kenya Methodist University and 4605 from Mount Kenya University, Nkubu Campus. In addition, there were 5 university examination officers and 5 academic registrars from each of the five universities. The total number of the target population was 40033.

### 3.5 Sample Size and Sampling Procedure

The students were stratified into public and private universities. The sample size was 380 students who were distributed in the five purposefully selected universities. Proportionate sampling procedure was done to identify the number of students per university due to variation in university students' populations. Examination officers were purposively

sampled because they were the only officers who would provide relevant information concerning examination malpractices. To come up with the actual sample sizes, the researcher used a standardized sampling table. According to Kathuri and Pals (1999), when the population is 40000 subjects and above, the appropriate sample size is 380 subjects. The researcher used purposive sampling to select 5 universities from the sampling frame of the 71 universities in Kenya. The researcher was interested in the five universities since they were upcoming and their structures and systems were not as stable as those in long-established universities. Also the subject of examination malpractices in the five universities was unlikely to have been studied due to lack of evidence of such studies from literature reviewed; hence the need to fill the knowledge gap in the area of management of examination malpractices.

The five universities sampled comprised of 3 public and 2 private for comparison purposes. The 380 students were divided proportionately among the 5 purposively selected universities, as follows; Chuka University 167 students (44%), Karatina University students 60 (16%), University of Embu 63 students (17%), Kenya Methodist University 48 students (13%) and Mount Kenya University (Nkubu Campus) 42 students (11%) due to their variation in population sizes. Fourth-year students were purposively selected cognizant of the fact that they had been to universities for long and would provide feedback effectively, unlike first, second and third-year students who did not have long experiences at their universities. Purposive sampling technique was used to select one examination officer and one academic registrar from each earmarked university and totaled to 10 respondents, thus a total of 390 respondents were selected to

participate in the study. Table 3.2 indicates summary data on the sample size of the study in the form of frequencies and percentages.

**Table 3.2: Sample Size**

Institution	Students	Examination officers	Academic registrars	Grant total
Chuka University	167	1	1	169
Karatina University	60	1	1	62
University of Embu	63	1	1	65
Kenya Methodist University	48	1	1	50
Mount Kenya University (Nkubu Campus)	42	1	1	44
Total	380	5	5	390

Table 3.2 shows that students who were sampled by simple random sampling method from the five universities were 167, 60, 63, 48 and 42 respectively, making a total of 380. Students from public universities were 75% of the total while those from private universities were 25%. Besides, 5 examination officers and 5 academic registrars comprised the sample size. The total sample size was 390 respondents comprising of 380 students, 5 university examination officers and 5 university academic registrars.

### **3.6 Data Collection Instruments**

Data were collected using two sets of self-constructed questionnaires, one for university students and the other for university examination officers. Besides, an interview schedule was self-constructed and used to collect information from university academic registrars. Questionnaires were preferred as they are applied on large sample, time saving, confidentiality is upheld. Questionnaires were taken to respondents by the researcher, who was then helped by assistants who co-ordinated the process. The researcher

personally used an Interview schedule with open-ended items to collect information from university academic registrars.

### **3.6.1 Questionnaires**

Two sets of self-constructed questionnaires, one for students and the other for university examination officers were used to collect data respectively. Questionnaires are suitable for collecting information from literate respondents who can be easily reached and are willing to cooperate. Also, questionnaires collect data that is not directly observable as they find out about respondents' feelings, attitudes, motivations and individual experiences. In addition, questionnaires have more advantage of cost-effective and are less time consuming (Borg & Gall, 1996). Based on these strengths, the researcher adopted the instrument for data collection.

Students' Questionnaire (SQ) had five sections. Section A collected demographic information, section B, C, D, and E had 10 items each on the prevalence of examination malpractices, adherence to the regulatory framework, strategies used to control examination malpractices and challenges bedeviling the management of examination malpractices. The questionnaire had the following levels; 1=strongly disagree 2=disagree, 3=undecided, 4=agree and 5=strongly agree. Examination Officers' Questionnaire (EOQ) five sections; A, B, C, D and E. Section A collected demographic information, section B, C, D, and E had 10 items each on the prevalence of examination malpractices, adherence to regulatory framework, strategies used to control examination malpractices and challenges bedeviling the management of examination malpractices respectively.

### **3.6.2 Interview Schedule**

An interview schedule is a set of questions which a researcher administers to an interviewee in person or through a trained research assistant. The interview is carried out orally as the researcher or agents record responses in the schedule as noted from the respondent (Berg, 2001). An interview schedule is advantageous because during the interview session, the researcher can ask for clarification of responses given by the respondent and on the other hand, the respondent can ask the researcher to clarify questions which may not be clearly stated (Frankel & Wallen, 1996). Due to these advantages, the researcher conducted personal interviews with university academic registrars and obtained required information

### **3.6.3 Validity of Instruments**

Validity is measure of the extent to which data analysis results represent the phenomenon being studied. It is also defined as the degree to which a research instrument can measure the constructs it is expected to measure in a given study (Orodho, 2009). There are three types of data validity; Construct Validity, Criterion Related Validity and Content (Mugenda & Mugenda, 2008). Content Validity is the extent to which the measurement device provides adequate coverage of research objectives.

The study applied content validity. Content validity ensures that items in research instruments represent the content that the test is designed to measure (Borg & Gall, 1989). Content validity was assessed through the help of experts in the Department of Education Planning and Administration of Karatina University who gave expert judgments on the

validity of research instruments (Dawson, 2002). The researcher made sure that relevant font size, spacing and general appearance of research instruments were appropriate and attractive to respondents. Cognizant of the fact that experts were competent in research techniques in the department of planning and administration, the instruments were well validated in preparation for the study.

### **3.6.4 Reliability of Research Instruments**

Reliability is a measure of the degree to which a research instrument yields consistent results after repeated trials (Mugenda & Mugenda, 1999). Reliability identifies ambiguities of research items and unclear questions for improvement of a research instrument (Murray, 2003). A researcher can apply many approaches to establish the reliability of a given data collection instrument. Most common ways involve the use of repeated measurements, that is, the test-retest and parallel form and calculation of internal consistency; that is Kuder-Richardson formula or Cronbach Alpha Coefficient (Nachmias, 2008). Cronbach alpha Alpha Coefficients range from 0, denoting no internal reliability and 1.0 which is an indication of perfect internal reliability (Bryman, 2007). The closer the coefficient is to 1.0, the more is the reliability the measurement instrument (Maertens, 2010). Cronbach Alpha Coefficient levels greater than 0.8 are considered to have very good reliability, those between 0.7 and 0.8 are good, those between 0.6 and 0.7 show fair and satisfactory reliability in a study (Sigmund, Babin, Care & Griffin, 2010). Such reliability levels should be used for realistic research outcomes.

The researcher conducted a pilot study on 38 respondents and variances were computed for each Likert Scale item. The reliability was established through a pilot study in one university which was not earmarked for the study but had similar characteristics with sampled universities. Coefficient correlation of scores was computed for the Students' questionnaire (SQ) and yielded a coefficient of 0.79 and university examination officers' questionnaires (UEOQ) yielded a coefficient of 0.77, hence the tools were accepted to be reliable. A reliability coefficient of 0.7 and above can be taken for a given study (Frankel & Wallen 2000). When the process was over, questionnaires were ready for data collection. The researcher proceeded to institutions for appointments and actual data collection.

### **3.7 Data Collection Procedures**

The researcher obtained an introductory letter from the Directorate of Postgraduate Studies, Karatina University. The letter assisted the researcher to acquire a research permit from the National Commission for Science, Technology and Innovation (NACOSTI) which is in appendix xiv. The permit was used together with the letter of introduction from the university to get consent from the County Directors of Education and County Commissioners of respective counties. The researcher used consent from the said county officers to collect data from students, university examination officers and academic registrars. The researcher was helped by research assistants to administer questionnaires to sampled students and examination officers. Interview schedules were used to collect data from for academic registrars by the researcher.

### 3.8 Data Analysis and Presentation

Data was analyzed using both descriptive and inferential statistics in accordance with the objectives of the study. The SPSS version 21 aided the process of data analysis. Table 3.3 indicates the objectives, dependent variables, independent variables and methods of data analysis.

**Table 3.3: Data Analysis and Presentation**

<b>Objective</b>	<b>Independent variables</b>	<b>Dependent variable</b>	<b>Method of data analysis</b>
Establish the prevalence of examination malpractices among male and female students in universities in Kenya.	Prevalence of examination malpractices	Examination malpractice	Percentages, frequencies, Means, standard deviation Independent sample t-test, thematic discussion
Assess the adherence by universities to the examination regulatory frameworks in Private and Public universities in Kenya	Adherence to examination regulatory frameworks	Examination malpractice	Percentages, frequencies, Means, standard deviation Independent sample t-test, thematic discussion
Examine the effectiveness of strategies used to control examination malpractices in Private and Public universities in Kenya.	Strategies used to control examination malpractices	Examination malpractice	Percentages, frequencies. Means, standard deviation Independent sample t-test, thematic discussion
Assess the challenges affecting the control of examination malpractices in Public and Private universities in Kenya.	Challenges affecting control of examination malpractices	Examination malpractice	Percentages, frequencies. Means, standard deviation Independent sample t-test, thematic discussion



Table 3.3 shows that all the four objectives were analyzed using descriptive statistics, which involved the computation of percentages, frequencies, means, and standard deviations. Inferential statistics, particularly, the t-tests were also used to analyze the four objectives where hypotheses required the computation of the statistical significant differences between variables. Data was presented in form of tables, graphs and figures. Inferential statistics used were specifically independent sample t-test cognizant of the fact that the means of two independent samples were being compared. Inferential statistics results were displayed in the form of t-test tables and interpretation after presented tables. Qualitative data was analyzed by thematic discussion as per the items in the interview schedule in order to compliment students' responses.

### **3.9 Ethical Issues and their Considerations**

Every research study involves ethical matters which are anticipated to arise. According to Saunders and Thornhill (2009), ethics is the appropriateness of a person's character in connection to the rights of the persons who will be the subjects of one's study or any other person who can be affected by the study. It was therefore important to foresee the ethics of the study to be sure that the concerns of the subjects were well-taken care. The study should not inflict any pain on participants (Lanshear & Knobel, 2004). According to Valerie and Bitter (2007), confidentiality means the information about a person, non-disclosure or divulgence of non-public information that should not be shared either behaviorally or intellectually as well as mentally. To avoid suspicion during the data collection process, the researcher observed the following ethical considerations;

First, respondents were informed that their participation was not compulsory, but they were free to volunteer their participation without being coerced. Respondents voluntarily participated in the study. Secondly, Confidentiality and anonymity were taken into consideration. The identity of respondents was concealed. Participants were clearly instructed not to indicate their name anywhere in data collection instruments. This was done to avoid bias when handling data as recommended (Valerie & Bitter 2007; Sekaran, 2003). Third, Prior to the distribution of the data collection instruments, the objectives of the study were clarified to participating institutions, who in turn gave permission for data collection. Finally, Data collected from respondents and any other information exclusively used for the purpose of the study. The information obtained was kept confidentially under lock and key and was not shared with any institution.

## CHAPTER FOUR

### RESULTS, FINDINGS AND INTERPRETATIONS

#### 4.1 Introduction

This chapter presents data analysis, presentation and interpretation. Data were analyzed in accordance with the objectives and hypotheses of the study. Analyzed data was presented in form of tables and figures, charts and thematic discussions based on each research objective. Hypotheses were also postulated and discussed. The discussion was done sequentially, following the order of research objectives. Discussions were made followed by conclusions at the end of each subsection.

#### 4.2 Scale of Interpretation

The description of the scale of interpretation is presented in Table 4.1 shown.

**Table 4.1: Scale of Interpretation**

Scale	Interpretation
5.0	Strongly disagree
4.0	Disagree
3.0	Undecided
2.0	Agree
1.0	Strongly agree

Table 4.1 study used a five (5) point Likert scale was used in the study where 5.0 indicated a strong level of disagreement, 4.0 meant disagree, 3.0 meant undecided, 2.0 implied agree and 1.0 indicated a strong level of agreement. Interpretation of data was done using the scale and responses were further discussed using frequencies, percentages, means and standard deviations for simplicity of conceptualization.

### 4.3 Response Rate

Table 4.2 shows the response rate.

**Table 4.2: Response Rate**

<b>Respondents</b>	<b>Total</b>	<b>Returned</b>	<b>Percentage</b>
University Students	380	335	88
Examination Officers	5	5	100
Academic Registrars	5	5	100

Questionnaires that were not returned from the five universities were 45 (12%) in total.

The return rate was thus 88%, which was satisfactory for the study to be conducted.

### 4.4 Analysis of Demographic Details

Demographic details involved the gender of students, where respondents were supposed to indicate either male or female, the classification of universities of respondents, either public or private and the faculty where respondents were registered for their degree courses. Respondents were asked to tick one from the list of faculties provided in the questionnaire. Table 4.3 indicates the gender of students in form of frequencies and percentages.

**Table 4.3: Gender of Students**

<b>Gender</b>	<b>Frequency</b>	<b>Percentage</b>
Male	203	60.6
Female	132	39.4
Total	335	100

Table 4.3 indicates that the students who participated in the study were 335 in total (87%) of the targeted number of respondents in this category. Male students were 203 (60.6%) in total and their female counterparts were 132 (39.4%) of the 335 participants. This

implies that in general, there are more male students who pass high school examinations to join universities in Kenya compared to their female counterparts.

Information in Table 4.3 was consistent with the Ministry of Gender, Children and Social Development Report (2010) where the number of females who proceeded for higher education constituted 35.3% compared to male counterparts who comprised of 64.7% of the total of the two genders. In another research, Oyieko (2015) was in agreement with the gender trends in learning institutions. In Oyieko’s study, the number of those participated in the study was 43% females and 57% male students, implying that generally, the number of females students in tertiary institutions tends to be higher than that of their male counterparts.

#### **4.4.1 Gender of University Examination Officers**

Table 4.4 shows the gender of university examination officers who participated in the study in form of frequencies and percentages.

**Table 4.4: Gender of University Examination Officers**

Gender	Frequency	Percentage
Male	3	60
Female	2	40
Total	5	100

Table 4.4 shows that three (60%) of the university examination officers were males while the other four (40%) were females, meaning university examination officers participated in equal proportions. The total number of participants in this category of respondents was 5 examination university examination officers as indicated in Table 4.4.

#### 4.4.2 Classification of University Students

The study sought to reflect the classification, number of universities, and number of respondents from universities and percentages of respondents. Results were presented in terms of numbers and percentages as shown in Table 4.5 as indicated.

**Table 4.5: Classification of University Students**

Classification	Number of universities	Number of respondents	Percentage
Public	3	129	34
Private	2	206	54
Total	5	335	88

Table 4.5 indicates that respondents comprised of students from three public universities and two private universities. The total number of respondents from public universities was 129 (34%) and those from private universities was 206 (54%), making a total of 335 participants.

#### 4.4.3 Classification of Examination Officers

The study sought to indicate the frequency and percentage representation of university examination officers and their classification in terms of the types of universities they served. Examination officers who participated in the study were 3, (60%) from public universities whereas their counterparts from private universities were 2, (40%) in total, making a total number of 5 university examination officers.

#### **4.4.4 Years of Experience of Examination Officers**

The study sought to get responses on the prevalence of examination malpractice as perceived by university examination officers who had various years of experience in the administration of examinations in universities. Those who had worked for 0 - 5 years were 2 officers (40%), 5 - 10 years were 3 officers (60%), 10 - 15 years were none and those with experience of 15 years and above were none too.

#### **4.5 Objective 1: Prevalence of Examination Malpractices**

The study sought to assess the Effectiveness of University Examinations Management Strategies in Mitigating Examination Malpractices in Kenya. The results were presented from the table that was computed to show students' responses in the form of frequencies and percentages. Analysis and discussion and implications of students' responses was presented in respective tables that follow.

##### **4.5.1 Carrying of Unauthorized Materials to Examination Rooms**

The study sought to show the responses from students on the extent to which they agreed or disagreed on whether or not students carry unauthorized materials to examination rooms. The table was presented in form of frequencies and percentages. Results were presented in Table 4.6 as indicated.

**Table 4.6: Carrying of Unauthorized Materials to Examination Rooms**

Response	Frequency	Percentage
Strongly disagree	82	24.5
Disagree	63	18.8
Undecided	21	6.3
Agree	114	34.0
Strongly agree	55	16.4
Total	335	100

Table 4.6 shows that 24.5% of students strongly disagreed that students carry unauthorized materials to examination rooms, 18.8% disagreed, 6.3% were undecided, those who agree were 34.0% and those who strongly agreed were 16.4%. Students who participated indicate that on overall they carried unwanted materials to examination rooms as revealed by 50.4% of of the students. This finding is consistent with Clabaugh and Rozycki (2009), who found similar results in their research where they established that 81% of who participated in the study smuggled papers to cheat in examinations.

The study findings indicated that a large number of students carried unwanted papers into examination rooms. University examination officers affirmed that students carried unwanted materials into examination rooms. This means that generally, students carry unwanted material to examination rooms. This finding supports Wilayat (2009); Ayedemi (2010); Nwadian as cited in Olatunbosun (2009) who found out that students carried unauthorized materials to examination rooms in their research, hence the findings were consistent with other scholarly works. It therefore follows that universities need to come up with ways and means of controlling the examination malpractice of this nature.

#### **4.5.2 Copying of Information by Students**

The study sought to find out students' responses on the extent to which students attempt to refer or copy information during examinations. The responses were tabulated in Table 4.7 provided.



**Table 4.7: Copying of Information by Students**

Response	Frequency	Percentage
Strongly disagree	75	22.4
Disagree	68	20.3
Undecided	28	8.4
Agree	118	35.2
Strongly agree	46	13.7
Total	335	100

Table 4.7 reveals that 22.4% of respondents strongly disagreed, 20.3% disagreed, 8.4% were undecided, 35.2% agreed while 13.7% strongly agreed that students attempt to refer or copy information in examination rooms. The findings in Table 4.7 imply that 42.7% of respondents did not agree that students copy information during examinations. However, 48.9% of the students affirmed that they used this form of examination malpractice in examination rooms. University examination officers agreed that agreed that students copy information from unauthorized materials at (60%) of respondents. This implies that students copy information from unauthorized materials, probably the materials that they smuggle into examination rooms, which is consistent with Wilayat (2009) who found out that students copied information from others in examination rooms.

#### **4.5.3 Giraffing of Students on others**

The study sought to show responses of students on the state of students extending their necks to see their neighbors' work in examination rooms. The results are presented in Table 4.8 as shown.

**Table 4.8: Giraffing of Students on others**

Response	Frequency	Percentage
Strongly disagree	65	19.4
Disagree	68	20.3
Undecided	38	11.3
Agree	115	34.3
Strongly agree	49	14.6
Total	335	100

Table 4.8 shows that those who strongly disagreed were 19.4%, 20.3% disagreed, 11.3% were undecided, 34.3% agreed and 14.6% strongly agreed. The findings in Table 4.9 indicate that 48.9% of students agreed that they giraffe on others during examinations. The findings were consistent with what happens in examination rooms. There is a tendency of students sitting closely, based on friendships among them in order to communicate as they sit for examinations.

These findings were in agreement with Matara and Namango's (2016) study in which 67% of respondents agreed that university students giraffe on others during examinations, hence suggested that sitting arrangement should be checked to manage the habit of students stretching necks during examinations. This matter needs urgent attention if there is to be proper management and mitigation of examination malpractices in universities. On the statement 'students giraffe on others, 60% of the officers indicated that students giraffe on others while 40% were of the contrary opinion. This means students extend their necks to copy what others write during examination periods. These findings were in supports of Oladipo et al. (2010) who found that students giraffe on others in examination rooms, and the vice could be mitigated by having spacious rooms being used for

examinations and that a sufficient number of invigilators should be engaged in the supervision.

#### 4.5.4 Hacking of Examination Systems by Students

The study sought to give students' responses to the state of students hacking examination systems to access examinations before examination time. Responses were indicated in table 4.9 as indicated.

**Table 4.9: Hacking of Examination Systems by Students**

Response	Frequency	Percentage
Strongly disagree	204	60.9
Disagree	70	20.9
Undecided	30	9.0
Agree	9	5.7
Strongly agree	12	3.6
Total	335	100

The findings in Table 4.9 show that 60.9% of respondents strongly disagreed, 20.9% disagreed, 9.0% were undecided, 5.7% agreed, 3.6% agreed and 3.6% strongly agreed. This implies that university examination systems are safe from students hacking to access examinations as indicated by 81.8% of respondents. The finding of the study was consistent with that of Omonijo (2012) which indicated that 65% of respondents that students did not hack university examination systems. This implies that examination systems are safe from hacking and students' access. With the current technological innovations, it is not easy for students to hack examination systems. University examination officers revealed that students did not hack examination systems as reflected

by 60% of respondents. This implies that university examination systems were safe from students' hacking, hence the safety of university examination administration processes.

#### 4.5.5 Writing of Notes on Body Parts by Students

The study intended to find out how students responded to the frequency of students writing on bodies, thighs, palms etc. results were given in Table 4.10 shown.

**Table 4.10: Writing of Notes on Body Parts by Students**

Response	Frequency	Percentage
Strongly disagree	109	32.5
Disagree	79	23.6
Undecided	53	15.8
Agree	69	20.6
Strongly agree	25	7.5
Total	335	100

The study revealed as shown in Table 4.10 that 56.1% of students disagreed that they wrote on hands while 15.8% were undecided, 20.6% agreed and 7.5% strongly agreed, meaning that on average, students did not write on bodies, but some write as indicated by 28.1% of respondents. The findings in Table 4.10 revealed that students were well invigilated during examinations. Similar findings were revealed by Maduabam (2009). Probably, the deviation could be due to the enforcement of university examination regulations in recent times. This implies that university leaderships need to keep reinforcing rules that guide examination processes and have proper structures in place to enhance the management of examination malpractices. The study indicated that students did not write on bodies as shown by 80% of university examination officers' respondents. This implies students did not write on bodies.

#### 4.5.6 Leakage of Examinations to Students

The study sought to reflect responses on the extent to which students' involved in leakage of examinations. The findings were presented in Table 4.11 as shown.

**Table 4.11: Leakage of Examinations to Students**

Response	Frequency	Percentage
Strongly disagree	213	63.6
Disagree	70	20.9
Undecided	25	7.5
Agree	18	5.4
Strongly agree	9	2.7
Total	335	100

Table 4.11 indicates that 84.5% of the respondents did not agree that they get leakages, 7.5% of them were undecided, 5.4% agreed while 2.7% strongly agreed. The findings in Table 4.11 mean that students did not get examination leakages before examination time. This shows that university examinations were well prepared and protected from leakages. University examination offices need to uphold the trends for more authentic exam outcomes in universities. This finding was supported by Chiaminuka and Ndudzo (2014), whose research informed that 90% of respondents affirmed that examinations did not leak to university students. Further, these findings were consistent with research findings of Akaranga and Okonga (2013) who observed that only 28% of respondents agreed that students got leakage of examinations from their lecturers, hence an inference that students did not get leakage of examinations could hold and was generalized. University examination officers informed that students did not get leakage of examinations as indicated by 70% of respondents. It was hence opined that examinations were safe and did not leak examinations from their lecturers.

#### 4.5.7 Writing of Examinations Beyond Stipulated Time

The study sought to find out the responses on students writing examinations beyond the stipulated time. Results were provided as shown in Table 4.12 as provided.

**Table 4.12: Writing of Examinations Beyond Stipulated Time**

Response	Frequency	Percentage
Strongly disagree	120	35.8
Disagree	107	31.9
Undecided	36	10.7
Agree	61	18.2
Strongly agree	11	3.3
Total	335	100

Table 4.12 indicates that 35.8% of the respondents strongly disagreed that they wrote examinations beyond allocated time, 31.9% disagreed, 10.7% were undecided, 18.2% agreed and 3.3% strongly agreed. Results in Table 4.13 imply that students did examinations within the stipulated time as shown by 68.6% of the respondents, meaning that time management was well observed in university examinations.

The findings were consistent with those of Njue (2013) whose research indicated that invigilators and students managed time during examinations. To reinforce time management, invigilators need to clearly communicate the starting and ending time before students begin their examinations. Indication of time helps students to program themselves and do examinations within the allocated time. Sixty (60%) of university examination officers indicated that students did write examinations beyond the allocated time. This means invigilators stick to time allocated and students did examination as per time provided for.

#### 4.5.8 Making of Uncalled for Visits to Toilets

The study sought to find out the extent to which students make uncalled for visits to toilets during examination time. The responses were recorded as per Table 4.13 given in form of frequencies and percentages.

**Table 4.13: Making of Uncalled for Visits to Toilets**

Response	Frequency	Percentage
Strongly disagree	160	47.8
Disagree	103	30.7
Undecided	31	9.3
Agree	34	10.1
Strongly agree	7	2.1
Total	335	100

The results were given in Table 4.13 shown below. Table 3.16 shows that 47.8 respondents indicated that they strongly disagreed, 30.7% disagreed, 9.3% were undecided, 10.1% agreed and only 2.1% strongly agreed. Results in Table 4.13 mean that the culture of students visiting toilets as a way of hiding to steal examinations was not more involved in any more, probably because there were other modern ways of stealing examinations which had replaced the traditional ways like visiting the washrooms.

The findings in Table 4.13 deviated from that of Achio (2005) whose research revealed that university students hid examination materials in toilets and strove to access them during examinations by seeking for permissions to go to toilets. This implies that the problem existed, though it was decreasing in most cases. Due to biological reasons which could be beyond control, students need to be advised to be honest as they move to and

from wash rooms during examinations. On the statement 'students make uncalled for visits to toilets' 80% of university examination officers did not agree, showing the habit was not a challenge during examinations.

#### **4.5.9 Awarding of Undeserved Grades to Students**

The study sought to find out the extent to which learners are awarded undeserved grades in university examinations. Findings were displayed in the form of frequencies and percentages as shown in Table 4.14.

**Table 4.14: Awarding of Undeserved Grades to Students**

Response	Frequency	Percentage
Strongly disagree	122	36.4
Disagree	55	16.4
Undecided	62	18.5
Agree	62	18.5
Strongly agree	34	10.1
Total	335	100

Table 4.14 shows that 36.4% of the respondents strongly disagreed, 16.4% disagreed, 18.5% were undecided, and another 18.5% agreed while 10.1% strongly agreed. These findings showed that 52.8% of the respondents disagreed, hence the majority of students denied the award of undeserved grades by lecturers. However, 28.6% of the respondents agreed that undeserved grades were awarded by lecturers. The findings in Table 19 mean that a number of lecturers awarded undeserved grades to students during university examinations.



Results from this section were partially consistent with the research conducted by Ele (2016), who revealed that some university lecturers awarded undeserved marks to students in the cases of mass failure where they referred to such scores as bonus marks. This implies that several lecturers awarded undeserved grades, a practice that could lead to the production of weakly trained graduates who may not deliver in their job markets. The statement 'students are awarded undeserved grades' yielded 80% denial from university examination officers. This implies that lecturers awarded earned grades fairly. Since there were mixed reactions on this part, it is advisable that university lecturers need to embrace the virtue of honesty and award grades in accordance to the levels of students' performance at examinations.

#### **4.5.10 Engagement of Male and Female Students in Cheating**

The study sought to give the level of gender participation in examination malpractices in universities. Results were given as per Table 4.15 provided.

**Table 4.15: Engagement of Male and Female Students in Cheating**

Response	Frequency	Percentage
Strongly disagree	86	25.7
Disagree	53	15.8
Undecided	39	11.6
Agree	123	36.7
Strongly agree	34	10.1
Total	335	100

Table 4.15 indicates that those who strongly disagreed that both genders participate were 41.6%, those undecided were 11.6%, those who agreed were 46.8% those who strongly agreed were 36.7%. Results in Table 4.16 imply that on average, both genders engage in

examination malpractices during university examinations. University examination officers agreed that both gender took part in examination malpractices in universities in Kenya as shown by 60% of their respondents. The findings contradicted those of Ruto (2011), whose studies revealed that male students had a higher tendency of involving in exam malpractices than their female counterparts. The deviation from Ruto (2011) findings was observed, possibly, because women are more empowered currently in matters of education than previous years, hence the possibility that they could equally engage in examination malpractices.

In order to complement students' responses on the prevalence of examination malpractices in universities, in line with their first objective, academic registrars responded to open-ended questions in the interview as follows. The officers indicated that examination malpractices were a challenge in their institutions because every semester, there were cases of cheating reported. This reason was given by 80% of respondents. Other officers, 60%, said several students had been discontinued from universities due to engagement in examination malpractices. Respondents who indicated that invigilators have reported that students strive to pass examinations using various unjustifiable methods were 70% and those who revealed that there had been court cases over alleged examination cheating by students were 40% of respondents.

The overall responses indicated that there was prevalence of examination malpractices in universities, hence the need for urgency to control the menace. The first objective was further analyzed by computation of t-test from hypothesis given. The study hypothesized

that there is no statistically significant difference in the prevalence of examination malpractices between male and female students in universities in Kenya. To test this hypothesis an independent sample t-test was computed in order to establish whether there existed a statistically significant difference in the prevalence of examination malpractices between male and female students in universities in Kenya. Table 4.16 presents the results of the computed independent sample t-test on prevalence of examination malpractices between male and female students in Mount Kenya East Universities.

**Table 4.16: Independent Sample t-test Table on Prevalence of Examination Malpractice between Male and Female Students.**

		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference
Prevalence of examination malpractices	Equal variances assumed	.629	.428	.198	333	.843	.18764
	Equal variances not assumed			.201	290.852	.841	.18764

Analyzed data presented in Table 4.16 indicates that the computed t-test yielded a *p*-value of 0.843 against the theoretical *p*-value of 0.05 ( $0.843 > 0.05$ ). Therefore we accept  $H_0$  (at  $\alpha = .05$ ) and conclude that the prevalence of examination malpractices between male and female students in universities in Kenya was largely the same. Hence the study supported the null hypothesis that there is no statistically significant difference in the prevalence of examination malpractices between male and female students in universities in Kenya

The inference made from the results of the study was that on overall, examination malpractices prevails among both male and female students in universities. Hence, equal attention is needed in both categories of gender. The results, however, contradict those of Whitley (1998) who found that male students were more likely to engage in cheating compared to females. This means that the gap between male and female engagement in examination malpractices has decreased with time as attested by Smith (2005) assertion. Results from the current study imply that both genders tend to engage in examination malpractices. Universities should remedial actions to both male and female students. To complement the findings, university academic registrars were in agreement with the information that both gender are involved in examination malpractices based on reports from the disciplinary committees.

#### **4.6 Objective 2: Levels of Adherence to the Regulatory Framework**

This section presents the findings and discussions of the study following the stated objective and hypothesis. The objective sought to assess the adherence by universities to the examination regulatory frameworks in private and public universities in Kenya. The responses were coded and computed into percentages which were used to indicate the levels of prevalence of the students regarding specific statements which described aspects of regulatory frameworks that students are expected to adhere to during university examinations. Results of data analysis for objective 2 were presented in Analysis and discussion and implications of students' responses was presented in respective tables that follow.

#### 4.6.1 Conduct of Examinations as Per Rules and Regulations

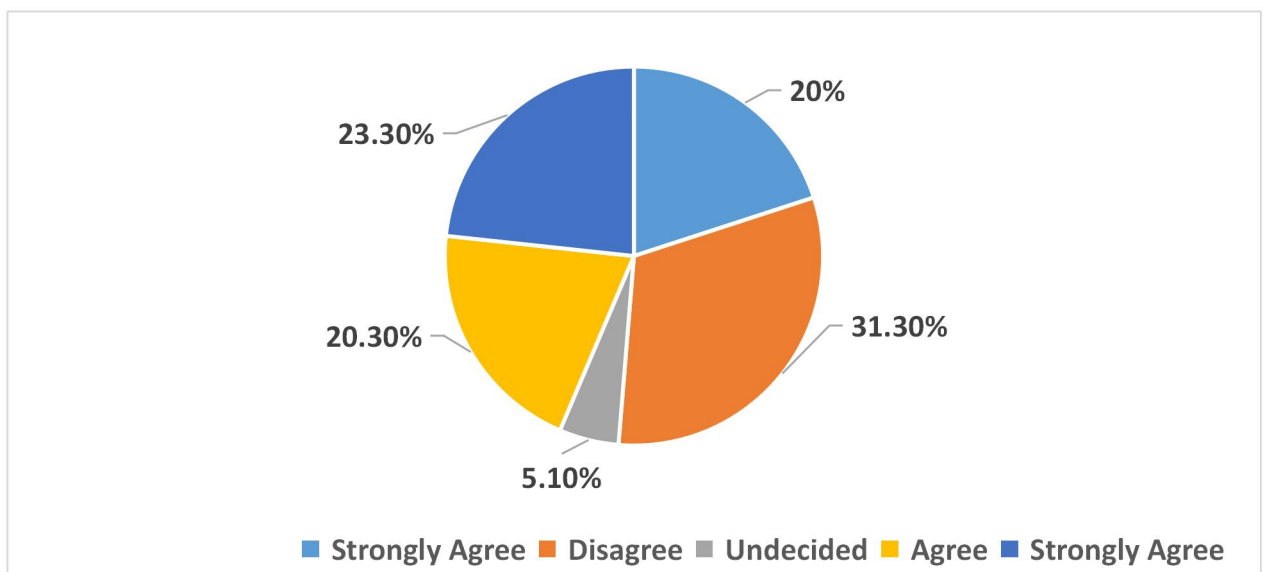
The researcher presented a comprehensive discussion using tables generated from each variable and used charts to illustrate further the responses made by students on these statements. The study sought to indicate the extent to which examinations were conducted according to rules and regulations. Results were given in Table 4.17 as indicated.

**Table 4.17: Conduct of Examinations as Per Rules and Regulations**

Response	Frequency	Percentage
Strongly disagree	67	20
Disagree	105	31.3
Undecided	17	5.1
Agree	68	20.3
Strongly agree	78	23.3
Total	335	100

Table 4.17 shows that 31.3% disagreed on 'examinations are done according to rules and regulations provided by universities, 20% strongly disagreed while 5.1% were undecided. A total of 43.6% of the respondents agreed that examinations were done as per the rules and regulations. The findings in Table 4.17 contracted with the research done by several scholars, who found out that rules and regulations were followed for integrity of examinations in institutions. For example, Onuka and Durowoju (2012) reiterated that students are obliged to follow rules and regulations, otherwise, there should stringent punitive measures undertaken to curb the menace of examination malpractices in universities.

In the same vein, Badmus (2006) affirms that lack of adherence to rules and regulations was an exposure to examination fraud. Rules and regulations were found to be motivating factor that helps institutional members to develop ethical decisions and behaviors, hence an important aspect in mitigation of examination malpractices. It is thus a notable fact that universities need to embrace and reinforce respect to rules and regulations in order to curb examination malpractices and have integrity in their unique certification processes. The study sought to give further illustration on the extent to which examinations were done according to rules and regulations. Figure 2 gives more illustration on the extent to which examinations were done as per provided rules and regulations.



**Figure 2: Conduct of Examinations as Per Rules and Regulations**

Figure 2 showed that a total of 51.3% of respondents did not agree on overall with ‘examinations are conducted according to rules and regulations in universities’. On the other hand, 43.6% agreed while 5.1% were undecided. Results in figure 2 imply that to a great extent, examinations were not conducted as per set rules and regulations.

Examinations rules and regulations are supposed to be enhanced in universities for there to be accountability and transparency in university examinations.

Examination papers are expected to be monitored from production to award of examination scores to students. Chinamasa, Mavuru, Maphosa and Tarambawamu (2011) found that examination fraud committed by students who get to know expected questions hours or days before the actual examination time. The research reported that rules were in the process and administration of university examinations. Vowel and Chen (2011) reiterated that it was evident that students were not Learners found ways and means of violating examination rules and regulations during university examinations. If there is to be a credible examination output, there is needs to be examination officers stick to provided examination rules and regulations.

#### **4.6.2 Spacing of Students in Examination Rooms**

The study purposed to find out whether there was sufficient spacing (1metre) of students in university examination rooms or to what extent the spacing was adequate. Table 4.18 gives responses by students on this variable in frequencies and percentages.

**Table 4.18: Spacing of Students in Examination Rooms**

Response	Frequency	Percentage
Strongly disagree	67	20
Disagree	100	29.9
Undecided	13	3.9
Agree	82	24.5
Strongly agree	73	21.8
Total	335	100

Table 4.18 shows that the majority of learners did not agree that the spacing was sufficient in university examination rooms during examinations, as indicated by 49.9% of those who took part in the study. Those who agreed that the spacing was proper were 46.3%. This shows there is congestion of students as they sit for examinations in universities, an issue that has been recurring in learning institutions. These research findings in Table 4.18 were in agreement with that of Kimasore (2007) who revealed that large examination rooms were necessary as a practical way of managing examination malpractices in universities. This implies that universities need to rethink on the issue of spacing of students during examinations to manage examination malpractice. There has been a huge problem concerning spacing of students in examination rooms in Kenya and the world over.

A study by Ruto (2011) revealed that majority of respondents indicated that spacing of students in examination halls was a problem due to lack of sufficient space. In the research, 62% of respondents recommended that there should be provision of sufficient spaces in examination rooms in order to curb the menace of examination malpractices. Both lecturers and students suggested sufficient spaces as a way of solving the problem of fraud in examinations. Adequate space prevents students from stretching their necks to look at their neighborhood for answers. Examinees, being human beings who are not prone to temptation, should not be exposed to trials by being put close proximity during examinations. University leaders should invest in the integrity of students by using available resources to have students well spread in examination rooms.



### 4.6.3 Lending or Borrowing of Materials

The study purposed to find out the extent to which university students lend or borrow materials while they are in examination rooms. Table 4.19 shows responses in form of frequencies and percentages.

**Table 4.19: Lending or Borrowing of Materials**

Response	Frequency	Percentage
Strongly disagree	6	1.8
Disagree	8	2.4
Undecided	34	10.1
Agree	129	38.5
Strongly agree	158	47.2
Total	335	100

Table 4.19 shows that 85.7% of students agreed that lending and borrowing materials was not allowed during examinations; 4.2% of respondents indicated the habit took place and 10.1% of respondents were undecided on the statement. Results indicate that students who engaged in examination malpractices did that individually. These findings contradicted with the study by Matara and Namango (2016) in which 76% of respondents reported that swapping of examination scripts and other materials took place in examination rooms.

Students can succeed in lending and borrowing materials in examination rooms using two methods; first, they could secretly communicate without in the absence of the invigilator, or they may confuse invigilators by engaging them in some activities which divert their attention from invigilation then use the chance to borrow or lend materials. The findings of the study also did not agree with a number of recent researchers (Achio, 2012,

Munachonga 2014 and Oreidein 2014); who found that students did not lend or borrow materials in examination rooms. The change in trends could be attributed the growing number of students in examination rooms as opposed to earlier times when the numbers were not large.

#### 4.6.4 Writing of Students on Examination Papers

The study sought to find out the frequency and percentages of examination malpractice through students writing on examination papers. Table 4.20 gives the percentages and frequencies of students' responses on the issue of writing on examination papers during university examinations.

**Table 4.20: Writing of Students on Examination Papers**

Response	Frequency	Percentage
Strongly disagree	74	22.1
Disagree	121	36.1
Undecided	23	6.9
Agree	74	22.1
Strongly agree	43	12.8
Total	335	100

Table 4.20 indicates that students were not allowed to write on examination papers. This was affirmed by 58.2% of participants. One hundred and seventeen (34.9%) of respondents agreed the writing was allowed while 6.9% were undecided. The findings in table 38 inform that to a large extent, students do not write on examination papers as provided for in examination rules and regulations. Results in Table 4.20 indicate that 34.9% of respondents who agreed that students write on examination papers agreed with Oyieko (2017) who observed that students wrote on examination papers and exchanged

them in examination rooms. However, the overall results deviate from Oyieko (2017) because 58.2% of respondents were of the contrary opinion.

The habit has been noted to be a popular form of examination malpractices in learning institutions. Similar findings were reported by Geoffrey (1990) earlier on in Kenya, who contended that students wrote answers on question papers and exchange them in examination rooms in the examination room. The findings also contradicted the findings of Okorodudu (2013), who reported that wrote on examination papers. It is thus important that examination invigilators ensure students do not write on papers. If they write on examination question papers, invigilators should give extra question papers to replace the tempered with. By doing so, there will be minimal cases of examination malpractice in universities.

#### **4.6.5 Signing of Attendance Sheets during Examinations**

The study aimed at finding out whether students sign examination attendance records in examinations and to what extent they sign. Results were presented in Table 4.21 in form of percentages and frequencies according to responses given.

**Table 4.21: Signing of Attendance Sheets during Examinations**

Response	Frequency	Percentage
Strongly disagree	15	4.5
Disagree	9	2.7
Undecided	36	10.7
Agree	145	43.3
Strongly agree	130	38.8
Total	335	100

Table 4.21 shows responses to this part in frequencies and percentages. Table 4.21 revealed that students sign attendance records during examinations. This was confirmed by 82.1% of respondents; 7.2% indicated that students do not sign attendance records whereas 10.7% could not declare their position on the signing of attendance records. This implies the signing was agreed on probably because it proves attendance. Signing of attendance sheets has been an effective way of mitigating examination malpractices in universities. The signing prevents impersonation because students write their names and indicate their registration numbers on provided official forms, which are kept as official evidence that the students were examined (Tederena, 2008).

It is thus imperative that students sign examination attendance sheets as an official record that shows students sat for examinations. In some circumstances, students have contentions on the results they obtain, and sometimes, they could go to court if they feel not treated fairly. With this regards, signed records are produced by universities in the process of sorting out such matters. Ruto (2011) contents that signing of both lecture and examination attendance was an effective way of mitigating examination malpractices in universities, hence the need to reinforce the practice.

#### **4.6.6 Submission of Scripts to Invigilators by Students**

The study aimed at establishing the extent to which students submitted scripts to invigilators personally. Table 4.22 shows the frequencies and percentages of respondents on students' submission of scripts to invigilators.

**Table 4.22: Submission of Scripts to Invigilators by Students**

Response	Frequency	Percentage
Strongly disagree	7	2.1
Disagree	20	6.0
Undecided	33	9.9
Agree	140	41.8
Strongly agree	135	40.3
Total	335	100

Table 4.22 shows that submission of scripts by students to invigilators was found to be done well as affirmed by 82.1% of respondents; 8.1% did not agree while 9.9% were undecided, which led to an inference that scripts are well submitted to invigilators at the end of examination time allocated. The findings deviated from those of Akaranga (2013), whose research indicated that in some circumstances, students submitted multiple examination scripts to invigilators, especially where there are few invigilators in large examination venues. The findings also deviated from the study results of Chiaminuka and Ndudzo (2014) who reported that learners submitted scripts to invigilators by replacing them with those scripts that were answered from outside the examination centers. During such scenarios, both the student and examination officers in charge were found to be answerable and guilty of examination malpractice.

#### **4.6.7 Entry of Students into Examination Rooms**

The study aimed at establishing the frequency of students being allowed to move unless accompanied. Table 4.23 presents responses of students in terms of frequencies and percentages.

**Table 4.23: Entry of Students into Examination Rooms**

Response	Frequency	Percentage
Strongly disagree	82	24.5
Disagree	72	21.5
Undecided	55	16.4
Agree	61	18.2
Strongly agree	65	19.4
Total	335	100

Table 4.23 shows that 46% of respondents indicated that students were allowed to move in examination rooms without being accompanied by invigilators, probably due to the small number of invigilators assigned to each examination room. The study also showed that 37.6% of respondents agreed that the movement of students was not allowed while 16.4% of those respondents were undecided on that statement. The movement of students in examination rooms is sign of lack of commitment on the part of examination officers in charge of the venue. Chimanuka and Ndudzo (2014) found out that lack of movement of students during examinations was an indication that examinations were credible and fare. It is inherent that examination officers at tertiary levels of education control the movement of students in examination rooms if there is to integrity and accountability in the management of examinations.

#### **4.6.8 Time Students move into Examination Rooms**

The study sought to find out whether students are allowed to move into examination rooms 15 minutes earlier or later. Table 4.24 shows students' responses in frequencies and percentage.

**Table 4.24: Time Students move into Examination Rooms**

Response	Frequency	Percentage
Strongly disagree	32	9.6
Disagree	35	10.4
Undecided	108	32.2
Agree	91	27.2
Strongly agree	69	20.6
Total	335	100

Table 4.24 revealed the movement of students into examination rooms 15 minutes before and after examinations were indicated to be controlled by 47.8% (27.2 and 20.6) of participants, 20% of respondents showed the movement was allowed while 32.2% of respondents were undecided. Results in Table 4.24 imply that the percentage of undecided could have been high, probably cognizant of the fact at such time, students are usually busy with final revision, and hence they could have been unable to observe what happens with movements in and out of examination rooms.

Since the results indicate that a higher percent (47.8%) agreed that movements were controlled, the results deviate from those of Ushie (2016) who found out that uncontrolled movement into examination rooms led to escalated levels of examination malpractices in universities. Onyibe, Umma and Ibina (2015) established that when students are not controlled as they move into examination rooms, they can hire other students to sit for examinations on their behalf. For example, male students can sit for examinations for female friends and vice-versa, identical twins can help each other and other forms of impersonation take place. Alao and Kobiowu (2005) had observed earlier that lack of control of students in and out examination rooms was detrimental to the outcomes and integrity of university examinations. This therefore means that university

leaderships, through proper well thought procedures, should have a systematic way of controlling the manner in which students enter and leave examination rooms.

#### **4.6.9 Effectiveness of Students' Identification**

The study sought to find out whether the identification of students was done before the start of examinations or not. Table 4.25 gives students' responses on this variable in the form of frequencies and percentages to indicate the extent to which students are effectively identified as they enter examination rooms.

**Table 4.25: Effectiveness of Students' Identification**

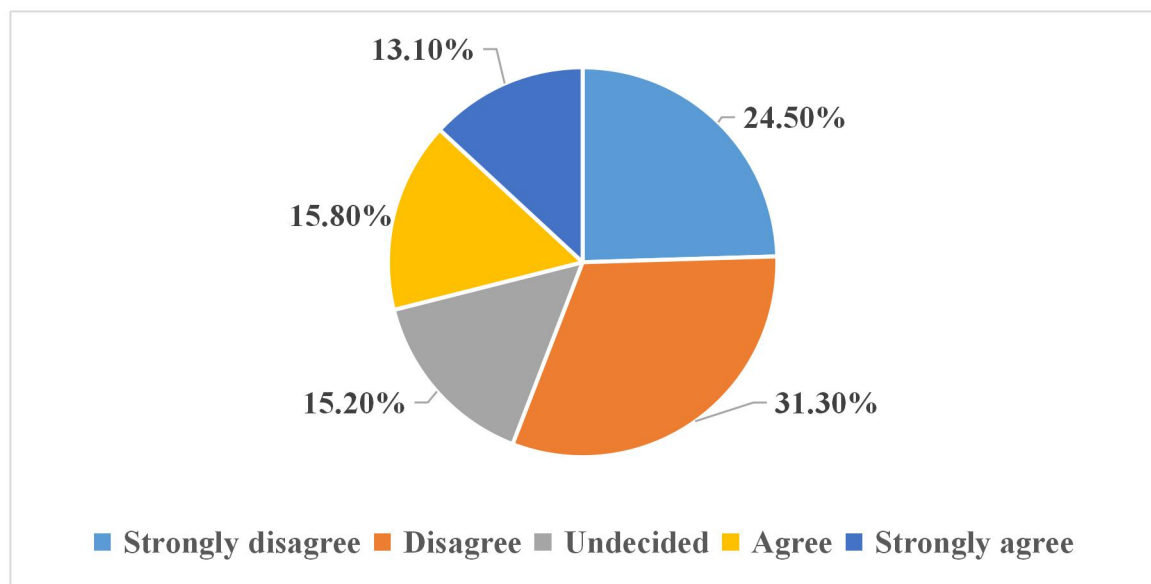
Response	Frequency	Percentage
Strongly disagree	82	24.5
Disagree	105	31.3
Undecided	51	15.2
Agree	53	15.8
Strongly agree	44	13.1
Total	335	100

Table 4.25 indicated that there was lack of effective identification of students as they enter the examination rooms of respondents 55.8% did not agree that students are well-identified; 28.9% indicated effective identification was done while 15.2% of them were undecided. The findings contradicted the views of Ukpabi (2015) and Jokthan (2013) who proffered that one of the management strategies applied in curbing examination malpractices was checking of students by invigilators before they get into examination rooms.

The current findings lead to an inference that students were not effectively frisked and identified as they entered examination rooms, hence a risk of impersonation is created.



Makaula (2018) observed that lack of identification of students as they entered examination rooms led to impersonation where students who did not prepare for examinations or were weak arranged with the brighter students to sit examinations on their behalf. The study recommended that stringent measures should be put in place to identify every student who enter examination room for accountability in examination outcomes. In order to give more illustration and interpretation of responses, the researcher computed figure 3 for clarity on the extent to which students are identified as they enter examination rooms.



**Figure 3: Effectiveness of Students' Identification**

Figure 3 enhances the discussion of students' identification as they enter examination rooms. The chart shows that 24.5% strongly disagreed that they were effectively-identified, 31.3% disagreed, and 15.2% were not decided on the construct, a similar percentage, 15.8% of the respondents agreed while 13.1% strongly agreed. Consequently, there is an inference that students are not effectively identified, which

poses risks related to examination malpractices during university examinations. Ushie (2016) supported the views and reported that identification of students minimized chances of examination fraud.

The study observed that academically strong students pretended to have failed examinations and wanted to re-sit them. Such students were allowed into examination rooms and managed to do examinations for the weak students, who later appreciated them with monetary tokens. In a study by Nnekwu and Odochukwu (2016), it was opined that the identification of students using identity cards played crucial role in curbing examination irregularities. In the study, respondents affirmed the statement at a mean of 3.33. Having considered the importance of identifying students, it is thus important for universities to put in place identification mechanisms so as to mitigate examination irregularities.

#### **4.6.10 Communication of Students during Examinations**

The study sought to establish the levels of the silence of students during examinations. Table 4.26 indicates responses by students on the extent to which students talk during examinations. Responses are given in the form of frequencies and percentages.

**Table 4.26: Communication of Students during Examinations**

Response	Frequency	Percentage
Strongly disagree	15	4.5
Disagree	18	5.4
Undecided	63	18.8
Agree	116	34.6
Strongly agree	123	36.7
Total	335	100

Table 4.26 indicates that 4.5% strongly disagreed that students talk during examinations, 18(5.4%) of respondents disagreed, 8.8% were undecided, 34.6% agreed while the majority of respondents 36.7% strongly agreed that talking was allowed in examination rooms. This implies that 71.3% of respondents affirmed that students talked during examinations in universities. The findings were supported by Ahmed (2018) who observed that students were clever that they planned in advance how they were to communicate in examination rooms.

Consistent with this establishment were the findings of Monday (2018) who reported that students collaborated in examination rooms by verbally discussing answers as indicated by 90% of respondents who took part in the study. Ushie and Ishanga (2018) agreed with preceding researchers and affirmed that students made prior arrangements to sit near in examination rooms with an objective of sharing answers. It is thus a matter of utmost concern that invigilators need to check and ensure that students who talk in examination rooms are firmly handled as per respective university examinations regulatory frameworks in order to enhance the credibility of university examinations outcomes.

In order to complement students' responses on the second objective, which addressed levels of adherence by universities to the examination regulatory frameworks, academic registrars gave their views on through responses on statements provided in the interview schedule. Sixty (60%) of the officers who responded indicated that regulations were not effective because students did not follow the set rules. The rules were given and students signed against them at enrollment but they did not follow them practically. However,

(20%) of them reported that regulations were effective and noted that the situation would be worse if there were no regulations.

Respondents indicated that examination control strategies were effective to an extent. Academic registrars affirmed that university leaderships need to do a lot more concerning examination malpractices. Respondents further observed that some lecturers did not report incidences of examination cases; as observed by examination officers. In addition the study revealed that students feared to be expelled due to involvement in cheating. This view made them desist from cheating. This implies that punishment of culprits of examination malpractices played a significant role in the control of examination malpractices in universities; hence the need to embrace and reinforce the practice.

The second objective was further analyzed by computation of t-test from hypothesis given. The study hypothesized that there is no statistically significant difference in the adherence to examination regulatory frameworks between public and private universities in Kenya. To test the hypothesis a t-test was computed. To establish whether there existed a statistically significant difference in adherence to regulatory framework between private and public universities, independent sample t-test was computed for public and private universities. Table 4.27 presents the results of the t-test on students' adherence to regulatory framework during university examination.

**Table 4.27: Independent t-test on Adherence to Regulatory Frameworks Between Public and Private Universities in Kenya**

		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference
Level of adherence to regulatory frameworks	Equal variances assumed	.109	.742	-.098	333	.922	.69938
	Equal variances not assumed			-.098	198.312	.922	.69938

Analyzed data presented in Table 4.27 indicates that the computed t-test yielded a *p*-value of 0.922 against the theoretical *p*-value of 0.05 ( $0.922 > 0.05$ ). Therefore we *accepted* Ho1 (at  $\alpha = .05$ ) and concluded that the adherence to regulatory framework for private and public universities were largely the same, meaning there was no significant difference in the levels of adherence to regulatory framework when public and private universities were compared, hence the study supported the null hypothesis that there is no statistically significant difference in the adherence to examination regulatory frameworks between public and private universities in Kenya

The inference made from the results of the study was that on overall, both public and private university students did not effectively adhere to provided examination rules and regulations and that there was much improvement needed if there was to be transparency and accountability in university students assessment procedures. Sohail, Rajadurai and Rhman (2003) contend that quality is an essential aspect for the growth and development of both private and public universities. Quality can be achieved when both kinds of

institutions adhere to provided examination regulations. The findings therefore reinforce the need for adherence to examination regulatory frameworks. Whether in public or private universities, supportive frameworks should be practiced on a daily basis and there should be an enabling legislative framework which guides examination.

Consistent with the findings in the current study, Mange (2013) observed in a study done at University of Nairobi, Kenyatta and Egerton Universities that 60% of respondents indicated that examination regulatory frameworks were not adhered to by students and lecturers because of increased enrollment. Ombaso (2017) recommended that for accountability and integrity of examination outcomes both in public and private universities in East Africa and United Kingdom, there should be clearly stated policies on how various forms of examination malpractices can be handled and all concerned persons should adhere to such provided policy frameworks. This implies that adherence to examination regulatory frameworks is crucial to the growth of universities.

#### **4.7 Objective 3-Strategies Used to Control Examination Malpractices**

The study sought to Examine the effectiveness of strategies used to control examination malpractices in Private and Public universities in Kenya. Results were given in the form of frequencies, percentage, means and standard deviations. Appendix vii provides a summary of students' responses to their perceptions about the types of strategies which universities use to control examination malpractices. Analysis and discussion and implications of students' responses was presented in respective tables .

#### 4.7.1 Invigilation of Examinations

The researcher purposed to evaluate the extent to which invigilation is strictly done in universities. The findings were presented in frequencies and percentages as indicated in Table 4.28 indicated.

**Table 4.28: Invigilation of Examinations**

Response	Frequency	Percentage
Strongly disagree	130	38.8
Disagree	104	31.0
Undecided	6	1.8
Agree	54	16.1
Strongly agree	41	12.2
Total	335	100

Table 4.28 reveals that examination is not strictly invigilated as supported by (69.8%) of respondents who disagreed, (28.3%) of them agreed that exams are strictly invigilated while 6 (1.8%) were undecided. Table 4.28 shows responses from students presented in frequencies and percentages. From the findings in Table 4.28, it was observed that examinations are not strictly invigilated. This implies that university examinations need to be strictly invigilated more strictly than they are. Responses on strict invigilation of examinations showed that 70% of university examination officers' respondents showed that exams were not strictly invigilated. This implies that the quality of invigilation is a challenge in the process of administration of university examinations.

This revelation was consistent with Kimasore (2007) in which the researcher reiterated that strict invigilation was not done by invigilators, yet it was a prerequisite requirement for the effective management of examination malpractices in universities. The study also

contradicted the findings of Alabi (2014), who reiterated that university students were effectively invigilated and contented that only the invigilators can foretell the quality of results in an examination and thus effective invigilation was necessary for quality and fair results hence eradicate the menace of the examination malpractice. On the other hand results were consistent with Aulo (2004) who revealed that most lecturers in universities did not consider invigilation of examinations to be a crucial matter that needed attention. Since lecturers are professionals, they are expected to supervise examinations professionally.

#### 4.7.2 Punishment of Students

The study sought to establish whether students who engage in examination malpractices are seriously punished or not. Table 4.29 shows responses from students in frequencies and percentages.

**Table 4.29: Punishment of Students**

Response	Frequency	Percentage
Strongly disagree	23	6.9
Disagree	18	5.4
Undecided	32	9.6
Agree	113	33.7
Strongly agree	149	44.5
Total	335	100

The study indicated, as shown in Table 4.29 that students who engaged in examination malpractices were punished. This was affirmed by 78.2% of respondents, while 12.3% responded to the contrary while 9.6% of them were undecided on the statement. Results in Table 4.29 mean that universities, to a large extent, punished students who were found guilty of examination malpractices. Responses from university examination officers



indicated that 60% of respondents affirmed that student who cheated were seriously punished. This implies that cases of examination cheating were handled with the seriousness they deserved. Students opinions were consistent with those of examination officers, hence a reflection of the actual situation in universities. Therefore, it is of importance to infer that university administrators need to be more vigilant and punish those found guilty of examination malpractice in universities.

The findings were consistent with those of Adhora (2009), who found out that when culprits of examination malpractices were found by invigilators they were punished through prescribed procedures. Bitrus (2013) reported from his research that any person and group of people found guilty of engaging in examination malpractice were subjected to the punishments. Alhassan (2017) reported that examination malpractices retard national development by making a country a consumer rather than a producer of goods and services.

#### **4.7.3 Remarking of Students' Examinations**

The study sought to assess whether or not lecturers remark scripts in case of students' complaints. Table 4.30 shows the students' responses provided in terms of frequencies and percentages.

**Table 4.30: Remarking of Students' Examinations**

Response	Frequency	Percentage
Strongly disagree	34	10.1
Disagree	41	12.2
Undecided	43	12.8
Agree	130	38.8
Strongly agree	87	26.0
Total	335	100

Table 4.30 shows that 'students can request for remarking if not satisfied' as indicated by 64.8% of respondents agreed that remarking is done for students who are not satisfied with scores awarded by lecturers. Students who said there was no re-marking were 22.3%, while 12.8% were undecided on this issue of remarking. Students were treated fairly and corrections were done in-case examinations were under-marked. This practice is commendable because students should be awarded fair marks according to their performances. University examination officers who agreed that students can request for re-marking in the event they were not satisfied with an initial marking of their examination scripts were 80%.

This outcome shows that when students feel their scripts were not well marked, they have room to request for remark. Ogula (2006) defines marking as the process of judging the accurateness of a learner's academic work based on a given criteria. When student apply for remarking, it means they were not satisfied with the examiner's award of marks and were not treated fairly.

The policy of remarking examinations is practiced in various universities world over. For example, at the University of Eldoret in Kenya, when results are released, students have a right to apply for remarking if they are contended with awarded marks. They apply by paying a fee of 500 Kenya shillings (Ombaso 2017). The results in the current study therefore agreed with conventional evaluation practices. The study proposed that lecturers should not attach award of students' scores to any other peripheral factors.

Students should be given deserving marks to avoid cases of remarking and promotion of accurate reporting of examination outcomes.

#### 4.7.4 Preparation of Students for Examinations

The study purposed to find out the extent to which students are prepared for examinations during teaching. Table 4.31 shows the way students responded to this variable in frequencies and percentages.

**Table 4.31: Preparation of Students for Examinations**

Response	Frequency	Percentage
Strongly disagree	12	3.6
Disagree	27	8.1
Undecided	25	7.5
Agree	149	44.5
Strongly agree	122	36.4
Total	335	100

Table 4.31 informed that students are properly prepared for examinations during teaching. This was affirmed by 80.9% of respondents, 11.7% were of the contrary opinion whereas 7.5% of respondents were undecided. This implies that university lecturers do their duty of preparing students well, probably, those who cheat in examinations do not individually for those examinations. Students' responses were reinforced by university examination officers' observation, which indicated by 70% of the respondents agreed that students were well prepared for examinations. These findings deviate from those of Botero (2010) whose study revealed that over 70% of respondents indicated that students blamed lecturers as scapegoats for their involvement in examination malpractices. The study affirmed the observation of Labor (1992) who explained that the proper preparation of

students as revealed by his research affected the extent to which they comprehended information which they applied during examinations.

The orientation of students on examination procedures and integrity is crucial in the management of examination malpractices. Omemu (2015), explained that students should be well trained, guided on how they would attend to examinations. Parents and guardians were persuaded to play their obligations they should make them realize the vices and school rules for proper management of learners. Students need to be well prepared for examinations Njabili (2002). Concerning this, students need to know that success in education comes from good performances in examinations and that passing is preceded by hard work and determination. When students are well prepared, the examination officers will be less fearful because it is lack of preparedness that creates panic, which motivates students to practice examination malpractices. Students should be well prepared both psychologically and physically to ensure efficiency in matters of examinations.

#### **4.7.5 Test on Application of Knowledge**

The researcher wanted to know whether the teachers test application of students' acquired knowledge or mere cramming of taught content. Table 4.32 indicates learners' feedback on this section given in frequencies and percentages as shown.

**Table 4.32: Test on Application of Knowledge**

Response	Frequency	Percentage
Strongly disagree	155	46.3
Disagree	105	31.3
Undecided	17	5.1
Agree	37	11.0
Strongly agree	21	6.3
Total	335	100

Table 4.32 revealed that university examinations do not test on the application of knowledge, rather, they test mere memorization of facts as indicated by 77.6% of respondents. A small number 17.5% of respondents agreed that examinations test the application of knowledge whereas (5.1% were undecided on this statement. Results in Table 4.32 indicate that university examination did not test the application of learnt knowledge. University examination officers observed that examinations did not test the application of knowledge by learners, as indicated by 60% of respondents. This implies that university students in Kenya read just for memory and not an application of acquired knowledge, which may lead to the production of bogus graduates and consequently, end up in having a bottleneck to national development.

The findings were consistent with those of Amadi and Opiyo (2018) whose research indicated that 66% of respondents agreed that examination test memory of facts and not the practical application of learned information. This finding implies that university lecturers need to ensure that examinations check on the application of learning knowledge and not just memory of information. This could be effected through restructuring the nature of questions exposed to students.

University examinations are expected to reflect the extent to which learning has taken place. Due to the important functions of examinations in a student's life, a number of learners look for means and ways of passing examinations (Fasasi, 2006). Consistent with this view was Nyagwa (2010) who reiterated that examination results discriminated learners so as to place them in future careers, depending on the competencies in acquired skills. Phiri and Nakamba (2015) informed that education had a positive effect on learners and that examination results were effective. With this regards, examinations should be geared towards the application of learnt knowledge and not just a bridge to various work environments.

#### **4.7.6 Levels of Integrity of Integrity of Invigilators**

The study sought to establish the levels of integrity of invigilators of university examinations to make useful recommendations for future application in the process of examining students. Table 4.33 presents frequency counts and percentages of students' responses on this variable.

**Table 4.33: Levels of Integrity of Integrity of Invigilators**

Response	Frequency	Percentage
Strongly disagree	84	25.1
Disagree	56	16.7
Undecided	56	16.7
Agree	77	23.0
Strongly agree	62	18.5
Total	335	100

Table 4.33 shows on, 'invigilators practice high levels of integrity' that respondents had average opinion where 41.8% of respondents did not agree that high integrity prevailed,

41.5% agreed that invigilators have high levels of integrity while 16.7% of respondents could not take a position on this statement. This implies probably some invigilators have questionable integrity in the process of administering university examination. University examination officers who indicated that invigilators exercised high levels of integrity in the process of administering university examinations were 70%; which was consistent with students' responses. This means that university examinations were invigilated by disciplined invigilators.

For effective management of examination malpractices in learning institutions, the allocation of invigilators and supervisors should be pegged on the levels of integrity and experience rather than other unfounded criteria (Njue, 2013). An invigilator is a crucial person in the learning outcomes of students. They determine the fairness of examination outcomes, hence they have a huge impact on future aspirations of all people who undergo various pieces of training for use in careers. The findings were consistent with the findings of Onyibe, Uma and Ibina (2015) who reported that the integrity of invigilators was averagely observed by respondents, and recommended that invigilators need to be truthful. In addition, the study suggested integrity was crucial if there was to be sanity in the management of university examinations. In support of these views, Njeru (2008) emphasized that invigilators should not read newspapers and mark examinations while invigilating examinations. Invigilation therefore, remains a crucial aspect credibility of examination outcomes. This inference is supported by the research of Ahmed (2018) who reported that strict invigilation was the best way of combating examination malpractices in universities, as indicated by 43.3% of the respondents in the study.

#### 4.7.7 Frisking of Students as they Enter Examination Rooms

The study sought to evaluate the extent to which students were frisked as they entered examination rooms. Table 4.34 shows how students indicated their responses in form of frequencies and percentages.

**Table 4.34: Frisking of Students as they Enter Examination Rooms**

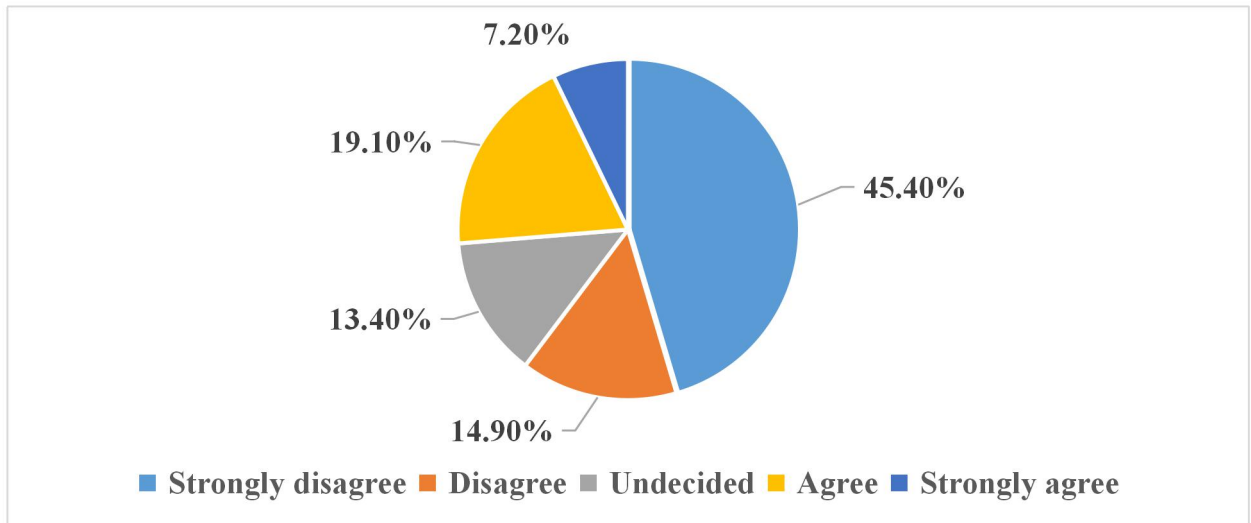
Response	Frequency	Percentage
Strongly disagree	64	19.1
Disagree	152	45.4
Undecided	50	14.9
Agree	45	13.4
Strongly agree	24	7.2
Total	335	100

Table 4.34 informed that students were not frisked as they enter examination rooms. This revelation was affirmed by 64.5% of respondents who did not agree that frisking was done, (20.6%) agreed that frisking was done while 14.9% of respondents were undecided on the statement on frisking of students. The outcomes of the study were consistent with the findings of Kimasore (2007) who asserted that frisking of students was crucial without which university students carried unwanted materials into examination rooms.

The finding implies that invigilators were not keen enough to check on what students carried into examination rooms, a situation which created loopholes for students to smuggle unwanted materials into examination rooms. When students are strictly frisked as they enter into examination rooms, they are less likely to carry the so-called "mwakenyas" into these rooms. To provide more information and conceptualization of



frisking trends, the researcher computed a chart to illustrate the trends and give a clearer picture of the same. Figure 4 gives the outcomes of students' responses.



**Figure 4: Frisking of Students as they Enter Examination Rooms**

Figure 4 shows that a majority of respondents did not affirm that students are frisked as they enter into examination rooms, while a minority (20.6%) of respondents indicated that frisking of students is done. Those who were undecided were 13.4% and those who disagreed were a total of them and 64.6% denied. This means that university examination invigilators do not frisk students effectively. It is an ethical requirement that male students should be frisked by male supervisors while their female counterparts are checked by female supervisors. Students should be alerted about the regulations beforehand. Examination candidates are expected to be searched to entry into examination rooms, to check what they are carrying into those rooms.

Mucheke (2014) reported that examination supervisors and those who had been entrusted with the noble responsibility of overseeing the authenticity of examinations were expected to carry out a proper search of students entered examination rooms so as to identify those who carried electronic gadgets which motivated examination malpractices. This strategy was supported by 90% of sampled respondents. In the same study, 95 % of respondents agreed that there was a need to eradicate cheating culture and inculcate moral values in the youth, and 85% proposed that there should at least two invigilators at every examination venue but more when venues were large (Madara & Sitati, 2016). Given that the study indicated ineffective frisking, the current study advocated for intensive frisking for integrity to prevail. Frisking of students was found to be key in the process of examinations.

#### **4.7.8 Invigilation and Time Management**

The study purposed to find out whether students stick to the time provided during examinations or not. Table 40 presents results from students' responses on this variable.

Table 4.35 presents results in the form of frequency counts and percentages of respondents.

**Table 4.35: Invigilation and Time Management**

Response	Frequency	Percentage
Strongly disagree	51	15.2
Disagree	62	18.5
Undecided	33	9.9
Agree	123	36.7
Strongly agree	66	19.7
Total	335	100

Table 4.35 informed that time was well managed by invigilators as indicated by 56.4% of respondents, 33.7% were of the contrary opinion while 9.9% of them were undecided on the statement on time management during examinations. This revelation informed university leadership that time management was adhered to by those concerned with the assessment of students, as further reiterated by Njue (2013). A study by Oladipo (2010) reported that time management assisted invigilators not to get into chaotic circumstances which could compromise credibility of examination outcomes in universities.

The researcher observed that this could have been due to some arrangements that were made where students were allowed to sit for more than one examinations within one examination period. On the contrary, 70% of university examination officers revealed that invigilators did not stick to the time allocated during examinations. Time management is a crucial factor that should be embraced wholeheartedly in matters that deal with examination preparation, administration and processing of outcomes. The process should be taken with utmost urgency and attention it deserves.

#### **4.7.9 Induction of Students on Examination Rules and Regulation**

One of the purposes of the study was to assess the extent to which learners adhere to rules and regulations about examinations in universities. Table 4.36 indicates how students responded to the statement. Responses were presented using frequencies and percentages as given herein.

**Table 4.36: Induction of Students on Examination Rules and Regulation**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly disagree	27	8.1
Disagree	33	9.9
Undecided	30	9.0
Agree	140	41.8
Strongly agree	105	31.3
Total	335	100

Table 4.36 indicated informed that 8.1% of respondents strongly agree, 9.9% of respondents disagreed that they were inducted on examination rules and regulations; 9.0% were undecided, 41.8% agreed and 31.3% strongly agreed that students were inducted on rules and regulations. Table 4.36 indicates that 73.1% of respondents agreed that students were inducted on examination rules and regulations. University examination officers who agreed that induction took place were 70%. The findings were in agreement with Oyieko (2017) whose 92% of respondents informed that students were aware of examination rules and regulations that govern examinations.

This indicated that students who engaged in examination malpractices did not do for lack of information, but they cheated examinations deliberately; because they had been informed of rules and consequences of the vices. The findings were supported the views of Alabi (2014), who reiterated that it was the duty of universities to make students aware of examination rules and regulation for credible examination outcomes. Universities need to inform students appropriately so that in the event of disciplinary measures to culprits of examination malpractices, they may not get accusations from culprits that they were not informed.

#### 4.7.10 Carrying Electronic Devices into Examination Rooms

The study sought to investigate whether students carry electronic devices to examination rooms during examinations or not. Table 4.37 presents students' responses in terms of percentages and frequencies as shown.

**Table 4.37: Carrying Electronic Devices into Examination Rooms**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly disagree	37	11.0
Disagree	64	19.1
Undecided	29	8.7
Agree	132	39.4
Strongly agree	73	21.8
Total	335	100

Table 4.37 shows that carrying electronic devices into examination rooms was not done as indicated by 61.2% of respondents who agreed that students do not carry electronic devices into examination rooms. Respondents who indicated that electronic devices were carried into examination rooms were 30.1%, while 8.7% were undecided on that statement. Results in Table 4.37 mean that there are students who carry electronic devices into examination rooms.

This finding contradicted the research findings of Amadi and Opiyo (2018) which revealed 91% of respondents were in agreement that electronic devices like mobile phones are carried into examination rooms by university students. This contradiction could be due to the variation of technological advancements across countries (Carmichael, 2012). In a study of O'Malley (2016), he contended that electronic examination malpractices were a major issue of concern in the United Kingdom. Technology plays a

major role in escalating cases of examination malpractices globally (Ahmed, 2018). Universities need to invest in digital methods of dealing with examination malpractices; because the sophisticated digital forms of examination malpractices cannot be dealt with through analogue methods.

Responses from university examination officers indicated several similarities with students' responses. This implies that findings from students' responses were authentic and could be generalized to other universities locally, regionally and global levels. To complement students' responses on the third objective, which was on strategies are used to control examination malpractices in universities, academic registrars gave their opinions by responding to the interview schedule provided. Concerning the variable; effectiveness of examination malpractices control strategies, 20% of the officers indicated that the strategies were effective while 80% were of the contrary opinion. This implies that much has to be done by university leadership to have structures in place for effective management of examination malpractices in universities.

The third objective was further analyzed by computation of t-test from hypothesis given. The study sought to Examine the effectiveness of strategies used to control examination malpractices in Private and Public universities in Kenya. The study hypothesized that there is no statistically significant difference in the effectiveness of strategies used to control examination malpractices between public and private universities in Kenya. To test this hypothesis a t-test was computed.

To establish whether there existed a statistically significant difference in the effectiveness of strategies used to control examination malpractices between public and private universities in Kenya. Independent sample t-test was computed for public and private universities; thus: H01: There are no significant mean differences in the effectiveness of strategies used to control examination malpractices between public and private universities in Kenya. Table 4.38 presents the results of the computed independent sample t-test on the effectiveness of strategies used to control examination malpractices between public and private universities in Kenya.

**Table 4.38: Results of t-test on Strategies used to Control Malpractices between public and private universities in Kenya**

		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference
Strategies used to control malpractices	Equal variances assumed	.497	.481	2.791	333	.006	2.23822
	Equal variances not assumed			2.869	212.326	.005	2.23822

Computed data provided in Table 4.38 shows that the calculated t yielded a *p*-value of .006 against the theoretical value ( $\alpha=0.05$ ). Since the computed *p*-value (.006) was less than the theoretical *p*-value (0.05), ( $0.006 < 0.05$ ), the null hypothesis was *rejected* and the alternative hypothesis was accepted at  $\alpha = .05$  and concluded that the mean difference was largely different, implying that there is a significant difference in the effectiveness of strategies when public and private universities were compared. Results deviated from the findings of Udim (2018) who asserted that universities, whether public or private, need to enforce examination malpractice laws, which will consequently act as a deterrent strategy

to learners, invigilators, security persons and others involved in examination fraud in both public and private universities.

The inferences made from the findings of the study were; students were not effectively invigilated in examination rooms, there was no effective frisking of students as they entered examination rooms, time management was well done during examinations, students were well inducted on examination policies in both private and public universities. Also, the levels of effectiveness of examination malpractice control strategies were largely the same in both public and private universities in Kenya.

#### **4.8 Objective 4: Challenges Affecting the Control of Examination Malpractices**

The study sought to assess challenges affecting the control of examination malpractices by universities. Analysis, discussion, and implications of students' responses were presented.

##### **4.8.1 Reporting of Cases of Examination Malpractices**

The study sought to find out whether lecturers in universities report incidences of examination malpractices to relevant authorities or not, or if they do report, to what extent? Table 4.39 shows responses given by students. Responses were given in the form of frequencies and percentages respectively.



**Table 4.39: Reporting of Cases of Examination Malpractices**

Response	Frequency	Percentage
Strongly disagree	23	6.9
Disagree	49	14.6
Undecided	18	5.4
Agree	145	43.3
Strongly agree	100	29.9
Total	335	100

Table 4.39 indicates that 6.9% of the respondents strongly disagreed that they reported. This implies that most lecturers communicate to the relevant authority when there are incidences of examination cheating. Those who disagreed were 14.6%, meaning that those who said they do not report such cases were 21.5 %, while those who could not make a statement on that construct were 5.4%. In general, therefore, the majority, 73.1% of respondents indicated the occurrences are usually reported.

The findings contradicted those of Newsberger (2003) who found that lecturers did not report cases of examination malpractices due to fears that students would label them as ‘bad’ lecturers, hence risking their teaching jobs. In addition, Njeru (2012) reported in a study that a number of lecturers did not cover the course contents; consequently, they were reluctant of forwarding cases of cheating in fear that students would blame them when incidences arose. Being professionals, it would be inconsistent for lecturers to conceal cases of examination malpractice. All lecturers across university departments should communicate to relevant authorities and forward the names of culprits of examination malpractices for necessary action. However, they must have sufficient evidence to prove their allegations.

#### 4.8.2 Over-crowding of Students in Examination Rooms

The study sought to find out whether students over crowded in examination rooms or not.

Table 4.40 gives responses of students in the form of frequencies and percentages to show the extent of the disagreement with the assertion.

**Table 4.40: Overcrowding of Students in Examination Rooms**

Response	Frequency	Percentage
Strongly disagree	24	7.2
Disagree	43	12.8
Undecided	42	12.5
Agree	147	43.9
Strongly agree	79	23.6
Total	335	100

Table 4.40 indicates that 7.2 % of respondents strongly agreed to the statement, 12.8% said they disagreed, and 12.5% were undecided. Those who agreed were 43.9% and those who strongly agreed were 23.6%. The findings in Table 4.40 imply that university students are usually overcrowded during examinations as shown by 67.5% of respondents. It was disturbing to note that most universities are striving to get large numbers enrolled in their institutions for economic sustainability at the expense of quality education. The study indicated that there was overcrowding of students in examination rooms as revealed by 80% of university examination officers in addition to students' observation. This implies that the challenge of overcrowding is a reality in universities in Kenya and the world over.

Balogun (1999) argued that overcrowding of students in examination rooms had a negative effect on the job market because it leads to cheating, hence incompetent at work.

Universities need to be interested in both quantity in terms of student enrollment as well as the quality of the services they offer. With this regard, therefore, expansion of numbers should be proportional to facilities available for learners, particularly, sufficient spaces for effective evaluations.

Nwadian (2005) reported that overcrowding in examination rooms led to huge consequences on educational systems, learners and the entire education fraternity. The culture of integrity in examination malpractices need to be cultivated right from early years of the learning process. Institutions should provide spacious rooms and avoid overcrowding from formative levels of education.

#### **4.8.3 Spacing of Students in Examination Rooms**

The researcher aimed at establishing whether there was sufficient spacing of students in examination rooms or not. Table 4.41 shows how students responded to the statement on the lack of sufficient spacing of students in examination rooms. The table gives responses in terms of frequency counts and percentages.

**Table 4.41: Spacing of Students in Examination Rooms**

Response	Frequency	Percentage
Strongly disagree	41	12.2
Disagree	46	13.7
Undecided	25	7.5
Agree	107	31.9
Strongly agree	116	34.6
Total	335	100

Table 4.41 indicates that those who strongly disagreed were 12.2% of respondents, those who disagreed were 13.7%, and those without a decision were 7.5%, those who agreed were 31.9% and 34.6% strongly agreed with the statement. The findings imply that 66.5% of respondents indicated that a challenge of spacing existed during university examinations. The findings were in agreement with Oladipo (2010) who recommended that spacing of students should be considered crucial in the management of examination malpractices.

Further, Chimanuka and Nduze (2014) reported that students engaged in examination malpractices due to lack of spacious sitting arrangements in examination rooms. Duworoju (2013) opined that sufficient spaces in examination rooms greatly lowered incidences of examination malpractices among students in universities. Lack of space was also supported by 60% of university examination officers; consequently, the researcher infers that there is no sufficient spacing of students in examination rooms in universities in Kenya; a situation which needs to be addressed if there is to be credibility of examinations in Kenya and the rest of the global learning institutions.

#### **4.8.4 Number of Invigilators in Examination Rooms**

The study on this part aimed to establish the adequacy of the number of invigilators who supervise examinations in universities. Table 4.42 provides responses in the form of frequencies and percentages which indicate the levels of the agreement by students.

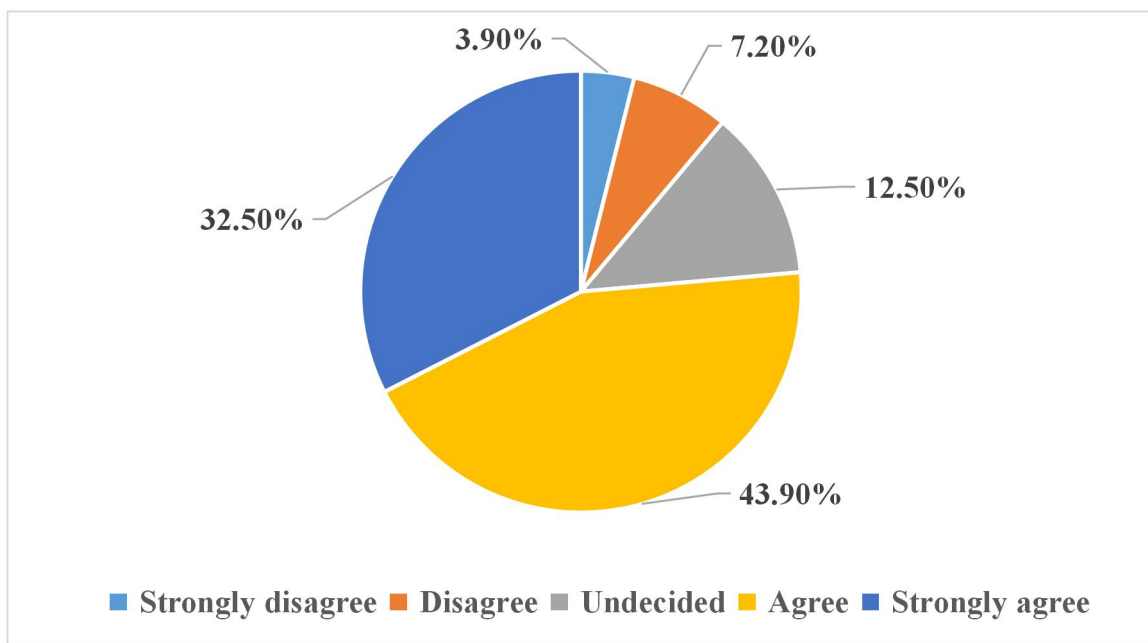
**Table 4.42: Number of Invigilators in Examination Rooms**

Response	Frequency	Percentage
Strongly disagree	13	3.9
Disagree	24	7.2
Undecided	42	12.5
Agree	147	43.9
Strongly agree	109	32.5
Total	335	100

Table 4.42 shows that those students who strongly disagreed were 3.9% of participants while those who disagreed were 7.2%, undecided were 12.5% of respondents. A total of 76.4% of them generally affirmed that there was a lack of adequate number invigilators in examination rooms. This means that on average, universities lacked a proper number of invigilators to invigilate examinations, which in turn created loopholes for students to engage in examination dishonesty, hence lack of fairness and credibility of university examinations results. Ayademi (2016) reported similar trends in a research in Nigeria and recommended effective supervision as the main strategy which universities could use to mitigate examination malpractices in universities.

The number of invigilators allocated to each examination room was found wanting, as confirmed by 60% of university examination officers the respondents. Since invigilators were the ones to ensure there was no cheating in examination rooms, then their limited number showed there were loopholes that could lead to examination malpractices. Ukpabi (2015) reiterated that universities need to have collective efforts in provision of sufficient number of invigilators in examination rooms as an effective strategy of mitigating examination malpractices. The arrangement ensures the identification and monitoring of students, hence the credibility of examination outcomes in universities.

To have more illustration of the pattern of responses, the researcher produced a chart for more information. The study sought to find the adequacy invigilators in examination rooms. Figure 5 reflects students' responses in terms of frequencies and percentages. Figure 6 shows that only 11.1% of respondents did not agree that there was no adequate number of invigilators in examination rooms, 12.5% were undecided and 76.4% of students agreed that the number was inadequate.



**Figure 5: Number of Invigilators in Examination Rooms**

The output in figure 5 was consistent with that presented in a table under this discussion, hence the number of invigilators who supervised university examinations were found to be inadequate. Inadequacy of invigilators during university examination not only affect the students' examinations outcomes, but also the moral state of nations. Chiminuka and Nduzo (2014) reported that shortage of invigilators culminated into corrupt countries and

decline in moral values in society. Phiri and Nakamba (2015) reported that examination malpractices were evil and had long term outcomes such as corruption and immorality on culprits such that they were not able blame others since they were products of the same culture of examination cheating. The results indicated that universities needed to improve on this aspect in the process of examination management.

#### 4.8.5 Security of Examination Systems

The study aimed at establishing the extent to which university students hacked examination systems with a view of access to examination information before the day of examination. Table 4.43 gives the responses by students in terms of frequencies and percentages.

**Table 4.43: Security of Examination Systems**

Response	Frequency	Percentage
Strongly disagree	17	5.1
Disagree	20	6.0
Undecided	52	15.5
Agree	156	46.6
Strongly agree	90	26.9
Total	335	100

Table 4.43 indicates that university examination systems are on average, not safe from students' attacks. From the study, 5.1% of respondents strongly disagreed that the systems were not secure, 6.0% disagreed and 15.5% were undecided. A majority of respondents (46.6%) agreed while 26.9% strongly agreed that the systems are not secure. This leads to an inference that university examination systems can be hacked. The study, raises concerns on the security of university examination systems. Universities need to come up with procedures and structures of securing examination systems. Seventy (70%) of

university examination officers who responded indicated that there were no secure examination systems in universities in Kenya. The findings were consistent with those of Mange (2013), who asserted that there were insecure examination systems in universities, which led to leakage of examinations from preparation rooms to students in organized manner. The study outcomes were supported by the research of Alimako (2013) who reiterated that lack of proper systems and maladministration of institutions by leaders and examination officers escalated the misconduct of students in examination rooms and examination dishonesty. Universities should ensure there are secure systems and procedures.

#### **4.8.6 Carrying of Examination Materials out of Examination Rooms**

The study sought to find out whether students carried examination materials out of examination rooms or not. Table 4.44 shows responses by students in form of frequencies and percentages.

**Table 4.44: Carrying of Examination Materials out of Examination Rooms**

Response	Frequency	Percentage
Strongly disagree	26	7.8
Disagree	34	10.1
Undecided	16	4.8
Agree	143	42.7
Strongly agree	116	34.6
Total	335	100

Table 4.44 shows that 7.8% of respondents strongly disagreed that students carry examination materials out of the examination rooms, 10.1% disagreed and 4.8% were not decided. Those who agreed were 42.7% while those who strongly agreed were 34.6%.



This outcome showed that university students carried examination materials out the rooms as indicated by 77.3% of respondents. However, these findings were consistent with those of Dungurawa (2015) who reported that one of the major form of examination malpractices was taking of extra examination papers out of examination rooms. In addition, Udin et al. (2018) reported that students smuggled examination papers out of examination rooms when invigilators failed to be keen on what went on in the rooms. The study revealed by 70% of university examination officers respondents were of the contrary opinion.

#### **4.8.7 Bribery of Lecturers by Students**

The study sought to find out whether students bribed lecturers in order to pass examinations or not. Responses were given by students to questionnaire items and results indicated in table 4.45 as follows;

**Table 4.45: Bribery of Lecturers by Students**

Response	Frequency	Percentage
Strongly disagree	89	26.6
Disagree	61	18.2
Undecided	58	17.2
Agree	75	22.4
Strongly agree	52	15.5
Total	335	100

Table 4.45 shows the average situation of this issue. 26.6% strongly disagreed that students bribe lecturers to pass examinations. 18.2% disagreed with the statement while 17.2% were not decided. In total, 44.6% of the respondents indicated that students did not bribe lecturers whereas 38.1% indicated that there was some form of bribery by students.

Table 4.45 indicates that the percentages of those who agreed and those who did not agree were close, meaning both possibilities prevailed during the process of evaluating university students.

On average, the study supported the finding of Murray (2018) who found out that the act of bribery was not so common in universities because lecturers were guided by ethics. There are various forms of bribery, ranging from monetary to sexual favors, particular between male lecturers and female students, which need to be condemned in all ways. If the culture of bribery is tolerated, there can be far reaching negative impact on the economies of the world, hence the decadence of moral values globally (Vittal, 2001). This will consequently, lead to escalated levels of bribery in world institutions.

Contrary to the usual notion that university students bribe lecturers to pass examinations, the study revealed that students did not bribe lecturers to pass examinations. This was affirmed by 60% of university examination officers. Results imply that bribery was not a challenge in the process of administering examinations in universities in Kenya. However, there could be a few cases of corrupt lecturers who siphon students in the name of awarding them good grades (Tonako, 2001). Universities need to be alert and ensure those found guilty are brought to books and be dismissed from their respective teaching responsibilities. If the matter is not resolved, there will be continued bribery in generations to come because students emulate what teachers practice.

#### 4.8.8 Students' Awareness of Regulations Governing Examinations

The research aimed at finding out whether students were aware of rules governing examinations in their institutions or not, and if they were aware, to what extent. Responses were given by students and tabulated in Table 4.46 as indicated.

**Table 4.46: Students' Awareness of Regulations Governing Examinations**

Response	Frequency	Percentage
Strongly disagree	21	6.3
Disagree	27	8.1
Undecided	74	22.1
Agree	134	40.0
Strongly agree	79	23.6
Total	335	100

Table 4.46 shows that 6.3% of respondents strongly disagreed that are aware of regulations governing university examinations, 8.1% disagreed while 22.1% did not make their statement on this. Those who agreed were 40% and those who strongly agreed were 23.6 of the respondents.

The pattern of responses showed that universities had created awareness to students on what examination malpractice entails and the consequences thereof. With 73.6% level of awareness, students need to be cautious and restrain from examination malpractice, the 14.4% of those who said they disagree could be questioned since there is no university that is accredited that operates without policies on examination cheating. Table 4.46 shows that the responses could not be genuine. All in all, universities need to keep sensitizing their student population on matters of examination malpractices and ensure

students access the policies which have been put in place, with possible consequences to culprits. University examination officers who opined that students were aware of rules and regulations that govern university examinations were 70%. This finding was consistent, cognizant of the fact that all universities have established a set of examinations rules and regulations.

#### 4.8.9 Examinations and Examination Timetables

The study sought to find out the extent to which examinations were done according to timetables put in place by universities. The responses were summarized in Table 4.47.

**Table 4.47: Examinations and Examination Timetables**

Response	Frequency	Percentage
Strongly disagree	122	36.4
Disagree	53	15.8
Undecided	72	21.5
Agree	52	15.5
Strongly agree	36	10.7
Total	335	100

Table 4.47 indicates that 36.4% of respondents strongly disagreed that examinations are done according to timetables put in place by universities. 15.8% agreed while 21.5% were undecided. Those who agreed were 15.5% while 10.7% strongly agreed with the statement. The majority of students (52.2%) indicated that university examinations were not done as per timetables put in place while 26.2% agreed that timetables are followed during examinations.

The findings in Table 4.47 imply that some lecturers do not stick to an issued timetable, who end up having private arrangements with students, which could lead to examination

irregularities. The results agreed with those of Dusu, Gotan, Deshi and Gambo (2016) whose study indicated that lack of regular timetabling was a factor that led to examination malpractices; the study indicated that lack of proper timetabling led to cheating, as shown by 66% of respondents.

Elinazi (2014) observed that alteration of examination timetables had detrimental effect on the integrity of university examinations. This was indicated by 52% of respondents. University examinations are usually programmed early enough and all concerned persons need to adhere to the guidelines and dates provided to enable students to plan well and avoid inconsistencies which could lead to examination malpractices. Academic registrars, however, contradicted with students' responses and where 80% of said examinations were done as per provided time tables. Opinions of students prevailed over registrars, cognizant to the fact that registrars could have been defensive.

#### **4.8.10 Problem of Missing Marks**

The study aimed at assessing the extent to which university students miss marks after they sit for their examinations. Table 4.48 presents the responses of students in frequencies and percentages.

**Table 4.48: Problem of Missing Marks**

Response	Frequency	Percentage
Strongly disagree	14	4.2
Disagree	18	5.4
Undecided	17	5.1
Agree	151	45.1
Strongly agree	135	40.3
Total	335	100

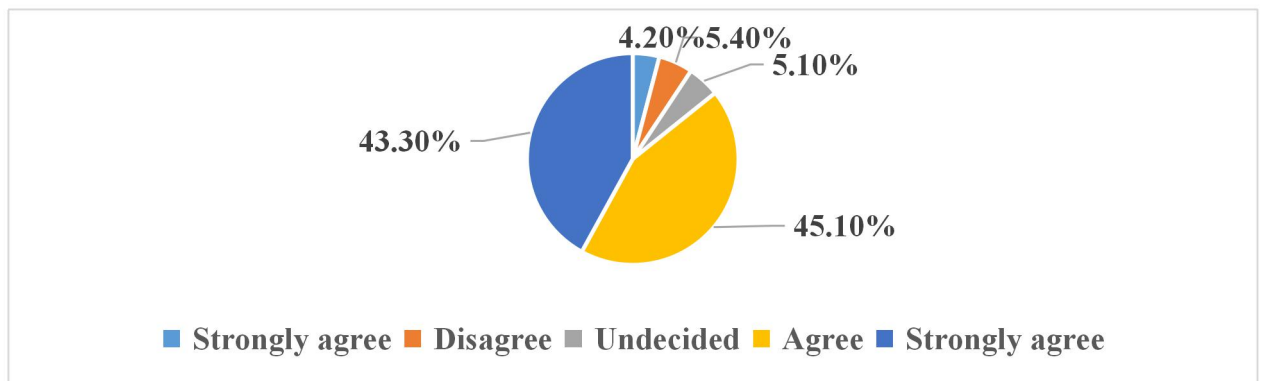
Table 4.48 reveals that the statement on missing marks gave an interesting pattern of responses whereby 4.2% did strongly disagreed that there was a problem of missing marks, 5.4% disagreed while 5.1% were undecided. Respondents who agreed there was a problem of missing marks were 85.4%. The outcomes indicate that there is a huge problem of students missing marks after they have done examinations in universities. It, therefore, poses a challenge to education stakeholders, particularly, university leaderships to find ways of mitigating delays in giving feedback to students.

The researcher provided a figure to show a further explanation of this prevailing situation. In most cases, students complained that their marks were missing at the end of the semester. The challenge was proved a reality by the study when 70% of university examination officers' respondents agreed that students missed marks. This challenge made some students not to graduate as expected unless in cases where the problems were noted earlier and corrective measures were undertaken. This means the challenge of missing marks persists in universities in Kenya.

Students miss marks for a number of reasons. Oguntimehin (2006) reported that were reasons attributed to failure of students to get marks; omission by typing secretaries, failure of learners to adhere to guidelines, careless attitude of some lecturers, and the exchange of scripts between lecturers who mark same scripts. Similar views were agreed upon by a research done by Sunday (2012). Orji (2012) reiterated that missing marks hindered students from graduating even though they had completed their prescribed courses. The challenge of missing marks can be resolved when students and lecturers

follow provided examination guidelines and invigilators supervising examinations and keeping required records to the later.

Figure 6 provides a further illustration in terms of the percentages and frequencies on students who responded to the statement 'there is a problem of missing marks'. The figure shows that the majority of respondents agreed that there is a problem with missing marks after university examinations are done.



**Figure 6: The Problem of Missing Marks**

Figure 6 revealed that university students did not get their examination marks on time, as indicated by 88.4% of respondents, hence they kept waiting and negotiating with lecturers, which should not have been the case. Students who have paid for education and have been asked to clear fees, as it happens in several universities, should not be subjected to situations of begging for scores from lecturers. The figure shows that only 4.2% strongly disagreed there was a problem of missing marks, 5.4% disagreed and 5.1% were undecided. Universities need to put systems in place such that students get their examination outcomes instantly after papers are marked and moderated.

Figure 6 implies that there is a challenge whereby students missed marks even when they have done examinations. Probably, there could be two main reasons for such reflections. First, students fail to record their examination details like registration numbers, others fail to write their name on examination answer scripts. Lecturers have to take time to identify the owners of those papers and eventually, students may delay getting their marks. Another reason could be the deliberate decision by lecturers to conceal marks for their reasons. This second reason, however, could be at a small percentage. Students need to ensure all information required is filled well to avoid the problem of missing marks.

To complement responses from students of the challenges bedeviling the control of examination malpractices in line with the fourth objective, university registrars provided the following information from the interview schedule administered. First, lecturers did not report some cases of examination malpractices, cognizant of the fact that such cases end up in courts, a process they would not be comfortable to follow. Second, there could be a collusion between lecturers and students, where lecturers are bribed for favors in the award of marks. Third, it was revealed that there was a challenge of inadequate number of invigilators in examination rooms, which created a loophole in the process of examining students. Fourth, the officers observed that students denied having been involved in examination cheating, especially where there is no evidence to that effect.

Duze (2011) opined that that missing marks can be curbed by universities having accurate assessment and reporting of examination results, which makes students to access their results and make a blue print of their life careers. In addition, Sunday (2012)



observed that missing marks can be squarely handled by both examiners and examinees following given rules and regulations pertaining the conduct of examinations. It is thus critical that universities follow these recommendations in order to mitigate cases of missing scores for deserving students.

It had been hypothesized that there is no significant difference in the challenges affecting the control of examination malpractices between public and private universities in Kenya. Table 4.49 shows the results of the test of hypothesis.

**Table 4.49: Independent sample t-test on challenges affecting control of malpractices**

		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference
Challenges affecting control of exam malpractices	Equal variances assumed	2.769	.097	2.372	333	.018	1.56610
	Equal variances not assumed			2.511	228.679	.013	1.56610

Table 4.49 indicates a *p*-value was 0.18 against the theoretical *p*-value of 0.05, meaning  $0.18 < 0.05$ , hence the null hypothesis was *rejected*, meaning there was a significant mean difference when public and private universities were compared on challenges affecting the control of examination universities. The difference could be attributed to the fact that private universities tend to have smaller numbers of students in examination rooms and more ideal environments for examinations. Results of the test were consistent with a study by Akaranga and Ongong (2013) at the University of

Nairobi and Kenyatta University, and that a number of malpractices were associated with lack of sufficient spacing in examination rooms. Quintos (2017) found out that copying examinations from each other was one of the most used form of cheating in both private and public universities, however, trends of copying were higher in public universities due to sufficient spacing and effective supervision in private universities. Hence the observed significant difference in factors affecting control of examination malpractices in private and public universities.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Introduction

This chapter presents the summary of major findings emanating from data analysis concerning the four objectives that informed the study. The summary, conclusions and recommendations are derived from study findings indicated in the analysis of each objective and inferences emanating from the three hypotheses which were tested. Also, suggestions for further research are presented for future scholarly studies and enhancement of knowledge in the field of educational administration globally.

#### 5.2 Summary of the Study Findings

The following is a summary of the study based on the four objectives. The first objective sought to assess the prevalence of examination malpractices in universities in Kenya.

The most prevalent form of examination fraud was students carrying unauthorized materials into examination rooms as shown by 50.4% of respondents. University examination systems were safe from access by students as indicated by 81.7% of respondents. This implies that university examination preparation and administration are safe from students' interference. The processing of examinations was free from leakage or any other form of access by students as shown by 84.5% of respondents. Invigilators and other examination officers managed time well during the process and administration of university examinations. There were no significant mean differences in prevalence of malpractices between male and female students. This implies that both male and female

university students have the tendency to be involved in examination malpractices, hence the need to pay attention to both gender during examination administration.

The second objective sought to Assess the adherence by universities to the examination regulatory frameworks in Private and Public universities in Kenya. Rules and regulations as provided in university examination regulatory frameworks were not adhered to by universities effectively. The spacing of students in examination rooms was a problem due to congestion. However, students did not lend nor borrowed materials from their peers during examination sessions. University students were adequately prepared by lecturers to undertake examinations, and students who were not satisfied with the initial marking were given a remarking opportunity.

University examinations did not test students' application of learned knowledge but rather tested mere memorization of taught information. A large number of invigilators had questionable integrity and they did not frisk students effectively. A large number of lecturers did not report cases of examination malpractices. Students were not effectively identified as they entered into examination rooms as shown by 55.8% of respondents. The level adherence to examination regulatory frameworks in both private and public universities was largely the same, meaning both types universities need similar attention in matters of examination malpractices. The third objective sought to Examine the effectiveness of strategies used to control examination malpractices in Private and Public universities in Kenya. Punishment of culprits of examination malpractices was effective in the control of examination fraud in universities. In addition, university students were

well prepared for examinations. Time management was one of the strategies used in the management of examination malpractices in universities. Induction of students on examination rules and regulations was found to be another effective strategy used in the control of examination malpractices in universities. Apart from the ones identified, remarking of examination scripts was a strategy used to control examination malpractices among university students. Strategies used to control examination malpractices largely different in private and public universities.

The fourth objective sought to Assess the challenges affecting the control of examination malpractices in Public and Private universities in Kenya. Over-crowding of students in examination rooms was found to be one of challenges bedeviling the control of examination malpractices in universities as indicated by 66% of respondents. In addition, Shortage of examination invigilators was during examination sessions was established to be a challenge bedeviling the control of examination malpractices in universities as shown by 76.4% of respondents. The missing of marks by students after release of examination results was found to be another challenge affecting the control of examination malpractices in universities. The t-tests yielded *p*-values of 0.843, 0.922, 0.006 and 0.018 for hypotheses 1, 2, 3 and 4 respectively against the theoretical  $p=0.05$  and at  $\alpha =.05$ . Since  $p > 0.05$  for hypotheses 1 and 2, the two null hypotheses were accepted (no significant difference between the variable means), and since the  $p < 0.05$  for hypotheses 3 and 4, the two null hypotheses were rejected (significant difference between the variable means)

### **5.3 Conclusions of the Study**

Based on the study objectives the following conclusions were drawn; examination malpractices prevailed in universities. The most prevalent forms of examination malpractices that were identified were-: carrying of unauthorized materials to examination rooms and copied information from others in exam rooms. Based on the second objective, the study concluded that rules and regulations as provided in university examination regulatory frameworks were not adhered to by universities effectively as indicated by the lack of sufficient spacing in examination rooms, failure of effective identification of students as they entered examination rooms.

From the third objective, it was concluded that the most effective strategies used to control examination malpractices were; proper preparation of students for examinations, time management during examinations, and proper induction of students on examination rules and regulations. On the other hand, the study concluded that students were not effectively frisked as they entered examination rooms, students carried electronic devices like phones and they went into examination rooms and examinations did not test students' the application of learned knowledge, but rote memory of information. Based on the fourth objective, The fourth objective, the study concluded that there were a number of challenges that affect the mitigation of examination malpractices as indicated by failure of lecturers to report cases of examination malpractices for necessary action, However, overcrowding of students in examination rooms, insufficient number of invigilators in examination rooms during examinations, failure to adhere to examination timetables, and the missing of marks by students.

## **5.4 Recommendations**

Based on the conclusions of the study the study, the following recommendations were made for practice, policy and improvement.

- i) The Commission for University Education should tighten quality assurance supervision which ensure students are well prepared for examinations by maximum class attendance to curb examination malpractices caused by lack of preparedness.
- ii) The Ministry of Education should formulate a clear policy that ensures all universities have residential guiding and counseling services for students on matters concerning examinations and effects of examination dishonesty.
- iii) University academic registrars should enhance students' adherence to examination rules and regulations and punishment of culprits of examination malpractices.

## **5.5 Suggestions for Further Research**

Based on the finding, the study suggested the following areas for further research.

- i. Effectiveness of private universities' examinations management strategies: a case of Kenya.
- ii. Relationship between university examinations malpractices and work performance of graduates.
- iii. Assessment of reporting of university examination outcomes: A case of Public and Private Universities in Kenya.

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## APPENDIX I: INTRODUCTION LETTER

Meshack Ambani  
P.O Box 10-60401,  
Chogoria

### **TO: WHOM IT MAY CONCERN:**

I am a Doctor of Philosophy student at Karatina University, Kenya. I am undertaking research on; **‘Effectiveness of University Examinations Management Strategies in Mitigating Examination Malpractices in Kenya’**. Your University has been selected for this study. The study will contribute towards the improvement of the reliability and credibility of university examinations in Kenya. I wish to inform you that you have been selected to take part in this important study and request that you give your sincere opinion to facilitate the achievement of the objectives. Please do not write your name anywhere in this questionnaire. The gathered information will be treated confidentially and you will not be identified or be mentioned in any documentation about this research. Please note that there is no correct or incorrect answer, so give your opinion on all questions. Any blank spaces left will invalidate the entire questionnaire. Kindly, fill all the sections.

I am indeed grateful that you can offer your time by taking part in this research.

Yours Sincerely,

Mulongo, Meshack Ambani.

## APPENDIX II: QUESTIONNAIRE FOR STUDENTS

Dear respondent,

I am a PhD student undertaking a study on; **‘Effectiveness of University Examinations Management Strategies in Mitigating Examination Malpractices in Kenya’**. Kindly respond to the items listed below. The information that you give will only be used for this study and no other function. Do not write your name anywhere in this questionnaire.

Your responses will be treated with the utmost confidentiality. Use either {√} or {X} where applicable in the spaces provided.

### Section A: Demographic details

Please respond to the statements below.

1. Indicate your gender

Male { } Female { }

2. Indicate your University classification

Public { } Private { }

3. Indicate your years of work experience

Years: { } 0-5 years { } 5-10 years { } 10-15 years { } above 15 years { }

### Section B: objective 1- Prevalence of examination malpractices among male and female students in universities in Kenya.

Using the scale where 1=Strongly Agree =Agree, 3=Undecided, 4=Disagree and 5=strongly Disagree, indicate your opinion regarding the statements below.

S.No	Statement	1	2	3	4	5
1	Students carry unauthorized materials to examination rooms					
2	Students attempt to refer/copy information from in exam rooms					
3	Students giraffe on others during examinations					
4	Students obtain/ hack University examination systems to change their marks					
5	Students write notes on their bodies (thigh, hands, palm etc).					
6	Students get leakage of examinations					
7	Students write examinations beyond the stipulated time					
8	Students make uncalled for visits to toilets rooms during examination sessions in					
9	Students are awarded undeserved grades by lecturers in this university					
10	Both male and female students engage in examination cheating in this university					

**Section C: Objective 2-Adherence to the regulatory framework in the management of examination malpractices**

Using the scale, where 1=Strongly Agree= 2 Agree, 3=Undecided, 4=Disagree and 5= Strongly Disagree, indicate your opinion regarding the statements below.

S.N	Statement	1	2	3	4	5
1	Examinations are conducted according to rules and regulations					
2	There is the proper spacing of students in examination rooms					
3	No lending or borrowing of materials is allowed during examinations					
4	Writing is not allowed on examination papers					
5	Students sign attendance lists during examinations					
6	Students submit scripts to invigilators personally and sign					
7	Students are not allowed to move unless accompanied					
8	Students are not allowed into the exam room 15 minutes after start or end of exams					
9	There is an effective identification of students before exams start					
10	No talking is allowed during examinations					

**Section D: Objective 3-Strategies used to control examination malpractices in Private and Public universities in Kenya.**

Using the scale where 1= Strongly Agree, 2= Agree, 3= Undecided, 4= Disagree 5 Strongly Disagree, indicate your opinion regarding the statements below.

S.No	Statement	1	2	3	4	5
1	Students are strictly invigilated during examinations					
2	Students who engage in malpractices are seriously punished					
3	Students can request for remarking in case not satisfied with initial marking					
4	Students are properly prepared for examinations during teaching					
5	Examinations set the test on the application of knowledge as opposed to memory					
6	Invigilators exercise high levels of integrity during examinations					
7	Students are frisked as they enter examination rooms					
8	Invigilators stick to time provided during examinations					
9	Students are inducted on examination rules					
10	Students do not carry electronic devices to examination rooms					



**Section E: Objective 4- challenges facing control of examination malpractices by universities in Mount Kenya region**

.Using the scale, where 1 is Strongly Agree 2 Agree, 3 Undecided, 4 Disagree and 5 Strongly Disagree, indicate your opinion regarding the statements below.

S.No	Statement	1	2	3	4	5
1	Lecturers report cases of examination malpractices					
2	There is crowding of students in examination rooms					
3	There is no sufficient spacing of students in examination rooms					
4	There is an adequate number of invigilators in examination rooms					
5	Lack of secure examination system that is vulnerable to hacking					
6	Students carry examination materials out of examination rooms					
7	Students bribe lecturers to pass in examinations					
8	Students are aware of regulations governing examinations in this university					
9	Examinations are not done as per the exam time table put in place by the university					
10	There is no problem of missing marks after examinations are done					

Thank you

### **APPENDIX III: INTERVIEW SCHEDULE FOR ACADEMIC REGISTRARS**

Dear respondent,

I am a PhD student undertaking a study on; **'Effectiveness of University Examinations Management Strategies in Mitigating Examination Malpractices in Kenya'**. Kindly respond to the items listed below. The information that you give will only be used for the purpose off the study and no other function. Do not write your name anywhere in this questionnaire. Your responses will be treated with the utmost confidentiality.

1. What is your opinion about the involvement in examination malpractices when male male and female students are compared?
2. Which are the challenges of examination malpractices that prevail in your institution? Briefly explain.
3. What is your view about the adequacy of examination regulations as control measures against examination malpractices? Kindly explain.
4. Give your opinion about the effectiveness of examination control strategies in your institution
5. Mention some difficulties that universities that go through in their fight against examination malpractices?

**APPENDIX IV: SAMPLING TABLE**

N=Population, S=Sample

<b>N</b>	<b>S</b>	<b>N</b>	<b>S</b>	<b>N</b>	<b>S</b>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	224	8000	367
130	97	650	241	9000	368
140	103	700	248	10000	375
150	108	750	254	15000	370
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

Source: Kathuri & Pals (1993)

## APPENDIX V: RESEARCH AUTHORIZATION LETTER



### NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: 020 400 7000,  
0713 788787,0735404245  
Fax: +254-20-318245,318249  
Email: dg@nacosti.go.ke  
Website: www.nacosti.go.ke  
When replying please quote

NACOSTI, Upper Kabete  
Off Waiyaki Way  
P.O. Box 30623-00100  
NAIROBI-KEN

Ref. No. **NACOSTI/P/17/22962/19546**

Date: **10<sup>th</sup> October, 2017**

Meshack Ambani Mulongo  
Karatina University  
P.O. Box 1957-10101  
**KARATINA.**

#### **RE: RESEARCH AUTHORIZATION**

Following your application for authority to carry out research on *“Mitigation of examination malpractices in assessment of students in universities in Kenya,”* I am pleased to inform you that you have been authorized to undertake research in **selected Counties** for the period ending-**9<sup>th</sup> October, 2018.**

You are advised to report to **the County Commissioners and the County Directors of Education, selected Counties** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit a **copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

A handwritten signature in blue ink, appearing to read 'G. Kalerwa', is positioned above the printed name of the Director-General/CEO.

**GODFREY P. KALERWA MSc., MBA, MKIM  
FOR: DIRECTOR-GENERAL/CEO**

Copy to:

The County Commissioners  
Selected Counties.

The County Directors of Education  
Selected Counties.


## APPENDIX VI: RESEARCH PERMMIT

**THIS IS TO CERTIFY THAT:**  
**MR. MESHACK AMBANI MULONGO**  
of **KARATINA UNIVERSITY, 0-60401**  
**CHOGORIA**, has been permitted to  
conduct research in **Embu , Kirinyaga ,**  
**Meru , Nyeri , Tharaka-Nithi Counties**

Permit No : **NACOSTI/P/17/22962/19546**  
Date Of Issue : **10th October, 2017**  
Fee Recieved : **Ksh 2000**

on the topic: **MITIGATION OF**  
**EXAMINATION MALPRACTICES IN**  
**ASSESSMENT OF STUDENTS IN**  
**UNIVERSITIES IN KENYA**


for the period ending:  
**9th October, 2018**


  
Applicant's  
Signature

  
  
Director General  
National Commission for Science,  
Technology & Innovation

**CONDITIONS**

1. The License is valid for the proposed research, research site specified period.
2. Both the Licence and any rights thereunder are non-transferable.
3. Upon request of the Commission, the Licensee shall submit a progress report.
4. The Licensee shall report to the County Director of Education and County Governor in the area of research before commencement of the research.
5. Excavation, filming and collection of specimens are subject to further permissions from relevant Government agencies.
6. This Licence does not give authority to transfer research materials.
7. The Licensee shall submit two (2) hard copies and upload a soft copy of their final report.
8. The Commission reserves the right to modify the conditions of this Licence including its cancellation without prior notice.

  
REPUBLIC OF KENYA

  
National Commission for Science,  
Technology and Innovation

**RESEARCH CLEARANCE  
PERMIT**

Serial No. **A 16073**  
CONDITIONS: see back page

## APPENDIX VII: LIST OF PUBLICATIONS FROM THE THESIS

- Mulongo, M.A, Njoka J.N & Kimosop M.K. (2019) Assessment of mitigation strategies used in the management of examination malpractices by universities in Mount Kenya Region. *International Journal of Social Sciences & Educational Studies* 6, (2), pp. 1-13
- Mulongo, M.A, Njoka J.N & Kimosop M.K. (2020) Assessment of Adherence of Public and Private Universities to Examination Regulatory Frameworks in Mount Kenya Region. *International Journal of Education*, 12 (2), pp. 101-108
- Mulongo, M.A, Njoka J.N & Kimosop M.K. (2020) Prevalence of Examination Malpractices in Kenyan Universities: The Case of Male and Female Students in Mount Kenya Region. *Journal of Education Best Practices*, 4 (1), pp. 29-42

**PLATE 1: SAMPLE PLATE OF CLASS ROOM SITTING**



**PLATE 2: SAMPLE PLATE OF CLASSROOM SITTING**





**PLATE 3: TYPE OF EXAMINATION MALPRACTICES**

