

**AN INVESTIGATION INTO FACTORS THAT CONTRIBUTE TO CHEATING IN  
EXAMINATIONS IN TECHNICAL INSTITUTIONS IN CENTRAL PROVINCE, KENYA**

**BY**

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## **DEDICATION**

To my son, Leslie and my nephews, Henry and Eutyclus, for their supportive presence and comprehension that encouraged me to achieve my goal.

To my parents, Henry and Rahab, my sisters and brother, for their encouragement and support, that motivated me to continue with the work even when it was very tough.

## DECLARATION

I [mike.tlale@gmail.com](mailto:mike.tlale@gmail.com) declare that I have scrutinised and also edited the language used in this dissertation and made the necessary corrections and as well as suggestions which the supervisor and student are entitled to implement or not. Whatever, shortcomings there might be, are not my responsibility as my focus was on editing the dissertation and to make suggestions.

## DECLARATION

I hereby declare that this dissertation is my original work and has never been submitted for an award of a degree in this or any other university.

Signature: \_\_\_\_\_

A handwritten signature in black ink, appearing to read 'Jemimah Muchai', written over a horizontal line.

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## **ABSTRACT**

Cheating in an examination is an act of deception by students to gain unfair advantage over others by using unauthorized materials and information. There is a significant increase in test cheating, unpermitted student collaboration and an increased prevalence of chronic cheating (The Standard, 9<sup>th</sup> March 2012). Among those who cheat are students in technical institutions, where there is recurrence of cheating in the internal examinations. Some studies identify factors such as the following, that contribute to cheating: students learning from a dishonest society (Marks, 2003:135), poor teaching, poor learning environment and lack of facilities (Korbs,2009:2), an education system that is concerned about performance, poor time management (Carrol, 2006), lack of effective study habits (Chinamase et al. 2011) and technology (Marks, 2003). However, there is no readily available information on factors that contribute to cheating in technical institutions. The purpose of this study was to investigate factors that contribute to cheating in internal examinations, methods used in cheating and reasons for students to cheat; and the main aim was to devise and recommend strategies that can be applied to curb cheating in examinations in technical institutions in Central Province, Kenya.

The 22 study participants (n=22) were selected from two technical institutions in Central, Kenya. The participating institutions were purposively selected and from them the participants were randomly selected. The participants comprised of 16 students who had either cheated or knew some students who had cheated in examinations, 4 lecturers who were directly involved in examination administration and 2 examination officers who provided documents collected previously on cheating. A qualitative case study was used to collect data. The data was collected using observation method, structured interviews and document analysis. The data collected through interviews were then transcribed and grouped into categories guided by research questions and reviewed literature.

The results of the study show several factors that contribute to cheating. These are: contextual factors such as class attendance, lecturer-student interactions, poor invigilation, and lack of adequate facilities. The participants raised the following suggestions on how cheating may be curbed: strict supervision of examination, provision of adequate facilities, and frequent administration of tests and assignment. Recommendations on measures to be applied were presented along with suggestions for further research in this area.

**Key terms: Investigation, factors, contribute, cheating, examinations, technical, institutions, central province, and Kenya.**

## **ABBREVIATIONS AND ACRONYMS**

**Examination:** Examination

**GCSE:** General Certificate of Secondary Education.

**GPA:** Grade Point Average.

**HOD:** Head of Department

**K.C.S.E.:** Kenya Certificate of Secondary Education.

**KNEC:** Kenya National Examinations Council.

**SPSS:** Statistical Package for Social Sciences.

**TIVET:** Technical, Industrial, Vocational and Entrepreneurship Training.

**TIQUET:** Total Integrated Quality Education and Training.

**TPB:** Theory of Planned Behaviour.

## **LIST OF TABLES**

Table 1: summary of results

Table 2: Participant characteristics (students)

Table 3: Participant characteristics (lecturers)

## **LIST OF FIGURES**

Figure 1: Map of Kenya showing Central Province

Figure 2: Model of Expectancy Theory showing the probability a particular outcome will follow a particular action

Figure 3: Model of the Theory of Planned Behaviour showing rational decision the student makes to engage in cheating behaviour

# Table of Contents

|   |      |
|---|------|
| ACKNOWLEDGEMENT .....   | ii   |
| DEDICATION .....  | iii  |
| DECLARATION .....   | iv   |
| ABSTRACT.....   | vi   |
| ABBREVIATIONS AND ACRONYMS .....  | vii  |
| LIST OF TABLES.....   | viii |
| LIST OF FIGURES.....  | ix   |
| 1.1 BACKGROUND TO THE STUDY.....  | 1    |
| 1.2 STATEMENT OF THE PROBLEM .....  | 3    |
| <u>1.3</u> THE PURPOSE AND THE RATIONALE OF THE STUDY.....                | 4    |
| 1.4 THE AIMS AND OBJECTIVES OF THE STUDY .....                            | 4    |
| 1.4.1 The main aim of the study .....                                     | 4    |
| 1.4.2 The objectives of the study.....                                    | 5    |
| 1.5 THE MAIN RESEARCH QUESTION AND THE SUBSIDIARY RESEARCH QUESTIONS..... | 5    |
| 1.5.1 The main research question is; .....                                | 5    |
| 1.5.2 The subsidiary research questions are;.....                         | 5    |
| 1.6 SIGNIFICANCE OF THE STUDY .....                                       | 5    |
| 1.7 DELIMITATIONS OF THE STUDY.....                                       | 6    |
| 1.8 SCOPE OF THE STUDY.....   | 7    |
| 1.9 DEFINITION OF CONCEPTS AND OPERATIONAL TERMS.....                     | 7    |
| 1.9.1 Definition of Title and Concepts .....                              | 7    |
| 1.9.1.1 Definition of concepts.....                                       | 7    |
| 1.9.1.2 Definition of operational concepts .....                          | 9    |
| 1.10 STUDY LOCALE .....   | 13   |
| 1.11 DATA COLLECTION PROCEDURES .....                                     | 13   |

|  |    |
|--|----|
| 1.11.1 Participant Observation .....   | 14 |
| 1.11.2 Document Analysis.....  | 14 |
| 1.11.3 In-depth Interviews.....  | 14 |
| 1.12 RESEARCH METHODOLOGY AND DESIGN .....   | 15 |
| 1.12.1 Research Methodology .....  | 15 |
| 1.12.2 Research Design .....   | 16 |
| 1.12.2.1 Purposive Sampling.....   | 17 |
| 1.12.2.2 Ethical Considerations.....   | 18 |
| 1.13 VALIDITY AND RELIABILITY .....  | 19 |
| 1.14 CHAPTERS DIVISION .....   | 19 |
| CHAPTER TWO: THE SOURCES THAT CONTRIBUTE TO THE PROBLEMS POSED BY THE SCOURGE OF CHEATING IN EXAMINATION ..... | 21 |
| 2.1 INTRODUCTION.....  | 21 |
| 2.1.2 TECHNICAL INSTITUTIONS.....  | 25 |
| 2.1.3 INTERNAL EXAMINATIONS.....   | 27 |
| 2.2 FACTORS THAT CONTRIBUTE TO CHEATING IN EXAMINATIONS.....   | 27 |
| 2.2.1 SOCIETAL FACTORS .....   | 28 |
| 2.2.2. EDUCATION SYSTEM FACTORS .....  | 28 |
| 2.2.3 PERSONAL CHARACTERISTIC FACTORS .....  | 31 |
| 2.2.4 CONTEXTUAL FACTORS .....   | 33 |
| 2.3 METHODS USED TO CHEAT .....  | 34 |
| 2.4 THE PURPOSE OF CHEATING IN EXAMINATIONS.....   | 35 |
| 2.5 STRATEGIES OF CURBING CHEATING.....  | 37 |
| 2.6 THEORETICAL FRAMEWORK .....  | 38 |
| SUMMARY.....   | 41 |
| CHAPTER THREE: METHODOLOGY OF DATA COLLECTION .....  | 42 |

|           |   |     |
|-----------|---|-----|
| 3.1       | INTRODUCTION .....  | 42  |
| 3.2       | DATA FROM OBSERVATION SESSIONS.....                           | 43  |
| 3.3       | DATA FROM DOCUMENT ANALYSIS.....                              | 51  |
| 3.4       | DATA FROM THE INTERVIEWS .....                                | 53  |
| 3.4.1     | STUDENT INTERVIEWS .....                                      | 54  |
| 3.4.2     | DATA FROM THE LECTURERS' INTERVIEWS .....                     | 83  |
|           | Summary .....   | 95  |
|           | CHAPTER FOUR: DATA ANALYSIS, INTERPRETATION AND FINDINGS..... | 96  |
| 4.1       | INTRODUCTION .....  | 96  |
| 4.2       | RESULTS.....  | 101 |
| 4.2.1     | DEMOGRAPHIC DATA.....   | 104 |
| 4.2.2     | OBSERVATION RESULTS.....                                      | 107 |
| 4.2.3     | DOCUMENT ANALYSIS RESULTS.....                                | 110 |
| 4.2.4     | RESULTS OF THE INTERVIEWS.....                                | 111 |
| 4.2.4.1   | Factors that contribute to cheating.....                      | 112 |
| 4.2.4.1.1 | Contextual factors.....                                       | 112 |
| 4.2.4.1.2 | Personal characteristics .....                                | 118 |
| 4.2.4.1.3 | Social factors .....  | 121 |
| 4.2.4.2   | Methods used in cheating.....                                 | 122 |
| 4.2.4.2.1 | Individual cheating methods.....                              | 122 |
| 4.2.4.2.2 | Collaborative methods.....                                    | 124 |
| 4.2.4.2.3 | Technology .....  | 125 |
| 4.2.4.3   | Purpose of cheating in examinations.....                      | 126 |
| 4.2.4.3.1 | Fear of failure.....  | 126 |
| 4.2.4.4   | Measures to take to prevent cheating.....                     | 128 |

|  |     |
|--|-----|
| 4.2.4.4.1 Examination administration.....                              | 128 |
| 4.2.4.4.2 Course coverage.....   | 130 |
| 4.2.4.4.3 Communication.....   | 131 |
| 4.3 INTERPRETATION AND FINDINGS.....                                   | 134 |
| 4.3.1 INTRODUCTION.....  | 134 |
| 4.3.2 Factors that contribute to cheating in internal examination..... | 135 |
| 4.3.3 Methods used for cheating.....                                   | 142 |
| 4.3.4 Reasons for cheating in internal examinations.....               | 143 |
| 4.3.5 Strategies to curb cheating.....                                 | 144 |
| Summary.....   | 147 |
| CHAPTER FIVE: CONCLUSIONS, LIMITATIONS AND RECOMMENDATIONS.....        | 149 |
| 5.1 CONCLUSION.....  | 149 |
| 5.2 LIMITATION OF THE STUDY.....                                       | 150 |
| 5.3 RECOMMENDATIONS.....   | 151 |
| BIBLIOGRAPHY.....  | 154 |
| APPENDICES.....  | 163 |
| APPENDIX A: LETTER TO THE PRINCIPAL.....                               | 163 |
| APPENDIX B: INFORMED CONSENT FORM.....                                 | 165 |
| APPENDIX C: INTERVIEW SCHEDULE FOR THE LECTURERS.....                  | 167 |
| APPENDIX D: INTERVIEW SCHEDULE FOR THE STUDENTS.....                   | 169 |
| APPENDIX E: OBSERVATION SCHEDULE.....                                  | 171 |
| APPENDIX F: DOCUMENT ANALYSIS FORM.....                                | 174 |

## **CHAPTER ONE: Factors that contribute to cheating in examinations in technical institutions**

### **1.1 Background to the study**

Technical Institutes are middle level colleges which offer technical education to students who have not obtained the minimum requirement for University admission at C+ (Session paper, 2012:10). The programmes offered take two years in certificate courses and three years in diploma courses. Students studying craft courses take shorter time since they are employed as operatives while those studying for diplomas are employed as technicians with a supervisory role (Ngerechi, 2003:4). Cheating is a form of stealing, which results in the cheater attaining recognition and grades that he or she does not deserve. It is an act of obtaining or attempting to obtain, or aiding another person to obtain academic credit for work by use of dishonest, deceptive or fraudulent means (Pavela, 1997; Blankenship & Whitley, 2000 as cited by Lambert et al., 2003, Cizek, 1999:3).

Cheating has become an epidemic in our country. According to Centre of Academic Integrity (<http://www.academiintegrity.org>), there is a significant increase in test cheating, unpermitted student collaboration and an increased prevalence of chronic cheating. At the end of the term when the end-of-term examination marks are submitted, there are always cases of students who either cheated in the tests given during the term or at the end-of-term examination, reported. Cases of cheating are reported every term by teachers who catch students with relevant materials during continuous assessment tests (Aullo, 2004 as cited by Nyandoro, 2008:43). There are other cases of students who are not caught red-handed but reported to the principals or heads of departments through the suggestion box.

Majority of student cheaters are usually caught cheating in the subjects they perceive to be difficult (Diekhoff et al 1996, Lambert et al 2003). Students who cheat are either caught in possession of written materials in the form of crib notes, with written notes on the desks, copying from each other's work, or with formulas written on their calculators (Nyandoro,

2008:39, Adhola 2009:10). The problem is specifically rampant during the end-of-stage examination, which is administered at the end of the year in each course. Those who pass the end-of-stage examination move to the next level while those who fail are made to seat for supplementary examination or forced to repeat the course. These consequences make those who are not well prepared to cheat in order to pass and move to the next level.

Examinations are used to assess and evaluate whether the right knowledge has been acquired or not, through weekly tests, terminal tests, mock examinations and national examinations administered at the end of a given course. Wanyande (1988) as cited by Muccheke (2006:1) states that the objectives of giving examinations are to aid institutions, organizations or any other interested party in selecting suitable candidates for a given job and selecting candidates for further studies. In Kenya, the Kenya National Examinations Council (KNEC) is the body that is responsible for development, administration, marking and processing of examinations done in all national schools and colleges below the University education( KNEC Bill 2012:6-11).

The council has set rules and regulations, which govern the administration of examinations. The rule against cheating states that, “a candidate who copies from another, communicate with another, is in possession of textbook, electronic device or material in examination room or receives external assistance without lawful authority shall be disqualified from taking the entire examination, or if the paper has been done, it will be cancelled by the council and the candidate may be prohibited from taking an examination for a period not exceeding three years” (KNEC Bill, 2012:25). Despite the legal framework, examinations irregularities have occurred with every administration and release of Kenya Certificate of Secondary Education (KCSE) and Kenya Certificate of Primary Education (KCPE) examinations.

This has become a widely debated subject by the general public. Wanyande (1988) as cited by Muccheke (2006:2) contends that the debate picks up every year in the period before examinations are taken by school candidates and reaches its peak soon after the examinations results have been made public by the Ministry of Education. There are reports in daily newspapers that allege that the examination questions have leaked and students are said to be buying real examination papers even before they sit for the papers (Saturday Standard, 25<sup>th</sup>

October, 2008). When the results are announced, there would also be reports implicating students who cheated in examinations and whose results were cancelled. For instance, “in 2006 and 2007, more than 20 centers’ results were cancelled showing the magnitude of the problem. In 2010, results for 534 candidates were cancelled due to cheating.” (Daily Nation, 2011).

While this study is about cheating in examinations at the Technical College level of education; the truth is that the problem of cheating in Kenya is not only confined to secondary schools and primary schools, but it is also rampant at universities and colleges. Cheating in examinations has brought a great concern in many institutions in general, and as a result propels them to investigate factors that cause this endemic problem.

## **1.2 Statement of the problem**

The problem around which the study revolves concerns cheating in internal examinations by learners of technical institutions in the central region of Kenya.

Despite the fact that many institutions have examination policies that give information on consequences of cheating in examination, there has been recurrence of cheating in the internal examinations in Technical Institutions. Education by its nature and purpose is meant to teach students to be good citizens by developing in them a good character based on sound morals that would enable them to play a constructive role in their society. However, this is totally undermined when cheating in examinations is allowed to take place without serious consequences. In reality, cheating does not allow the teacher to know whether the students have understood the course content and therefore the teacher is not able to correct the gaps in student learning by re-teaching current students and when preparing notes to teach future students (Nyandoro, 2008:17).

Cheating is very costly because of the consequences it has on all affected. Furthermore, it affects the students and the entire department’s morale, and the reputation of the affected institutions as the public loses confidence in the education programmes offered in technical institutions (Nyandoro 2008:18, Knowledge,2004 as cited by Simkin and McLeod,2009:1)). It

wastes time as teachers have to sit and discuss the problems associated with cheating because those caught cheating have to be dealt with (Nyandoro 2008:18; Chinamasa et al 2011:89).

Generally speaking, there has been wastage of resources for parents who end up paying extra cash when children are suspended and consequently forced to retake courses as a result of cheating( Nyandoro 2008:17; Chinamasa et al 2011:89). Students who cheat at colleges will end up cheating at their workplace when employed and when caught they will consequently lose their jobs. In conclusion, cheating has become a big challenge in many institutions and the problem is that factors causing internal examinations cheating are not well understood and as such the problem persists. It is therefore necessary to investigate the causes, nature and purpose of cheating with the aim of coming up with solutions for curbing the vice.

### **1.3 The purpose and the rationale of the study**

The primary purpose is to investigate factors that contribute to cheating in the examinations in Technical Institutions in Central Province, Kenya. The secondary purpose is to engage all the involved stakeholders in searching for a solution to this problem because from existing research there is no available information on factors contributing to cheating in technical institutions. The rationale is to show stakeholders the ugly side of cheating so they can on their own work towards its eradication. Finally, it is to empower all concerned to stop cheating as it does not contribute academically and vocational the growth and development of the learners.

### **1.4 The aims and objectives of the study**

#### **1.4.1 The main aim of the study**

The main aim of this study is to investigate factors that contribute to the recurrence of the scourge of cheating during examinations in the Technical College.

### **1.4.2 The objectives of the study**

- (a) To determine how cheating takes place especially in the examinations in Technical College in Central Region, Kenya.
- (b) To examine the methods used in cheating in the examinations in Technical College in Central Region, Kenya.
- (c) To investigate the reasons for cheating in the examinations in Technical College in Central Region, Kenya.
- (d) To enquire from the stakeholders into how cheating in internal examinations can be curbed in Technical College in Central Region, Kenya.

## **1.5 The main research question and the subsidiary research questions**

### **1.5.1 The main research question is:**

What are the factors that promote cheating in the examinations in technical institutions in central region of Kenya?

### **1.5.2 The subsidiary research questions are:**

- (a) What are the methods used by students to cheat in the examinations in Technical College in Central Region, Kenya?
- (b) What are the reasons that lead to cheating in the examinations?
- (c) How can cheating in the examinations be curbed?

## **1.6 Significance of the study**

The researcher hoped the study would benefit the Kenya National Examinations Council (KNEC) by coming up with effective solutions to stop the problem of cheating in the National Examinations, thereby ensuring credibility in the examination system. The study would

furthermore benefit the Ministry of Higher Education, Science and Technology in the formulation of examination policies concerning students' selection for career fields and promotion to higher levels of learning; and regarding fair distribution of resources for examinations. The study would also benefit individual institutions in formulating preventive measures that can be put in place to curb the problem of cheating. It was also hoped that the study would help unearth new insights, which would stimulate further research.

### **1.7 Delimitations of the study**

The study limited itself only to those Technical Institutions found in Central Province, Kenya. For more conclusive results, Technical Institutions in all provinces should have been studied but that was not possible due to financial and logistic constraints such as accessibility, cost, manageability and a limited time given to completing a Masters' Degree.

Cheating may be treated with caution and viewed with suspicion by the participants therefore the information, which was obtained may not be wholly reliable for fear that it could be used against them (Mucheke, 2006:7). The participants may have modified, falsified or withheld some crucial information for fear that the information may affect their future examination results.

There is limited literature on cheating in examinations in Kenya, particularly on National and internal examinations. This is owing to the fact that it is not easy to capture the opinions of stakeholders due to the confidentiality nature of the information. From literature review it is clear that a lot has been done on cheating but not at the Technical College level. Again there are researchers in Kenya too who have reported on this topic but in other areas and not on the Technical College phase of education and this makes the present research to be unique and first of its kind in Kenya.

## **1.8 Scope of the study**

The study was conducted in Technical Institutions in Central Province, Kenya. It involved Heads of Departments, teachers and students in second year for Certificate level and third year for Diploma level.

Teachers and students included in the sample were those in session at their respective institutions by the time the study was conducted because they were the ones who were involved in examinations and available to give the information required.

## **1.9 Definition of concepts and operational terms**

### **1.9.1 Definition of Title and Concepts**

The research title is based on the topic of cheating that has become a major problem in Technical Institutions in Kenya, but with special reference to the Central Region whose capital is Nyeri.

#### **1.9.1.1 Definition of concepts**

**Investigation:** To discover and examine all the facts about something; to try to discover the facts about somebody's character, background, political views; to try to discover facts, information by study or research ( Oxford Advanced Learner's dictionary of current English, 1997:629). The researcher searched for information on cheating through interviewing participants, observations and analysis of available data, in an attempt to uncover and identify factors that cause cheating in examinations.

**Factors:** Any of the circumstances or aspects that cause or exert influence on something, that may lead to a change; the amount by which something increases or decreases (Oxford Advanced Learner's dictionary of current English (1997:414). Several factors such as lack of

confidence, poor invigilation, absenteeism, poor time management, and lack of adequate facilities, were identified in this study.

**Contribution:** A factor or course of action that help cause something; the action of contributing (Oxford Advanced Learner's dictionary of current English, 1997:252). For example, factors playing a part in a cheating phenomenon.

**Cheat:** To trick or deceive somebody; to act dishonestly or unfairly in order to gain an advantage especially in a game or an examination (Oxford Advanced Learner's dictionary of current English, 1997:189). Cheating in this study includes use of crib notes and other written materials, copying from friends, and use of cell phones and calculators to check information relevant to the examination question paper, in order to gain an unfair advantage in an examination.

**Examination:** A formal test of somebody's knowledge or ability in a particular subject especially by means of written questions, oral questions or practical exercises; the action of inspecting something/somebody in detail (Oxford Advanced Learner's dictionary of current English, 1997:398). This study aimed at investigating or examining factors that cause cheating during the end of term and end of stage examinations.

**Technical:** Of or involving applied and industrial sciences; of a particular subject, art or craft, or its techniques; practical skills and methods used to do an activity such as art, a craft or a sport (Oxford Advanced Learner's dictionary of current English, 1997:1226; Collins Cobuild Advanced dictionary of English, 2009). The researcher was interested in interviewing students who were studying courses that would instil in them skills to be used in their field of study, which means technical skills.

**Institution:** An organization established for social, educational, religious purpose. (Oxford Advanced Learner's dictionary of current English, 1997:619). In this study, institution refers to the two technical institutions where the data was collected in order to provide insight into the problem.

**Central Province:** The central region of the country of Kenya governed by a provincial commissioner. It covers an area of 13,191 km<sup>2</sup> and is located to the north of Nairobi and west of Mt. Kenya. The provincial capital is Nyeri. Refer to the map in figure 1 below.

**Kenya:** Republic of Kenya is a country in East Africa that lies on the equator with the Indian Ocean to its south-east; it is bordered by Tanzania to the south, Uganda to the west, South Sudan to the north-west, Ethiopia to the north and Somalia to the north-east. The country is named after Mt. Kenya and its capital and largest city is Nairobi. Refer to the map in figure 1 below.

### **1.9.1.2 Definition of operational concepts**

**Artisan:** A worker who is skilled at making things; skilled person with a thorough knowledge of techniques which are needed to do a job with efficiency in a specific trade (Oxford Advanced Learner's dictionary of current English, 1997:57; Thesaurus).

**Cancelled results:** These are examination results that have not been released owing to individuals or schools' involvement in cheating (KNEC Bill 2012:25). In a case where a student is found with materials that could aid him or her in answering the question paper, his or her answer sheet is not awarded any marks, thus terming it cancelled.

**Certificate Level:** These are courses offered to students who acquire grade D+ and D plain in K.C.S.E. (KNEC Bill 2012:5, KIE 2006: iii).

**Continuous Assessment:** A system for assessing a student's progress throughout a course of study as well as or instead of by examinations (Oxford Advanced Learner's dictionary of current English, 1997:250). Is a process of obtaining information that is used to make education decisions about students, to give feedback to the student about his/her progress, strengths and weaknesses and curricular adequacy and to inform policy ( AFT, NCME, NEA, 1990:1; Braun et al, 2006:9)

**Craftsman:** A skilled man, especially one who makes beautiful things by hand; a person who does something very well and with great attention to detail (Oxford Advanced Learner's dictionary of current English, 1997:271, Thesaurus).

**Diploma Level:** These are courses offered to students who acquire grade C- and above in K.C.S.E. KNEC Bill 2012:5, KIE 2006: IV).

**End-of-stage examination:** Examination given at the end of the year in a course before moving to the next level, they are tests devised and administered by class teachers who have taught the subject in which students are examined. They play the role of promoting students to the next year of study (Braun et al, 2006:10).

**Examination leakage:** The incident where examination papers are revealed to candidates prior to the time of sitting for the examination. Leakage in examination is where students sitting for an examination gain possession of the actual question paper or any material related to the contents of the question paper before the examination (KNEC 2012:22).

**Impersonation:** A person sitting for an examination pretending to be the candidate registered to take the examination (Oxford Advanced Learner's dictionary of current English, 1997:595; Chinamasa et al., 2011:97). The person impersonating will write a particular examination paper on behalf of another candidate. They come to write a paper that is thought to be difficult like mathematics or engineering science.

**Technical Education:** Are programs that impart skills, knowledge and attitudes to individuals preparing to take mid-level professional positions in the world of work especially in Engineering and Business disciplines (Kinuthia, 2009:11; Kerre, 1995:15). According to D'Souza (1976:33), Technical Education refers to training of craftsmen, technicians, business administrators, secretaries, and agriculturists. These technicians are prepared to take positions in the workforce of our country to close the gap that exists in the industry thus improving the economy of the country.

**Technical Institutions:** These are Technical Training Institutes and Institutes of Science and Technology that offer Technical Education to students who did not qualify to be admitted to

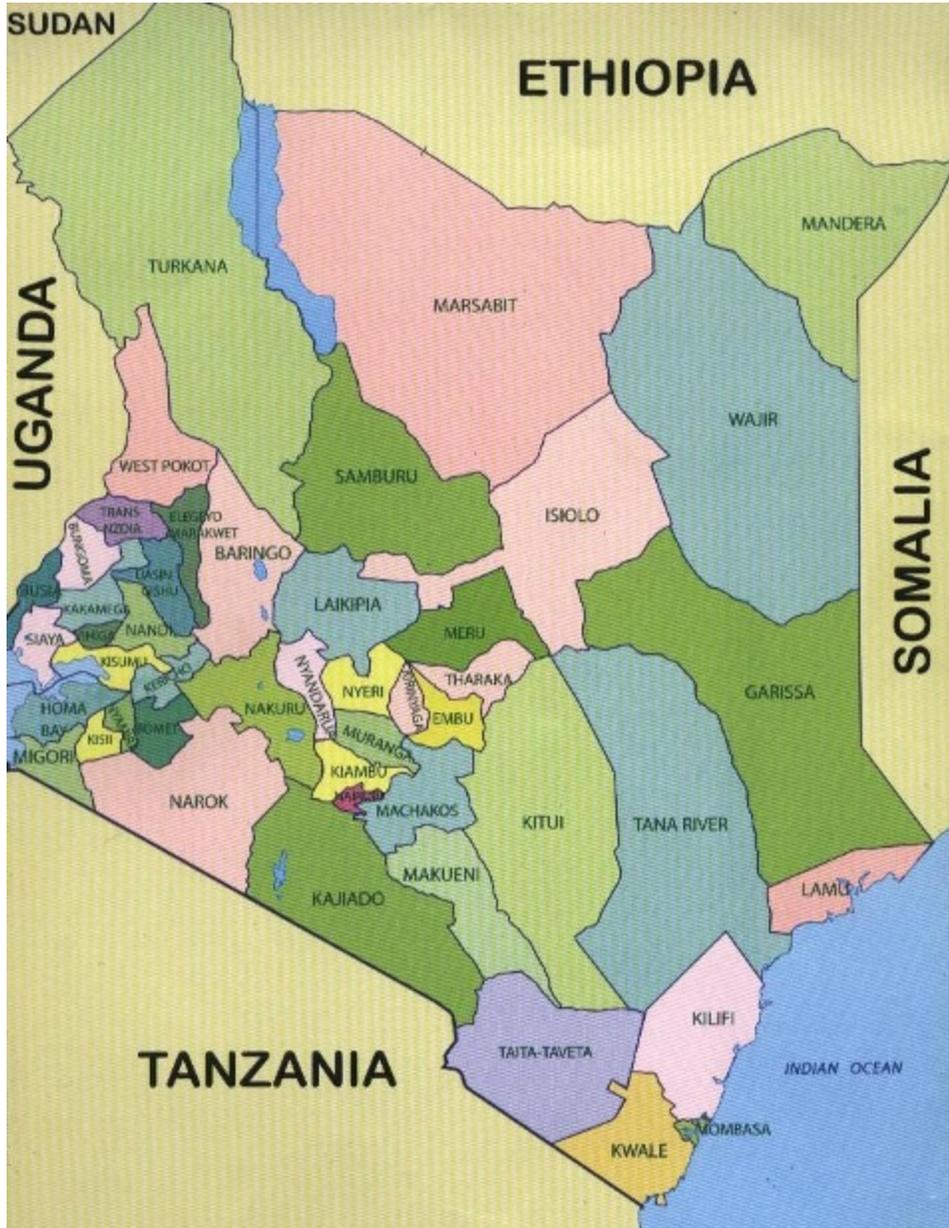
public universities. They are two or three year post-secondary school institutions, which award certificates, diplomas and higher diplomas after successful completion of relevant courses (Kinuthia, 2009:11)

**Technician:** A person who is skilled in maintaining a particular type of equipment or machinery; an expert in the techniques of a particular science or craft (Oxford Advance Learner's dictionary of current English, 1997:1226, Thesaurus).

**Vocational Training:** Programs that impart specific occupational skills and knowledge required in the world of work, training and skill needed for a particular job or profession (Collins Cobuild Advanced Dictionary, 2009). It is an education that leads to trainees acquiring practical skills, knowledge and understanding necessary for employment in a particular occupation (Ngre, 2013:2)

**FIGURE 1**

**Map of Kenya showing the 47 counties, including Nyeri and Kiambu counties.** The study was started before the new constitution was passed, by which the counties were established. Nyeri and Kiambu counties were part of Central Province.



## **1.10 Study locale**

The study was carried out in Nyeri and Kiambu Counties, formally part of the Central Province of Kenya. Singleton (1993) observes that the ideal setting for any study is one that is directly related to the researcher's interests.

The researcher found the need to carry out the study in the province for no research had been carried out on cheating in examination in Technical Institution. Singleton (1993) further argues that the ideal setting of any study should be easily accessible to the researcher. This was an important consideration given the limited time and finances at the researcher's disposal as the province was easily accessible and convenient. The province also proved to be the most suitable for the study since there are five technical institutions situated in it.

## **1.11 Data collection procedures**

The researcher sought and received the required approval from the University's Review Board. The researcher visited the potential institutions two weeks before the study was carried out to seek permission to carry out the study from the Principals. Each principal introduced the researcher to the Examination Officer in charge of examinations. Arrangements were made regarding when the observations and interviews would be conducted.

In this study, participant observation, interviews (interactive methods) and analysis of documents (non-interactive method) were utilized to collect data that would help address the following research question and subsidiary questions, which also appear in paragraph 1.5:

Main research question;

What are the factors that promote cheating in internal examinations in technical institutions in Kenya?

Subsidiary questions:

- a) What are the methods used by students to cheat in internal examination?

- b) What are the reasons that lead to cheating in internal examination?
- c) How can cheating in internal examinations be curbed?

McMillan and Schumacher, (2001:41) posit that qualitative research design collects data in the form of words rather than numbers. The study provides a detailed narrative description, analysis and interpretation of the cheating phenomena.

### **1.11.1 Participant Observation**

According to MacMillan & Schumacher (2001:41), participant observation is an interactive technique of participating to some degree in naturally occurring situations over an extended time and writing extensive field notes to describe what occurs. Observation includes listening, asking questions and often participating in activities of the group to get firsthand experience of what daily life involves (Peil, 1995). It also includes detailed description of events, people, actions and objects in settings.

### **1.11.2 Document Analysis**

McMillan and Schumacher (2001:42) state that documents are records of past events that were written or printed. They may be anecdotal notes, letters, diaries and documents or official documents such as internal papers, written communications to various public domains, student and personnel files, program descriptions, and institutional statistical data. The research requested to be provided with documents such as crib notes which had been confiscated from students, books, warning letters indicating the decision reached by the academic committee and any other relevant material dealing with cheating in examinations.

### **1.11.3 In-depth Interviews**

An in-depth interview is a conversation with a goal (MacMillan & Schumacher, 2001:42). An interview is a special type of conversation aimed at gathering information: and it usually has a

written guide known as an interview schedule. The researcher conducted face to face Interviews with 4 lecturers and 16 students. The interviews were loosely structured according to the research questions and aimed at eliciting an in-depth account of the essences of the phenomenon of cheating in examinations (Kvale, 1996; Patton, 2002; Taylor & Bogdan, 1998).

According to Patton (2002), there are different forms of qualitative interviews. There is the semi-structured interview, which varies widely in length from a few minutes to many hours and takes place on one occasion or across many occasions; the informal or unstructured conversational interview, common as an element of participant observation. The researcher used standardized open-ended interview, which consisted of a uniform set of questions that were administered in the same order, and had fixed follow-up questions.

## **1.12 RESEARCH METHODOLOGY AND DESIGN**

This section provides a logical description of how data was collected. The selection of the research methods used in this study was based on their appropriateness to achieve the research aims and objectives and also to provide data that is relevant in answering the research questions.

### **1.12.1 Research Methodology**

Methodology that this study used is the qualitative approaches because it aimed to provide an in-depth understanding of the phenomenon of cheating. The literature sources, which were reviewed, contained a variety of approaches but in this study qualitative method was selected because it helps to understand the meanings individuals construct in order to participate in their social lives. Thus, Strauss & Corbin (1990:17) and Anderson (1987:384) define it as “a research design which emphasizes inductive, interpretive methods applied to the everyday world which is seen as subjective and socially created”. In this study, the qualitative method was regarded as an appropriate method because it discovered how respondents constructed their own meaning on cheating. Hence, according to McMillan and Schumacher (2001:395),

interactive qualitative research is an inquiry in which researchers collect data in face-to-face situations by interacting with selected persons in their natural settings.

This further strengthened the study because the social contexts were systematically examined as a whole without breaking them down into isolated, incomplete and disconnected variables. (McMillan and Schumacher, 2001:395; Bryman (2004) as cited by Devetak et al. (2010:78), Fountain (2004:2); Bouchon (2009) and Brantlinger et al. (2004:3).The research used this approach to collect data from the Heads of Departments, lecturers and the students using interview schedule. The knowledge gained through qualitative investigations was more informative, rich and offered an in-depth understanding of cheating.

### **1.12.2 Research Design**

The research design used in this study is based on a case study of the technical colleges in Central province of Kenya and it utilized research these instruments: the interview schedule, the observations and document analysis. These measures or instruments were used to find answers to the research questions posed in paragraph 1.5 and its subsections. The research questions were posed to the individuals selected in order for them to express their perspectives on the research problem. In other words, the research design was built around the main question and its subsidiary questions.

An instrumental case study design was employed to uncover the essences of the following factors that contribute to cheating: social, education system, personal characteristics and the contexts in which cheating occur. An instrumental case study is the study of a case, for example, a person, specific group, occupation, department, or an organization, to provide insight into a particular issue, redraw generalizations or build theory (Mills et al., 2010). On the other hand, McMillan & Schumacher (2001:92) state that a case study is where a researcher selects a specific case for in-depth study or where a particular situation is chosen by the researcher in which a phenomenon will be described based on participants' perceptions. The instrumental case study was also used to ascertain the actual methods used in cheating at the selected institutions, the actual purpose of cheating at the various examinations and the actual

strategies that could be used in order to curb this vice. The qualitative methods of observation, semi-structured interviews and document analysis were applied to collect data in this study.

### **1.12.2.1 Purposive Sampling**

Due to the sensitive nature of the subject, that is, cheating in examination, the study employed the purposive sampling strategy. Purposeful sampling refers to selecting information-rich cases for in-depth study (McMillan & Schumacher, 2001:400; Chinamase, 2011:94). This strategy was found suitable considering that the study is investigative; therefore, suitable participants who would provide in-depth insights were required for such special situations that required unique informative cases (Neuman, 1997). Sampling by case type approach was used where participants were chosen by the reputation they had on cheating in examination (McMillan & Schumacher, 2001:402).

The participants in this study were students in third year diploma and second year craft courses, lecturers and Heads of Departments (HODs) in technical institutions in Central Province, Kenya. Third year diploma and second year craft students were chosen because they were deemed to have stayed in the institutions long enough to be familiar with cheating there, to the extent that they could be observed and interviewed from a position of strength. The lecturers were chosen because they were directly involved in teaching, test development, administering and invigilating the examinations. They were in direct contact with the students and it was their responsibility to administer the examinations effectively. The Heads of Departments were chosen because they receive reports on cases of cheating in their departments, and they also attend academic meetings where cases of cheating are discussed. They would be in possession of documents on reported cases of cheating, and completed invigilation forms. The participants were accessed at examination venues during November 2013 end-of-term internal examinations. They were expected to have had experience and knowledge of cheating, and had witnessed cheating incidents in real examination situations.

The study participants were selected from two of the Technical Institutions situated in Central Province, Kenya; and they were 22 in number (n=22). The two institutions were selected purposively, while the rest of the sample was selected randomly. The participants comprised of 16 students who had either cheated or knew of others who had cheated in examinations, 4 lecturers who were directly involved in examination administrations and 2 Heads of Departments who provided documents collected previously on cheating. Some research reports suggest a sample size ranging from 6-30 is acceptable. Creswell, (1998:64) suggests 5-25; Morse (1994:225) suggests at least six; and Bertaux (1981:35) suggests fifteen, is an acceptable sample (Cited by Mason, 2010). The researcher believed that 22 participants would be able to supply varied, detailed and valid accounts of the situation, for the purpose of this study.

#### **1.12.2.2 Ethical Considerations**

Before the study was carried out, the researcher obtained approval from the University's Ethics Review Board in order to conduct the research. The researcher then sought permission from the Principal of each of the participating institutions through a letter requesting to be allowed to carry out her research in the institutions. The letter informed the Principal of the purpose of the study, the methods to be employed in collecting data and the participants to be required for interviews (McMillan and Schumacher, 2001:197).

The study required the researcher to inform the participants of its purpose. A comprehensive consent form, which provided the participants with an explanation of the research and the option to terminate their participation at any time with no penalty, was drawn up (McMillan and Schumacher 2001:197). It was explained clearly to the participants that they had the freedom of choice to participate or not to participate, that the information obtained from them through their responses would be kept confidential. They were assured that the data would not be linked to individual subjects by name. This was done by collecting and transcribing data anonymously using codes to denote the participants (Boruch and Cecil, 1979 as cited by McMillan and Schumacher, 2001: 198).

### **1.13 Validity and reliability**

Wiersma (1995), and McMillan & Schumacher (2001:407) state that to ensure validity and reliability in qualitative studies requires application of a good methodology. According to McMillan and Schumacher (Ibid.) the validity of qualitative designs is the degree to which the interpretations and concepts have mutual meanings between the participants and the researcher. The reliability of the study would be brought about by what the researcher records as data and what actually occurs in the setting under study. In this study, the validity was achieved through the use of a combination of methods, namely, observation, interviews and document analysis, to gain triangulation (Denzin, 1978:291; Wiersma (1995); and McMillan & Schumacher, 2001:408). Triangulation is defined by Denzin (1978:291) as the combination of methodologies in the study of the same phenomenon. Through these techniques, the researcher was able to collect extensive and comprehensive data that enabled her to adequately address the issues of cheating in examination. The researcher developed a rapport with the respondents before she started to interview them in order to enable her to gain access to data.

The researcher collected adequate data in quantity in order to confirm assertions made with the highest degree of certainty. Extensive description of data obtained from the observation sessions and the interviews was also done to ensure internal reliability. The agreement between the interview data and observation data enhanced the belief that the results were valid and not just a product of a methodological artifact (Bouchard, 1976:268).

### **1.14 Chapter division**

The study has been organized in five chapters.

- a) The foregoing chapter one has presented the introduction, the background, statement of the problem, purpose of study, aims and objectives of the research,

research questions, the significance of the study, limitations, scope, definition of operational terms, methodology and research design, validity and reliability and this chapter division.

- b) Chapter two consists of literature review. This is the overview of previous works and theoretical background on the field of study.
- c) Chapter three presents data collected through the methodology discussed in chapter one.
- d) Chapter four deals with Data analysis and interpretations. It includes tabulation and description of the data collected as presented in chapter three, which is subsequently analyzed to formulate research findings.
- e) Chapter five concludes the investigation by presenting the summary of findings and limitations of the study, conclusions reached, recommendations put forward as possible solutions; and proposals for further studies.

## **CHAPTER TWO: The sources that contribute to the problems posed by the scourge of cheating in examination**

### **2.1 Introduction**

The concept of cheating in the examination has been explained extensively in chapter one, paragraphs 1.1, 1.2 and 1.9. In this chapter an intensive discussion of cheating in the context of tests generally and external examinations in particular is dealt with in-depth. As already stated cheating in examination is constituted by the candidates' acts of gaining unfair advantage or unmerited favour over others in examination (Hornby, 1997:189). Cheating is the intentional use or attempted use of unauthorized materials, information or study aids before and during examination to attain specified standard (Nyandoro, 2008:25, 43; Pavela (1997); Blankenship and Whitley (2000) as cited by Lambert et al. (2003); Cizek (1993:3). This explanation assumes that cheating could take place before the examination is written, or during the process of writing the examination in the sense that the students may have prior knowledge of the real examination paper before sitting for it and have had time to thoroughly prepare for it or prepare crib notes to use during the examinations (Gesinde et al. 2011:277).

Cheating in examinations is a global problem; therefore, it has become a serious threat to the education systems of many countries. During the past three decades the problem concerning cheating among students has become increasingly apparent in academic institutions in USA, Europe, and Asia and in our country Kenya. In USA, McCabe (2005) in one study initiated in 2002 found that the majority of students surveyed confessed to have engaged in some form of cheating. Approximately 25% of the students admitted to have committed serious cheating in recent examinations; 50% confessed to have participated in serious acts of cheating at least once on written assignment. Maramark and Malice (1993) in their three studies found that 60% to 75% of large groups of students had cheated in their studies. The above is but a drop in the ocean with regard to the American situation; the statistics given here only serve to highlight the seriousness of the problem and not to exhaust it.

In Europe Newstead et al., (1995) found that only 12% of the respondents claimed to have never cheated. Therefore, if we subtract 12% from 100%, we remain with 88% of those who could be classified as students who cheated in the examination at one time or the other. The picture of the European situation does not reveal anything to the contrary because it shows that cheating in examinations is a real problem. Examination cheating in Kenya is increasing year by year but there has never been a study conducted to determine the percentages of cases reported, or a nationwide scientific study on cheating.

To put the problem into perspective, The Telegraph of February the 3<sup>rd</sup> (2010:36), reported that in England some 4,415 were penalized after attempting to inflate marks in General Certificate of Secondary Education (GCSE) and A-levels in the summer of 2009. Half of the students were not awarded marks and one sixth of the students were disqualified. Schools were warned after failing to follow strict requirements of examination by the Joint council of examination.

Furthermore, cheating in examination has become a lucrative business in China. According to reports from Asia Times on line of July 11,<sup>th</sup>2009 <http://www.atimes.com> and TechInAsia of June 6<sup>th</sup>, 2011 <http://www.techinasia.com>, examination cheating has become an industry where some specialize in manufacturing spy gear, some in stealing the tests question papers and others in sending students answers with wireless transmitters from outside the examination halls. In China, higher education is the only option left for poor youths to climb the social hierarchy. As such, the entrance examinations to universities for high school students are very competitive; for example in 2011, some 10.2 million high school graduates took part in college entrance examinations but only 60% of them were likely to be given places in universities across the country (Wong, 2011). This has led to fierce competition; as a result, cheating in these examinations has become even more rampant. Cheaters have turned to sophisticated means of using expensive high-technology devices like transmitters embedded in pencil erasers or watches, wireless microcell phone gadgets of the size of a bean, earplugs as thin as a vein, and high definition cameras shaped like buttons, and because of their make are able to bypass wireless shield and metal detectors (Epoch Times November 26, 2006 <http://www.theepochtimes.com>). The ministry of education has installed closed-circuit

television networks to monitor all test venues which led cheaters to use more sophisticated means. The problem has been compounded by parents, teachers and local officials aiding the students. Furthermore, there is no law against cheating in examination. Cheaters are only disciplined when caught, while those selling, buying or possessing spy-ware without authorization are sentenced to three year jail term if caught (Epoch Times staff).

Dawn.com Newspaper, 26th March 2012, <http://www.dawn.com>, reported that in India, cheating is more prevalent in private schools than in government schools, as administration of private schools wants to show good results for the purpose of attracting parents to enroll their children there. The invigilators of private schools act as silent spectators because they are all appointed at the desire of the administration while those in public schools are strict in their invigilation. The only reason why the administration of these private schools wants to display better learner performance than the government schools is that, when parents find children in private schools doing better, they will enroll their children there. The increased enrollment means the owners of private schools will gain more in revenue collected from the large numbers of students in their schools.

In Kenya, cheating has becoming the talk of the day. The Saturday Standard, October 25<sup>th</sup> (2008:14), reports the following; “Examination cheating rears its ugly head”. Some candidates sitting for K.C.S.E. examination were able to obtain question papers beforehand. This was not the first time it happened as it also happened in 2006 and 2007. According to The Standard (2nd March 2010: web page) results of 1,171 candidates were cancelled in 2008, 1,419 in 2009 and 534 in 2010. All these measures were taken as a punishment for those who were caught, and as a deterrent aimed at prospective culprits. In Home – News from around Kenya, 28 December 2011: web page, reported that the Minister of Education said that a teacher received sh810, 000 through cash transfer service M-Pesa saying he was in a position to provide answers to examination questions. The teacher was caught and appeared in court. The minister said that cheating occurred in examination centres where invigilators, supervisors and pupils colluded to gain unfair advantage. Furthermore, in 2011 KCSE examination, 2,927 candidates in 154

examination centres had their result cancelled and candidates from 18 secondary Schools out of 20 in one County were affected (The Standard, 10th March 2012:7).

It seems that the measures that had been put in place previously of canceling examination results and laying criminal charges against offenders in court have not proved to be effective in curbing the problem of cheating. As the K.C.S.E. examination of 2012 was going on, 18 students and 10 teachers were caught with relevant materials; that means teachers were colluding with students in this instance. Before the 2012 KCSE started, the President signed the new Kenya National Examination Act, which criminalizes possession of copies of examination papers by unauthorized persons before or during examination (Standard Digital News, November 9, 2012). The Act spells out stiff penalties for anyone found in possession of any materials or information purporting the content of any question paper or any other examination materials unlawfully. The offenders shall be liable for imprisonment for a term not exceeding ten years or a fine not exceeding Ksh 2 million or both.

Imprisonment of offenders and cancelling of examination results have not served their purpose as students and teachers have continued to cheat even after been informed of the strict measures to be taken. It is important for all involved to have integrity. This can be inculcated into the students from the early years of education in Primary school so that they can be guided by their moral standards and conscience as they grow. There is also a need to compile and adopt a classroom code of honour or code of conduct that would place appropriate responsibilities and obligations on the students and the teachers to prevent cheating, as recommended by McCabe, Trevino & Butterfield (1999:229). Aullo (2004), as cited by Nyandoro (2008:43) recommends concerted efforts by the administrators and students together in checking and controlling the scourge of cheating. In such cooperation, students would assist in reporting cases of cheating and the administrators would take stern actions against the offenders immediately. She also recommends maintenance of high standard of discipline in all categories of education institutions, for where there is no discipline people lose their genuine vision.

To recapitulate, as in secondary schools, the Technical Institutions in Kenya also experience the same problems of cheating by students in their internal examinations. It has become so common that every time students are taking tests, 2 to 3 cases of cheating are reported. The review of literature helped the researcher to investigate factors that lead to cheating in examinations and also how other countries deal with this problem of cheating.

### **2.1.2 Technical institutions**

Kenya became more aware of the importance of Science and Technology in social, economic and political development after it had gained independence in 1963, because the curriculum that had been offered previously did not favour the Kenyan child as it was aimed at training them for menial jobs. As a result, the government identified the need for trained manpower and development according to the report of the first commission on Education, known as Ominde Report (1964-1965). In line with some recommendations of this report, the Kenya Polytechnic and Mombasa Polytechnic were established. The Bessy Report (1972) revised the existing curriculum and introduced vocational subjects in schools to equip students with skills for the job market. Following the Bessy Report, Institutes of Technology were started. The Gachathi Report (1976) focused more on the need for research in the technical field and expansion of village Polytechnics in relation to other technical education to allow for more manpower development for self-employment. The Mackay Report (1981) recommended the conversion of technical schools into Technical Training Institutes. They were to admit graduates from the 8-4-4 system of Education which was more technically oriented.

The Koech Commission (1999) was established to look at Totally Integrated Quality Education and Training (TIQUET). It recommended an education for technological and industrial development. This is to enable the government to achieve its goals of industrialization by 2030. Most of these recommendations were, however, not implemented. The TIVET institutions were considered to be insignificant sub-sector in education system, which generated little attention or budget provisions resulting in poor infrastructure and facilities and low status overall.

The technical, Vocational Education and Training in Kenya is under TIVET which is an acronym for Technical, Industrial, Vocational and Entrepreneurship Training. The Kenya's general

election crisis of December 2007 highlighted the problems of a massive unskilled, untrained and unemployed youth population. Amidst growing poverty the government took the initiatives in skills development (Nyerere, 2009:5). This includes investment programmes within the framework of the Kenya Education Sector Support Programme 2005-2010(KESSP) as per the Session Paper No.1 of 2005 on Research.

According to KESSP the aims and purpose of TIVET in Kenya include the following:

- Involvement of stakeholders in the development of a national training strategy.
- Establishment of mechanisms and appropriate incentives to promote private sector investments in the development of TIVET for increased access.
- Provision of loans and bursaries to enhance access to TIVET, giving priority to marginalized groups, such as female students and physically challenged persons
- Establishment of a national coordinating body, namely, the Technical, Industrial, Vocational and Entrepreneurship Training Authority (TIVETA) for TIVET institutions in order to provide relevant programmes and effective management and governance.
- Mobilization of resources to rehabilitate facilities in public TIVET institutions to ensure quality training.

The government of Kenya has received a loan of 25Million units of Account (US\$ 37.2 million) from the African Development Bank (AfDB) to assist in the implementation of the KESSP-TIVET programme. The support has significantly increased capacity, enhanced quality and relevance, enhanced equity, upgraded institutions, and modernized the conditions of training and learning across a cross-section of selected public TIVET institutions (Africa Press Organization, 18<sup>th</sup> December 2008). Managers, instructors and counsellors in all the institutions have benefited from improved training, working conditions and in service training.

The objectives of TIVET system are to: Provide increased training opportunities for school leavers that will enable them to be self-supporting; develop practical skills and attitudes which will lead to income earning activities in the urban and rural areas; develop practical skills and attitudes, which will lead to income earning activities in the urban and rural areas; provide

Technical knowledge, vocational skills and attitudes necessary for manpower development; and produce skilled Artisans, Craftsmen, Technicians and Technologists for both formal and informal sectors. (Ndichu & Silsil, 2007:12-13)

These institutions offer programs that make provision for students to either take two years to attain a certificate or three years to attain a diploma. The entry Grade for certificate course is D+ (40-44) to D (35-39) and for Diploma is C-(45-49) and above. Some of the subjects done in these courses are tough especially those that involve calculation, and because of the low entry grade the students may find them difficult. This, together with poor study habits may force students to cheat in examinations. The Technical education is under the Ministry of Higher Education, Science and Technology.

### **2.1.3 Internal examinations**

Internal examinations include weekly tests, quizzes, mid-term tests, end of term examinations and end of year examinations. They are set, moderated, administered and marked by the teachers teaching the subjects in the programs. This is done internally within the institutions (Braun et al., 2006:10).

The purpose of the examination is to test the effectiveness of teaching and preparation of teachers; regulate the teaching program by giving feedback to education planners, examination council and teachers; used as an incentive to study; serve to indicate a student's progress by comparing his work with that of cohorts or his former performance; and is used to discover the students' strengths and weaknesses (Braun et al., 2006:9). When there is cheating in internal examination, these objectives cannot be realized and it would become frustrating to the teacher.

## **2.2 Factors that contribute to cheating in examinations**

The prevalence level of cheating in examinations in Kenya is highly disturbing. Considering that those who complete secondary school education are the ones who join the Technical

Institutions, cheating cases reported in internal examinations in Technical Institutions obviously will increase. This study is aimed at investigating the factors that contribute to cheating in examinations in Technical Institutions, the forms of cheating employed, the reasons that lead the students to cheat and to examine ways of curbing the vice.

The study investigated the social factors, educational system factors, contextual factors and individual characteristics that promote cheating among students.

### **2.2.1 Societal factors**

The society contributes greatly in moulding students who are part of it. According to Fass (1986:34), academic dishonesty is a practice of what the students sees in the real world where business scandals in real world make students believe dishonesty is an acceptable method of achieving success in contemporary society. Students live in a consumerist culture, where people are seeking the best product for the least money and therefore they seek to get the highest grade for the least work (Marks, 2003:135). They learn from the societal value system that tolerates corruption and parents who cheat and lie to one another. Waita (Daily Nation November 24<sup>th</sup> 2008: web page) states that students copy from their leaders who include teachers, members of parliament and others who were appointed in high positions through corrupt means. The Kenyan society is a corrupt one and this has contributed a great deal to the problem of examination cheating. Bjorklund & Wenestam, (1999), suggests that from the societal point of view, the future teachers should be people who teach high ethical and moral standards while the theologians and economists ought to start the process of moral development in their field of work for academic freedom to be a reality.

### **2.2.2. Education system factors**

The Washington Post (2011:web page) reported that there was a climate of fear, intimidation and retaliation in the school system, which put pressure on teachers and principals to meet specific standardized test score targets. The pressure contributed to the cheating scandal of 2009 Standardized Tests in Atlanta Public Schools, where out of 56 schools that were examined,

cheating was discovered in 44 of them, and 178 teachers and principals were also found to have cheated on standardized tests. Teachers were accused of having taught the tests by teaching the expected questions, neglecting any topic that would not be tested on, and inflating the results of tests given in their classrooms. In Technical institutions, students are under pressure to perform especially when it comes to the end-of-stage examination. If they do not pass a subject, they cannot go on to the next level, and thus many are caught cheating in order to pass. At the entry point, students are advised to take courses, which they are capable of performing well in to avoid failing in difficult courses. The Heads of Departments are expected to ensure that teachers give a course outline at the beginning of the term and randomly check the students' notes; and ensure that tests and assignments given to students are of a satisfactory standard.

Asuru (1996) as cited by Korbs (2009:2) contends that poor teaching, poor learning environment and lack of facilities are factors that influence teaching greatly. Poor teaching is a contributory factor to cheating in Kenya where students claim that some of their teachers do not attend classes as indicated on the timetable and when they do attend they waste time giving irrelevant information. The problem of poor teaching can be eliminated by following the ISO procedures laid down since most institutions are ISO Certified. Through the checks and balances laid down in these procedures, teachers are supposed to have up to date notes, class attendance registers, set examinations question papers that would be moderated by a panel. When these procedures are followed, poor teaching will be a thing of the past.

Davis et al., (1992) as cited by Rittman (2009): webpg, states that an increasing lack of academic integrity leads to cheating. Many high schools seem to have given up on enforcing any standards of academic integrity. Students are either ignorant or lack clarity about what academic integrity is or they fail to understand why some practices and behaviour are unacceptable. Students arrive at college and university without a clear understanding of what constitute academic misconduct or why the consequences may be so severe (GSI, 2011: webpg). To curb this problem, during the orientation of new students, it should be emphasized that cheating in examination is a serious offence and students should adhere to the rules set.

Teachers should ensure that the rules that have been agreed upon are followed. Implementation of rules with consistency will engender in students a sense of respect for them (rules) and might possibly awaken their conscience in general, and specifically make cheating option less attractive (Bjorklund & Wenestam, 1999).

Steininger, Johnson & Kirts, (1964) found that invigilators leaving the room during an examination could cause students to cheat more than they might have. Poor supervision of examinations and large classes give allowance for students to cheat since no effective invigilation is possible in such situations (Chinamasa et al., 2011:98; Adhola, 2009)). Many lecturers in Technical institutions leave the examination rooms while the examination is still in progress, while others remain in class but not fully involved in supervising. Students take advantage of such lecturers and cheat freely. Where there is a large group of students sitting for a similar paper, they are usually crammed in one room; as a result effective invigilation is hindered. This is due to inadequate school facilities and teachers as a result, give students a leeway to cheat. Chinamasa et al., (2011:100) suggest that in such a situation class sizes have to be reduced and the number of invigilators be increased to be in line with the requirement of invigilator: student ratio of 1:20.

Aullo (2004) as cited by Nyandoro (2008:43); and Adhola, (2009) found that economic factors such as poor salaries, corruption in management of government affairs encourage instructors and examination administrators to accept bribes for entrance and certification examinations to supplement their low salaries. This vice has not escaped the Technical Institutions where lecturers would receive money to pass a student in end of stage examination so that he or she (student) does not sit for a supplementary examination.

Adhola, (2009) identified school environment as contributing to cheating in the examination rooms, that are not properly arranged for the number of students taking the examination. She suggests institutions have to be thoroughly prepared for the examination by providing adequate desks and chairs, and building more classrooms to accommodate the number of classes taking examination at the same time.

### **2.2.3 Personal characteristic factors**

Personal characteristics are qualities, attributes or features that are seen in cheaters (in the case of this study) and seem typical of them. Most studies have found that cheating practices are equally distributed among peoples from different races, nationality and social classes in studies of demographic background (Cochoran et al., 1999, Roig & Ballow, 1994 and Bowers, 1964 as cited by Robinson et al., 2004:2). There is a relationship between gender and academic dishonesty (Newstead et. al., 1996; McCabe & Trevino, 1997:380; Whitley, 1998) where male students were slightly more likely to cheat than their female counterparts. However, McCabe & Trevino, (1997:380); and Smith, (2005) assert that the gap between men and women appears to have decreased. Young students seem to cheat more often than the old students (Smith, 2005; Diekhoff et. al., 1996; McCabe & Trevino, 1997; cochoran et. al., 1999 as cited by Stuber-McEwen et al., 2009: webpg). Cheating has been found to occur more among first and second year students at colleges. In the Kenyan situation, cheating cut across gender, tribes and ages.

McCabe & Trevino, (1997:380) found that students who perform poorly tend to cheat more than students who perform well. The pressure to get good grades might tempt all sorts of students, but it is the students with the greatest academic difficulties who are more prone to act on these urges. Low grades and low SAT scores have a correlation with high level of cheating (Carroll, 2002). Students are more likely to cheat when they doubt their intelligence, lack academic confidence or expect failure (LaBeff et al., 1990; Schab, 1991; Tana & Zuo, 1997 as cited by Robinson et al., 2004:2). Other studies add that cheaters are often worried that they cannot reach their professors standard of performance (Barnett & Dalton, 1981; Davis & Ludvigson, 1995). Students with low self-esteem and lack self-confidence have no ability to take up the challenge of examinations. Instead of studying hard, paying attention to classes, reviewing lessons and doing exercises, they cheat in examinations. As for these studies, most of the students in Technical institutions are those who did not perform well in their KCSE examinations. They have low self-esteem, lack confidence in themselves and do not put much effort in their studies. Davis and Ludvigson as cited by Bjorklund & Wenestam (1999) conclude that fighting cheating in this case would be divided into two ways, namely by a) using positive

reinforcement and b) by encouraging and fostering the students to acquire an outlook of life that will prevent them from cheating.

Anderman & Midley, 2004 as cited in wikipedia webpage found that students who are encouraged to learn for the sake of learning and who exhibit an intrinsic value of education are less likely to cheat than those who are encouraged by grades and other extrinsic purposes such as getting a better job or to impress future employers (Michaels & Miethe, 1989; Davis & Ludvigson, 1995; Jordan, 2001 as cited by Robinson et al., 2004:2). Students who perceive their classes to have high mastery goals are less likely to engage in cheating than those who perceive their classes to be emphasizing performance goals (Anderman & Midley, 2004)

According to McCabe & Trevino (1997:380), students cheat because there is extremely low probability of being caught. Cheaters are rarely caught. Less than 2% of those who cheat are caught. For successful cheaters, it becomes a bad habit which gives them the confidence to do it again. Ineffective or inadequate study habits influence cheating. Some students do not realize that they need to study more to enlarge their knowledge in order to cope with their course intellectual demands. They lack the skills of studying that would help them retain what they have learnt. If students are not familiar with effective and legitimate strategies they may be tempted to try dishonest ones (GSI, 2011: web page). Chinamasa et al., (2011:91) noted that students cheated for lack of orientation to university studying methods. They expected lecturers to teach every detail of the course outline like secondary school teachers and reduce course work exercise. To come out of this problem, Chinamasa suggests that students should be taught studying techniques so that they hatch out of the school system of being taught everything instead of studying for a diploma/craft certificate.

Caroll (2006) as cited in wikipedia webpage reported two-thirds of teachers believed that poor time management was the principal cause of cheating as a result of social engagements. There is a strong correlation between extracurricular activities and cheating (McCabe & Trevino, 1997:380; Bower, 1994). Some students maintain high commitments to extracurricular activities such as athletics, playing cards, watching television, being attached to fraternity and sorority membership, outside jobs or family responsibilities and may have difficulty coping with

an overly ambitious course load and as a result, will resort to cheating in order to pass the examination. The problem of time pressure ought to be remedied by advising students to set priorities and be disciplined so that they can have a better co-ordination of all the activities.

#### **2.2.4 Contextual factors**

Contextual factors concerns the way a student relate with the lecturers and the school environment. Some studies have found that certain impressions of professional conduct can promote or dampen student cheating. According to Roig & Ballow, (1994); Davis & Ludvigson, (1995);Genereux & McLead,(1995) as cited in wikipedia webpage, students cheat less when professors show a real concern, kindness, respect and understanding towards them (students). Numbers of students cheating seem to drop when professors display enthusiasm about the curriculum and urge students to internalize the intrinsic worth of learning (Stuber-McEwen et al., 2009: webpage). On the other hand, students are more likely to cheat when they think the class content is trivial, boring or irrelevant (LaBeff et al, 1990; Genereux & McLeod, 1995; Pulvers & Diekhoff, 1999 as cited by Robinson et el., 2004:2). Students who perceive their instructors as grumpy, callous or unfriendly, as being less concerned, indifferent about them and do not care whether they study their course material or not, are more likely to cheat (LaBeff et al.,1990; Diekhoff et al.,1996). Professors who are permissive, unduly difficult or unfair are likely to increase the incidence of cheating in their classes. The study is aimed at establishing whether students in technical institutions face similar challenges with their lecturers.

Students cheat as a way of avoiding going back to the teacher who is perceived as being harsh and unfair (Bushway & Wash, 1977). Teachers who employ ineffective teaching methods and evaluation techniques, who lack adequate training, who absent themselves from work frequently, who lack subject content competency, and who join strikes during working hours, may promote cheating among students (Eckstein, 2003; Kathuri, 2002; and Steininger, Johnson & Kirts, 1964). These are major hurdles, which technical institutions are currently confronted

with, and this study is, among others, aimed at investigating how they contribute towards cheating in examinations.

Institutions, which communicate effectively their policies on academic dishonesty and increase awareness of common penalties, can substantially reduce the amount of cheating on campus (Stuber-McEwen et al, webpage). A perception of severe penalties dampens the likelihood of cheating, that is, cheating behaviours are inhibited or deterred in direct proportion to perceived probability and severity of punishment. A student's decision to cheat is based on what he perceives regarding his peers' relationship with cheating in examination. Some studies have found that students felt more comfortable with cheating when they believed that their friends tolerated such actions (Roig & Ballow, 1994; Diekhoff et al., 1996 as cited by Robinson et al., 2004:2). Several studies have found that students are more likely to cheat if they think that cheating is widespread among all the students in their college, in their classrooms or among roommates (Graham et al., 1994; Genereux & McLeod, 1995; McCabe & Trevino, 1997:380; Jordan, 2001; Diekhoff et al., 1996). Students who have friends who cheat will be encouraged to do the same.

Another factor that contributes to the recurrent of cheating is that most lecturers do not wish to get involved in the bureaucratic process required to report and punish students accused of cheating and therefore they would rather not report a case to the academic committee. Students observe this indifference and are therefore, less inhibited to cheat. Marks (2003:135), asserts that technology has made certain forms of cheating easier, more tempting and real. With the availability of internet and smart cell phones, answers come at the touch of a button (volz). Mobile cell phones have become a menace in examinations where students communicate with others who are outside the room requesting them to assist find answers to the question paper they are busy with.

### **2.3 Methods used to cheat**

A method is a particular way of doing something. Under this heading, different ways of cheating used by students are examined. In their research findings, Franklyn-Stokes and Newstead

(1995), McCabe and Trevino (1996) listed the following methods of cheating: copying from each other, assisting each other, and use crib notes. William (2001) identifies the most common cheating practices as smuggling unauthorized materials into examination room, stealing and selling of examination materials, bribing examiners, impersonation, leaking of examination question papers, forgery and falsification of results. Abiodun et al., (2011:278) found that asking for help, copying from another person, giraffing, and passing pieces of papers were among forms of cheating used frequently.

Burke et al, (2007) found that electronic devices, such as cell phones, iPod, electronic calculators and personal data assistants are used for assisting with formulas and other crucial information. In China use of high-technology wireless earcell phone with FM receivers is practised commonly in cheating (Legal Times and Economic Information Daily: webpage). The Standard (December 28<sup>th</sup> 2011: webpage), reported a new form of cheating where answers were written on bathroom slippers, shirt and body parts. This was carried out by a pupil sitting for KCPE and showing that cheating has many forms. There have been cases reported of cheating where the students wrote formulas on the ceiling, walls, desks, chalk board, chairs and on the writing instruments.

## **2.4 The purpose of cheating in examinations**

There are many reasons that urge students to cheat in examinations. These include the following:

- Today's education system is based on Grade Point Average or some numerical or alphabetical representation of education skills. Students opt to cheat in order to help themselves obtain good grades or marks in courses or subjects they find difficult, or are not well taught by teachers.
- School obsession with performance measures spurs cheating, as it was found by Anderman, Griesinger & Westerfield (1998), Waita (Daily Nation November 24<sup>th</sup> 2008: webpage), and Aullo, (2004).

The present education systems all over the world are concerned with what each person achieves and not how he or she achieves it. In Kenya, pressure is exerted on institutions to perform well. This is measured by means of performance contracts, which are signed each year by heads of institutions. The Principals on their part sign contracts with the Heads of Department. According to The Washington Post (2011: webpage), teachers and principals were involved in cheating due to pressure to meet specific standardized test score target. Extreme pressures of high expectations (at times unrealistic) to perform by parents, teachers, peers and self-make students think about how a grade can ruin their careers, social lives, relationships with parents and future opportunities. Crome & Marlow (1964) found that college students with a pressing need for approval cheated more often since they want to avoid negative evaluation and feedback if they do not succeed. Barnett and Dalton (1981) as cited by Rittman (1996: webpage), reported a survey in which 69% of students at Miami University cited “pressure for good grades from parents, relatives and the University” as the major reasons for cheating.

Students who are on scholarship and do not perform well will tend to cheat to retain their scholarship and in such cases cheating is less likely to be reported by the faculty when suspension or expulsion are probable (Barnett & Dalton, 1981). Lipson and MacGavern (1993) found students workload as a contributing factor. When class assignment are piled on students who are already overburden with workload, they turn to cheating to lighten the burden of homework, which often takes many hours to complete within the given time frame. Volz discovered that when low-performing students are overlooked for advanced education programs, college admissions, scholarships and career opportunities, students resort to cheating as their only viable option.

Students tend to cheat when their families are in business and they know they are going to take over those businesses in future. They lack interest in studies and find it time wasting and useless. They resort to cheating for they do not want to waste their time on books. Some students will resort to cheating so that they can be included in extracurricular activities where rules states that only those with high grades can participate. They cheat to avoid the coach from kicking them off team, and their parents taking away gifts if tests are failed (Volz:

webpage). Bower, (1964) asserts that academic dishonesty acts as a shortcut where students use crib notes as an alternative to studying rather than as complements to studying and thus spend less time preparing for the examination. In such cases, even students with good grades might be tempted to cheat. Other students cheat for fun and show-off. They enjoy taking risks for it gives them a thrill and excitement when doing so. Some want to be popular by showing-off their ability to cheat; others want to bolster their ego, while others do it as an act of daring.

## **2.5 Strategies of curbing cheating**

As the studies quoted above have shown, cheating is a common practice among students and it interferes with the goal of education. Therefore, it is important to find ways to eradicate it. Most institutions punish students who cheat. According to Leung (1995) increasing the likelihood of punishment has greater deterrent effect than an increase in the severity of punishment. When students see those caught cheating been punished, they tend to avoid the behaviour.

Aullo (2004) recommended that teachers should be trained on invigilation and supervision of examinations. Most teachers in technical institutions do not know the need for proper invigilation for they tend to assume that they are dealing with adults. Thus training teachers on how to invigilate will help them to look out for cheating students.

Ogumniyi, (1984) recommended that, students should alternate seats; there should be two formats of the same test prepared but with different arrangement of test items; students sitting adjacent to each other should not belong to the same class; students should be taught to be honest and report cases of cheating to invigilators; students should only be allowed to leave the examination venue after having completed the test and having handed in their answer sheets to invigilators; and that sterner enforcement of discipline be maintained.

The Kenya National Examinations Council has enacted new rules that are in KNEC Act Cap 225a, which deals with examination offences and penalties. Any candidate found copying, in possession of or having knowledge of the content of the examination question paper will face a

fine or a jail term (Daily Nation, September 19<sup>th</sup> 2008: webpage). Any cell phone conversation and text messages, in an examination room, related to national examination will lead to arrest and prosecution; candidates who cheat would be barred from sitting for National Examinations for the next two consecutive years; and the chief executive in KNEC banned the use of mobile cell phones in examination rooms by students and invigilators (Elimu News, Nov 2007:12). These measures should also be applied at the technical institutions.

Some of the strategies applied in technical institutions are to withhold the papers of students who cheat and such paper are not marked; sometimes, students caught cheating are given warning letters or marks are deducted from their papers. Students caught cheating are offered guidance and counselling. If it is the end of year examination, the result for that subject is cancelled. This affects the overall marks. The students who cheat may also be failed in the unit and made to repeat the unit. The student may also be removed from the course, which is the strongest type of action that would be taken against cheating and depends on how important the examination is, and how seriously the matter is regarded. This will be noted in the student's record and may affect his or her future applications for education (Adhora 2009).

Volz asserts that teachers and professors should discuss what is expected from students in class and make sure that students understand the academic policy on cheating. Copies of old examination question papers should be put on the website where student can see them. The institutions should lay extra emphasis on policies and guidelines regarding cheating. These need to be fully communicated to students in various ways like, through bulletin boards, verbal announcement before the examination commences, warning on the examination sheets to induce fear and rejection of cheating.

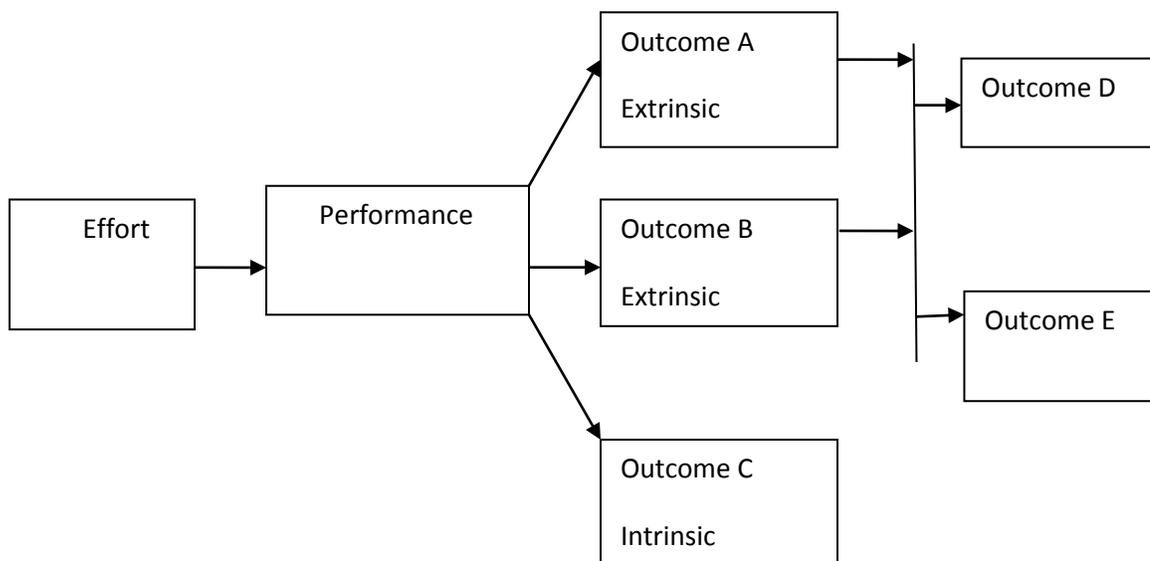
## **2.6 Theoretical framework**

Several explanations and theories that explain why students cheat in examinations have been cited in the relevant literature. Desforges (1990) as cited by Chinamasa et al. (2011:92) stated that, students cheat to aid memory, because test items are really tests of memory for a few

facts and procedures, which lack application and divorced from the way the physical world worked. These match sentiments that associate cheating with examination questions requiring low order skills at the recall and comprehension levels.

It has been seen that good results in life is a motivating factor for students to cheat. Beck (1981) explained the link between education and life when he said that the purpose of education is life enhancing, it contributes to the whole quality of life. From this one can infer that the motivating function of the world of work compels candidate to obtain good grades. Those who have passed well will be ranked high in the hierarchy of employment.

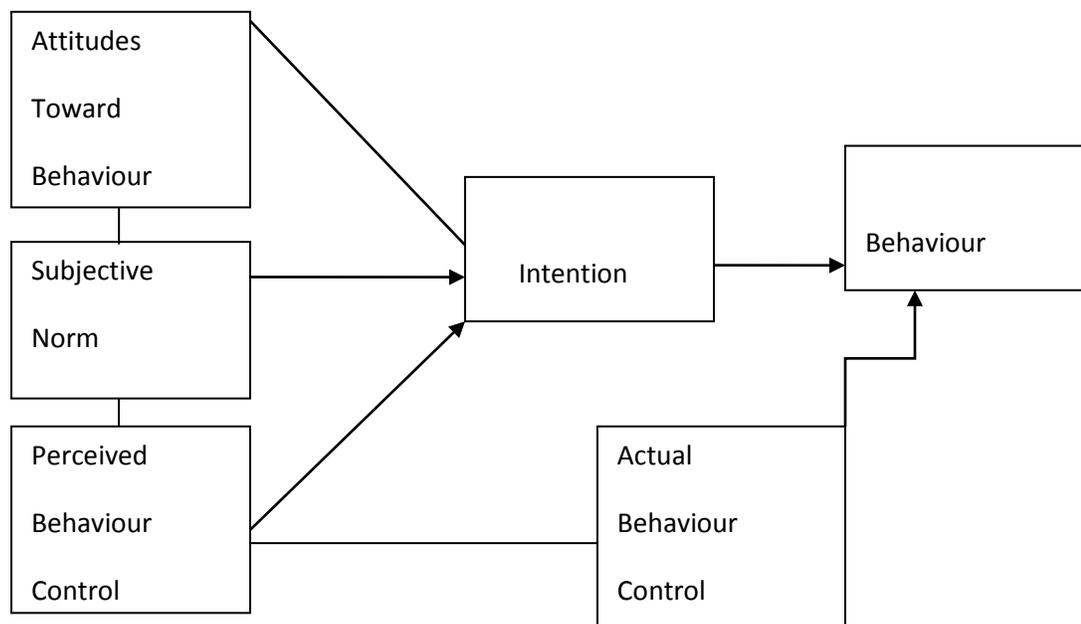
From the expectancy theory by Vroom (1964) as cited by Orodho (2004:18), on the one hand, candidates cheat because the world's reward for the pass mark is great. It posits that motivation is a force or drive within a person and that it is varied according to: Valence which is the degree of perceived attractiveness or repulsiveness of an object; expectancy, which is a momentary belief concerning the probability that particular outcome or sets of outcomes will follow a particular action and instrumentality, which is the expected utility or usefulness of a direct outcome of the attained or avoided relation between direct outcomes and indirect outcomes. (Orodho, 2004:18).



**FIGURE 2:** The model of correlates that contribute to cheating in examination. Source: Harkman (1997) in *perspective of Behaviour Organization*.

On the other hand, there is the Theory of Planned Behaviour (TPB) by Ajzen (1991:181-183). The premise of the Theory of Planned Behaviour is that individuals make rational decisions to engage in specific behaviour based on their own beliefs about the behaviour and their expectation of a positive outcome after having engaged in the behaviour. An intention to perform behaviour is determined by three components: attitude toward a behaviour, subjective norm, and perceived behavioural control.

Ajzen defines intention as indications of how hard people are willing to try, of how much of an effort they are planning to exert in order to perform the behaviour. He states that attitudes are formed by beliefs about the expected outcome derived from the performance of a behaviour and subsequent evaluation of realization of those outcomes. Subjective norms consist of the person's perception of social pressure to perform or not to perform the behaviour under consideration based on significant individuals known as referents, approval or disapproval of performing their behaviour (Fishbein & Ajzen, 1975). Perceived behaviour control is the perceived ease of performing the behaviour based on past experience and anticipated impediments. These components directly influence an individual's intention to complete behaviour.



**FIGURE 3:** The model of components that influence individual to cheat. Source: Ajzen, I. (1991).

## **2.7 Summary**

It is evident that cheating in examination is widespread and as such should not be allowed to continue unabated. This is because there are dangers associated with it such as cheating out those who cheat, out of an opportunity to learn as well as reinforce behaviour detrimental to education (Abiodun et al 2011:279). Moreover, cheating leads to wastage of resources as parents pay school fees for students who are discontinued or forced to repeat a course; for teacher who waste time sitting in academic meetings deciding what should be done to a students who cheated, and also the country loses human resource.

From the foregoing studies, many factors have been identified as contributing to cheating in examination. Factors influenced by society include a societal value system that tolerates corruption. Educational system factors include pressure for performance, lack of academic integrity, poor learning environments, lack of facilities, and poor invigilation of examinations. Contextual factors involve how students perceive their lectures, and whether the academic policy of the institutions is well communicated. Then, there are those factors that concern the student's characteristics such as influence by peer pressure, lack of confidence and low self-esteem. Since these factors have been found to be significant predictors of cheating behaviour in previous research conducted in Europe and the United states, the purpose of this research was to test and examine these findings in a Kenyan setting in Technical Training Institutions.

## **CHAPTER THREE: Methodology of data collection**

### **3.1 Introduction**

This chapter provides a discussion of how data was collected using methods identified and also described in chapter one, paragraphs 1.11 and 1.12. Data was collected based on participant observation - as described in sub-section 1.11.1; document analysis as described in sub-section 1.11.2; and interviews as described in sub-section 1.11.3. Before the researcher carried out the study, she sought permission from the Principals of the two institutions in writing as discussed in chapter 1 under sub-section 1.12.2.2. The letter is attached as appendix A. In the letter the researcher requested to be allowed to observe 4 examination sessions; that is, during the time when the writing of examination is in progress. Furthermore, it was requested that the researcher be allowed to interview 2 lecturers and 8 students; finally, it was also requested that the researcher be allowed to study and analyze documents and all records pertaining to cheating cases. In the letter, the researcher assured the Principal of confidentiality and that the data would remain anonymous (McMillan and Schumacher, 2001:421). The principal responded positively but did not write a reply to the researcher.

During the researcher's visit to the technical college, the Principal introduced her (the researcher) to the examination officer in charge of examinations. The examination officer was given a copy of the letter that was sent to the principal as a guide to what the researcher required. The examination officer informed the researcher as to when would the internal examinations start, and they subsequently decided on the specific dates on which the study would be carried out.

On the first day of the study, the researcher was randomly taken to classes that were writing an internal examination. The examination officer introduced the researcher to the invigilators. These invigilators also assisted the researcher in randomly selecting the students to be

interviewed after the observation sessions. The invigilators were also requested to arrange a room where students would be interviewed.

As discussed in Chapter 1 sub-section 1.12.2.2, before the interview started, each participant in the study was informed of the purpose of the study and assured of confidentiality and anonymity (McMillan and Schumacher, 2001:421). They were informed that no personal identification information would be accessible since the responses would be coded. The researcher informed the participants that the interviews would take about 10-20 minutes, and that audio recording and note taking would occur. They were also informed that participation in the study was voluntary and that they were free to decide to take part. The researcher explained that she would not interfere nor be judgmental on the responses given in order to establish a trusting relationship with the participants (McMillan and Schumacher, 2011:421).

### **3.2 Data from observation sessions**

Participant observation as described in chapter one under methodology in sub-section 1.11.1, was used where the researcher participated in observing examination administration and wrote field notes to describe what was occurring within the time stipulated for the particular examination (MacMillan & Schumacher, 2001:41). In order to derive worthwhile information from the participants, the researcher adopted a structured approach and devised a form that was used to record information by categories planned to help identify aspects of behaviour, actions, events and objects, which were relevant to the cheating phenomenon (Peil, 1995).

The form is in Appendix E. These were based on the objective of the study. According to Wiersma (1995) as cited by Mwandoe (2002:39), observation maybe more or less structured depending on the problem being studied. Participant observations of eight, three-hour examination sitting were conducted by the researcher herself to establish the adequacy of the invigilation, spacing of chairs in the examination room, checking of desks and calculators for relevant information written on them, and the interactions between the invigilator and

students. During observations the following points emerged in respect of the Diploma in Pharmaceutical Technology, Pharmaceutics and they are that:

- Relevant materials were removed, but writings on desks, calculators were not checked;
- Invigilator did not check examination cards, some displayed on desks;
- Room was big enough for 15 students;
- Question papers were distributed by invigilator but answer sheets were given to students sitting in front to pass them on to those behind them for each to pick two sheets;
- Invigilator stated the time at the beginning and the time the paper would take;
- The invigilator asked the students to switch their cell phones off but the students said they would put them to silent mode;
- The invigilator asked the students to switch their cell phones off but the students said they would put them to silent mode;
- Invigilator sat in the front of the examination room most of the time, but moved to the back after an hour; in his sitting position he did not notice what was going on at the back;
- One student went through all the questions but took time before he started writing while others were busy writing the paper.
- After some time had passed, the researcher observed the student removing something from the pocket, referred to it and started to write, he kept looking at the researcher and the teacher;
- A female student who sat opposite him saw what he was doing and she looked amused;
- A female student who observed fidgeting most of the time, turned her paper and took time before settling;
- The invigilator put on ear phones to listen to music most of the time while invigilating;

- The invigilator gave examination register to the students for each to write his or her name, admission number and to append a signature;
- Most of the students were through after 1 hour and 20 minutes. The examination paper was to take 2 hours.
- They handed over their scripts as they moved out.
- The invigilator filled in the examination record form and took it back with the scripts to the examination office.

The findings of the second observation with respect to Craft certificate in Electrical/Electronic Engineering, Electrical Engineering Principals are that:

- The invigilator commanded the students to remove all relevant materials. Some took their books out and took time coming back;
- Invigilator did not say anything about the presence of cell phones during examination;
- Examination card not were not checked; some were displayed on the desks;
- There were 42 students, the size of the room was too small for this large number, with 5 students sitting on one form (bench), i.e. no spacing was provided;
- The invigilator gave one student answer sheets to distribute to the others and he distributed the question papers;
- The invigilator wrote the start and end time on the chalkboard and informed students to start the examination;
- There was only one invigilator supervising this large group;
- After the students were settled , the invigilator left to give examination papers to another class in a room that was at a distance from the one I was observing;
- The students noted an omission of two diagrams in the question paper while the invigilator was away. They had to wait until he came back;
- The invigilator returned and drew the diagrams on the board
- Some students went out to the toilet without permission and took time before coming back;

- One student slept on the desk for about 30 minutes and then, when he woke up went out, he spent 5 minutes outside before coming back. When he returned, he started writing on his answer sheet;
- Two students seated at the back were observed exchanging answer sheets;
- Two other students were observed passing over something below the desks;
- Three cell phones rang during the examination and the invigilator did not react to this;
- The researcher observed several students speaking to each other while busy writing their examination;
- Five students seated in the back row kept looking at the researcher. They were referring to something below their desks.
- Most of the students were through after 1 and ½ hours.
- They signed the examination register as they handed in their scripts.

**The findings of the third observation with regard to Craft Certificate in Electrical/Electronics, Trade Theory and they are that:**

- Invigilator ordered the students to remove their books from the desks;
- Classroom was not big enough for 42 students;
- Invigilator gave students examination register to sign;
- Five students seated on one desk, no spacing, as a result;
- Invigilator did not check whether all materials had been removed;
- Invigilator issued answer sheets and question papers;
- Students sitting next to each other at the back left row were observed reading their neighbours' work;
- Invigilator sat at the front most of the time but from time to time moved around the room;
- Some students in the middle row on the left hand side of the room were observed referring (pointing) to something below the desk;
- Three students left to go to the toilet, without permission from the teacher, however, did not take much time;

- Invigilator not keen on what was going on;
- Within one hour, students started handing in their scripts to the invigilator;
- Invigilator completed the invigilation form and took the examination scripts to the examination office.

The findings of the fourth observation with respect to Diploma in pharmaceutical technology, Dispensing 2 and they are that:

- The students were asked to remove their books and any other relevant materials from the room;
- Cell phones were neither switched off nor kept away;
- The invigilator did not check examination cards;
- The room was big enough for 15 students and they were well spaced, 2 students per desk;
- The invigilator issued the answer sheets and thereafter distributed the question papers;
- The invigilator announced time and stated when the writing had to be stopped;
- The invigilator sat in the front of the room but would move around from time to time;
- The researcher observed a student checking his cell phone and copied something from it;
- The students took about 1 hour to finish the examination, which had been allotted 2 hours.
- They signed the examination register while busy writing
- The invigilator collected the papers and filled in the invigilation form to accompany the examination scripts to the examination office.

The findings of the fifth observation with regard to Craft Certificate in Electrical Engineering, Technical Drawing and they are:

- Students were ordered to space their desks before the examination began;
- It was observed that the invigilator did not ask the students to switch off their cell phones;

- The students were thoroughly checked whether they had any unauthorized materials on them;
- The room was large enough to accommodate 40 students;
- The drawing sheets were distributed to all students then the invigilator distributed the question papers;
- The invigilator stated the starting time of the examination and when it would end;
- The invigilator moved throughout the room at intervals;
- The researcher observed a student who seemed to have stuck, looking at the work of the student on his left and also of the other one who was in front of him. This was possible since the drawing tables are slanted;
- Two students who were seated at the back were observed checking each other's work;
- Another student pushed his desk sideways to enable him to copy the work of the student in front of him;
- Two students in the second last row talked to each other. It seemed one was showing the other one how to go about the drawing. The one who was assisted kept looking at his friend's work. The invigilator did not notice them, not even keen to check as he moved around the room
- The invigilator announced time 30 minutes to the end;
- A cell phone rang and the invigilator did not react to it;
- When only 5 minutes were left for the invigilator to announce the end of the session most students were through; some then checked their friend's work to see what they had done;
- The students handed in their drawing sheets as they signed the examination register;
- The invigilator filled in the invigilation form to take back to the examination office together with the scripts.

The findings of the sixth observation with respect to Applied Biology and Analytical Chemistry, Laboratory Practice and they are:

- Invigilator informed students to remove all relevant materials from the desks;
- Cell phones were not switched off nor kept away;
- Students were asked to display their examination cards before the papers were distributed;
- Students were well spaced, 3 per bench; the room was big enough to accommodate the number of students sitting for the examination;
- The invigilator distributed answer sheets to all students then gave a question paper to each;
- The invigilator announced the starting time but not the time to end the examination;
- About 20 minutes after the examination had commenced, the invigilator discovered a missing question in the question paper. She advised the students to answer what was there since she was not the subject teacher;
- One student seated at the back removed something from his pocket; he concentrated as he read it, and then wrote what he had checked. he noted the researcher had seen what he was doing and he visibly became tense;
- The folder of the student referring to a crib note had not been removed, it is placed under his desk;
- The invigilator remain seated at the front most of the time, not keen on what was going on
- The invigilator announced the time after 1 hour;
- The invigilator gave the students examination register to sign while still answering the question paper;
- When the students handed in their scripts, the invigilator checked whether all their names were appearing on the examination register.

The findings of the seventh observation with regard to Science Laboratory Technicians, Physics Techniques Theory and they are:

- The invigilator asked the students to keep away their books;

- She did not check the writings on the desks nor the possession of calculators;
- The students were asked to display their examination cards, all the students had them;
- The invigilator distributed the answer sheets and the question papers and informed the students of the starting and finishing time;
- The students were well spaced, three sitting on one bench; the room was spacious enough for 16 students;
- One cell phone rang during the examination, the students switched it off, there was no reaction from the invigilator;
- One student kept looking at the researcher and the invigilator. He had his cell phone on the desk, then he took it, referred to something in it and then placed it back on the desk; after that he stopped looking at the invigilator;
- Some students were through within 1 hour and 45 minutes of the time;
- They signed the examination register as they handed in their scripts;
- The invigilator filled in the invigilation form to go with the scripts.

The findings of the eighth observation with respect to Craft certificate in Liberal Studies, Management and Administration and they are:

- The class had only 5 students; the room was big enough for the number;
- Students were asked to remove all their materials; switch off their cell phones and placed them where the invigilator could see them;
- The invigilator checked the examination cards;
- The invigilator distributed question papers and answer sheets and told them to start;
- One student came after others had started writing;
- The invigilator moved around and was keen on checking throughout the examination period;
- There were a lot of writings on the walls, that seemed to be notes for another subject;
- There was no incident observed in this group;

- the students signed the examination register as they were still busy writing the examination;
- The invigilator filled in the invigilation form at the end and returned the papers to the examination office.

### **3.3 DATA FROM DOCUMENT ANALYSIS**

This section is linked to the description of document analysis in sub-section 1.11.1 of chapter one. McMillan and Schumacher (2001:42) state that documents are records of past events that are written or printed. The form used for document analysis is in Appendix F. The researcher was interested in analyzing documents such as crib notes, books, which had been confiscated from students who were caught cheating in examinations, and letters to the students and their parents indicating the decisions reached by the academic committee regarding the cases.

The researcher requested the examination officers (EO) to share records on cheating that had been passed over to them in previous sessions of examinations and during the ongoing examinations. These included any relevant material found with the students during the examination. The researcher also requested the Examination Officer (EO) to share any report that had been compiled in previous examinations, letters sent to students caught cheating, letters sent to parents after their sons/daughters were caught cheating and reports on decision made by the academic committee. The documents that were availed to the researcher were: copies of examination scripts that were accompanying unauthorized material that were confiscated, copies of unauthorized material and copies of letters written to students after the Academic Committee meeting informing students of its decision on the matter, were analyzed to obtain additional insight into the participants' perspective of cheating during the end of term/stage examinations to help answer research questions (Chinamasa et al., 2011:95; Ramorola, 2012:3).

At one institution, the unauthorized materials that had been confiscated included crib notes photocopied text book, photocopied notes and note books. There were also four scripts

confiscated by an invigilator who had warned four students not to discuss during the examination but they continued to discuss despite the warning. All the unauthorized materials confiscated were relevant to the examination the students were sitting for, which were either the end of stage or end of term examinations.

Letters sent to students caught cheating were written by the chairperson of the Academic Board and this was done immediately after an Academic Board meeting at which decisions regarding these cases were made, had taken place. The letter informed the students of action taken after they were caught cheating indicating the evidence received by the Academic Board, quoted what is stated in the Academic Policy about cheating in examinations and informed the students the decision made by the Academic Board. In the case of end of term examination, the students were awarded a zero in that particular examination, and also given a warning letter. In the end of stage examinations, the student was informed of cancellation of overall results and consequently was required to repeat the whole year. EO1 stated that there are usually about 3-5 cases reported at the end of each term.

From the other institution, EO2 reported that there have been no cases of cheating reported in the recent past. The officer attributed this to the strict measures indicated in the academic policy for students who are caught cheating. There were only three scripts with unauthorized materials attached to them that were available in this office. These had been confiscated in the end of term examination of November 2011. The unauthorized materials consisted of crib notes, which were relevant to the examination as they highlighted the main points of topics covered within that term.

There were no documents showing what was done to the students. EO2 informed the researcher that they had been moved to the archives and could not be retrieved. The academic policy was available and it stated that a student who cheats in an examination would automatically face a cancellation of the paper and have their whole results cancelled. The

student would not be entitled to his or her results for the term or end of stage examinations and this would lead to expulsion from the institute.

In the institution, which the examination officer indicated that there were no cases of cheating reported in recent past, one of the examination supervisors commented that invigilation was poorly conducted. He said that there were cases where a subject lecturer found the answers given were identical to the notes given in class, an indication of cheating. He gave an account of an incident of one invigilator who had students starting to write an examination and then rushed to his car and drove away while students remained writing the examination.

The other incident that occurred during the period the researcher spent at this specific institution conducting research, was the one reported by the supervisor. The supervisor reported that one of the invigilators had left students busy with the examination after having distributed the examination material, to go and converse with a colleague who was several rooms away from the one he was supposed to be invigilating in. When the examination supervisor went round, he found that some students in that particular room were discussing the question paper as they wrote answers. One desk was shared by 5 students. The invigilator gave no good reason for not being in the room or not spacing the students.

When asked why there were no cases of cheating while poor invigilation was reported to the examination office, he commented that there was no action taken by the administration against the errant invigilators. That is why the invigilators were not dedicated to their work.

### **3.4 DATA FROM THE INTERVIEWS**

As described in sub-section 1.11.3 of chapter one, in-depth interviews aimed at eliciting a comprehensive account of the cheating phenomenon, were held. Two interview schedules; one for the lecturers (in Appendix C) and one for the students (in Appendix D) were prepared, based on the research questions and the literature reviewed. The interviews were conducted face to

face and consisted of a uniform set of questions that were administered in the same order, often with fixed follow-up questions (Kvale, 1996; Patton, 2002; Taylor & Bogdan, 1998).

The interviews were conducted after observation sessions for the students to capture the feelings of those observed and also to clarify some issues that had been observed. The researcher informed students that she was carrying out a study on cheating in examination and that they would be interviewed anonymously. The rooms for interview were situated next to the examination venue where students were sent one at a time to be interviewed by the researcher.

The participants were asked not to identify themselves so that total anonymity could be guaranteed as indicated in the Informed Consent Form in Appendix B. Each interview lasted for between 10-20 minutes and all interviews were recorded, with the permission of the participants being interviewed. The researcher also took short notes during interviews. After the researcher had interviewed the students, she sought audience with two lecturers in each institution who were also interviewed anonymously.

The researcher devised a scheme for identifying these data according to the respondent (interviewee) (Simon, 2011:3). There were sixteen students and four lecturers interviewed. The students were identified as S1, S2, S3....S16; and the lecturers were identified as L1, L2, L3, and L4. The following data was collected through the research questions directed to the respondents.

### **3.4.1 STUDENT INTERVIEWS**

- Question one of the interviews reads as follows: How many examinations do you do per term?
- The respondents' answers were as follows:
  - S1: Two Continuous Assessment Tests and one end of term examination;
  - S2: Two, one End of term and one Continuous Assessment Tests;

- S3: one end of term, one Continuous Assessment Test and assignments;
- S4: One Continuous Assessment Test and one end of term examination;
- S5: Two Continuous Assessment Tests and one end of term examination;
- S6: One Continuous Assessment Test and one end of term examination;
- S7: one examination, the last examination. Continuous Assessment Tests in some units;
- S8: Two examinations, one Continuous Assessment Test and one examination;
- S9: Three, two Continuous Assessment Tests and one end of term;
- S10: Three;
- S11: Three examinations, two Continuous Assessment Tests and one end of term examination;
- S12: Two, one Continuous Assessment Test and one end of term;
- S13: Three, two Continuous Assessment Tests and one end of term;
- S14: One Continuous Assessment Test and one end of term;
- S15: Three, two Continuous Assessment Tests and one end of term examination;
- S16: Three, two Continuous Assessment Tests and one end of term examination;

Discussion of the above responses:

- 7 respondents said they do two Continuous Assessment Tests and one end of term examination;
- 7 respondents said they do one Continuous Assessment Test and one end of term examination;
- 1 respondent said they do one examination and Continuous Assessment Tests in some units;
- 1 respondent said three without specifying which.
- Question two of the interview reads as follows: Do you think examinations are a necessary part of the course work? Why do you think so?

The respondents' answers were as follows:

- S1: Yes, because they say they will forward the grades to KNEC for our performance

During the whole course

- S2: Yes, they help one know his/her rate of understanding
- S3: Yes, after the teacher gives an assignment, when one does it and there is something

They did not understand, one will be able to ask questions in order to understand.

- S4: Yes, it makes the students study
- S5: Of course they are, they act as a guide and also an evaluation on what one has studied at that particular term
- S6: Yes, they motivate one to get more knowledge because without examinations one will not know a lot of things
- S7: Yes, they test what one has learnt during the semester and how they can apply it
- S8: Yes, because they test and we can be able to apply what we are learning in class
- S9: Yes, so that one may be able to evaluate whether they passed or failed.
- S10: Yes, the examination helps one to understand what is being taught and in life
- S11: They are necessary because they make one more familiar with what they are being taught and to remove the fear during the final examinations
- S12: Yes, they give students an idea of how to deal with the course and also it gives more knowledge
- S13: Yes, because they help one assess themselves and to know if they are getting what they are being taught
- S14: Yes, because they help one to examine themselves if they have understood the Subject
- S15: Yes, the examinations motivate learners to know what they have not understood
- S16: Yes they are, one gets familiar with the questions and then when it comes to the final examination one is able to do the examination with courage and they can help come up with the correct answers

Discussion of the above responses:

14 respondents affirmed that examinations are necessary while 2 only indicated that they are necessary.

The following reasons were given for doing examinations

- 1 for course work marks;
- 10 to assess understanding;
- 5 to motivate one to study;
- 1 as a guide
- 2 to help apply knowledge
- 2 to gain confidence when doing examinations
- Question three of the interview reads as follows: Are there cases of examination cheating in your class? Out of 20-40 students in your class, how many were involved in cheating this term?
- The respondents' answers were as follows:
- S1: I think it is possible but I am not very sure;
- S2: No, I haven't heard of any;
- S3: So far, I used to sit in front of the class, so I wouldn't see what others are doing, and so far nobody has been caught involved in cheating;
- S4: I have never seen;
- S5: Very few cases. One incident happened with the use of technology. One case in a year;
- S6: So far I have not seen any;
- S7: Once or twice;
- S8: I haven't experienced any;
- S9: No;
- S10: Yes they are there but not yet caught. Ten out of forty two students;
- S11: No, I have not experienced any cheating but there are ways in which people cheat in examinations. About five out of 42;
- S12: No;
- S13: No, I have not seen;
- S14: Yes, I have come across cheating in my class. About half the class especially in the Continuous Assessment Tests;
- S15: I have not heard of any;

- S16: No

Discussion of the above responses on the cases of examination cheating:

- 2 respondents were unsure;
- 6 respondents had not seen any;
- 2 respondents said there were few cases;
- 2 respondents indicated there were cases of cheating;
- 2 respondents just said no.
- On the number involved;
- 1 respondent said 1 case in a year
- 1 respondent said 1 or 2
- 1 respondent said 10 out of 42;
- 1 respondent said 5 out of 42;
- 1 respondent said ½ of the class;
- 11 respondents had not seen any cases of cheating.
- a) Question four a) of the interview reads as follows: what is cheating in examination?
- The respondents' answers were as follows:
- S1: If you refer to your notes while doing examinations or use a cell phone to google to find the points;
- S2: It is going against the examination rules by using a book, checking friends work;
- S3: Cheating is anything you do in an examination which is prohibited;
- S4: Before doing examinations, someone writing notes expected to come in examinations and carrying it to the examination room and copying answers during examinations;
- S5: A malpractice of doing what is not necessary during examinations;
- S6: Irregular manner while doing examinations, carrying materials that entail what is expected in the examinations, asking your friends, copying from friend's paper;
- S7: Cheating is not using your head rather using other forms to pass examinations;
- S8: Having illegal materials in the examination room;

- S9: During examination time, having a “mwakenya” or copy on my desk anything that I think might come in the examination;
- S10: Trying to indicate something that you did not understand using something else to assist in indicating the same;
- S11: the way a student might have written notes or using their cell phones through text messages to show others answers during examinations;
- S12: Writing “mwakenya”, carry a mobile cell phone; write on your hands, moving closer other student and look at your neighbor’s work;
- S13: When you don’t remember the content and you need to confirm the content using internet, asking friends to assist you;
- S14: When you use other means rather than your brain to answer questions;
- S15: When you don’t believe in yourself and you find alternative ways of getting what you want to achieve;
- S16: Where you enter with a written paper or a book or write on your hands the answers you expect to come in the examination papers.

Discussion of the above responses:

- 14 respondents defined cheating as use of unauthorized materials;
- 3 respondents said it is breaking examination rules.

Question four reads as follows: Have you ever cheated? How did you do it?

The respondents’ answers were as follows:

- S1: Yes, in secondary school. I used a “mwakenya” which I carried to the examination room;
- S2: No, I have not;
- S3: Yes, in Secondary School Form 1 and Form 2. I used “mwakenya”;
- S4: Yes, in Secondary School when in Form 1. I copied from the one I sat with;
- S5: Not in college but in secondary school, it was through leakage;
- S6: No;
- S7: No;
- S8: No;

- S9: No;
- S10: Here in this institution no. but in other places yes. Wrote answers on my hands or sending text messages by cell phone;
- S11: I haven't. In primary we used to tell each other the answers;
- S12: No;
- S13: Yes, in high school. By writing on hands a word having ten points to remember what to answer;
- S14: No, but in primary I used to cheat by writing answers on tissue paper, use textbooks;
- S15: No;
- S16: No I have never;

Discussion of the above responses:

- 4 respondents said they had cheated while in secondary school;
- 2 respondents said they had never cheated;
- 4 respondents said they had not cheated in college but in secondary or primary school;
- 6 respondents just said "no".
- On how it was done;
- 3 respondents said they used crib notes;
- 1 respondent said it was through leakage of examinations;
- 2 respondents said they copied from friend's work;
- 1 respondent said use of text messages by cell phone;
- 1 respondent said writing on hands.
- 8 respondents had not cheated, therefore no method used.
- Question five of the interview reads as follows: Please describe some of the methods used to cheat in examinations. Which are the most commonly used?
- The respondents' answers were as follows:
- S1: "Mwakenya", cell phones, copying your friend's paper. These are the most popular methods;

- S2: Writing on the walls, carrying small written papers, placing a book in the toilet and going to read it. Mwakenya is the most common;
- S3: Use of “mwakenya”, use cell phones to google points, checking on your friend’s paper;
- S4: Writing on papers, hands, taking a book and sitting on it, asking your colleague questions and copying his/her work. Writing on papers is most common;
- S5: Through sending of text messages, use of emails, using certain codes when doing practical examinations. Use of technology to google answers;
- S6: Writing small papers;
- S7: Use of cell phones, use of written papers. Use of written papers is the most common;
- S8: Written materials, cell phones. Written materials most common;
- S9: “Mwakenya”, use of text book, copying from each other, checking through the cell phone. “mwakenya” is most common;
- S10: writing on hands, use of cell phone. They are the most common;
- S11: Use of cell phone;
- S12: “Mwakenya”, cell phones, writing on hands, desks, use of calculator since it stores memory;
- S13: Mobile cell phones;
- S14: Using cell phones through text messages, using written materials such as tissue handkerchief, writing on desk;
- S15: Using “mwakenya”;
- S16: The “mwakenya”, writing on clothes, palms, legs;

Discussion of the above responses regarding cheating methods in examinations:

- 12 respondents - “Mwakenya” (crib notes);
- 8 respondents – cell phones;
- 2 respondents – text messages;
- 2 respondents – internet;
- 4 respondents – copying from friends;

- 1 respondent - discussing with friend;
- 4 respondents - writing on body parts;
- 3 respondents - use of books;
- 2 respondents - writing on the desks;
- 1 respondent - writing on walls;
- 1 respondent – use of codes;
- 1 respondent – saving answers in calculator memory;
- Question six of the interview reads as follows: What is the relevance of the unauthorized materials to the examination?
- The respondents' answers were as follows:
  
- S1: You may not have crammed the course content for the examination and you want to pass;
- S2: In some cases they are relevant in others no;
- S3:
- S4: To pass examinations;
- S5: You get all the answers from the internet;
- S6:
- S7: They carry them in the hope that they can use them to answer questions;
- S8:
- S9:
- S10:
- S11: It becomes much easier to get the answer to questions on the paper;
- S12: The formulas are written on the desk and such a question appears for that formula thus you just copy the formula and work out the question;
- S13: If you want to know the answer, you just google search and it will definitely give you the correct answer;
- S14: It can be;
- S15: It was for confirmation of answers;

- S16: Some are and some are not. It is not something you are 100% sure of. You are just predicting what might or might not come;

Discussion of the above responses:

- 6 respondents indicated that the materials help get answers to questions;
- 3 respondents said the materials may or may not be relevant;
- 2 respondents said the materials assist them to pass examinations;
- 5 respondents had no response to the question.

Questions seven of the interview reads as follows: In your opinion, why do students cheat in examination? What are some of the reasons students give for cheating in examinations?

- The respondents' answers were as follows:
  - S1: To pass, lack of confidence;
  - S2: They would like to pass;
  - S3: They cheat due to pressure of failing, to pass examinations and not to repeat another year;
  - S4: To upgrade their marks, pass with more marks;
  - S5: They are not well prepared for the examinations, pressure from parents to pass;
  - S6: Not well equipped and not ready for the examinations. Maybe they fear failing;
  - S7: Pressure of course work, do something to pass the examination;
  - S8: Did not use their time properly in examinations preparation, they want to pass;
  - S9: They are not sure of what they are doing;
  - S10:
  - S11: They cheat because they want to pass;
  - S12: In order to pass examinations;
  - S13: Because they do not want to fail;
  - S14: Lack of enough practice or understanding in Mathematics, Chemistry and Physics
  - lack of enough knowledge to answer questions, not to repeat the course;

- S15: In order to reach the level they want and to continue with the course;
- S16: They cheat in order to pass, students who do not believe in themselves.

Discussion of the above responses concerning reasons for cheating:

- 8 respondents -To pass examinations
- 4 respondents - Lack of confidence
- 3 respondents - Fear of failure
- 3 respondents - Move to the next level
- 1 respondent - Upgrade marks
- 3 respondents - Unpreparedness
- 1 respondent - Pressure from parents
- 1 respondent - Pressure of course work
- 1 respondent - No response

8. a) Question eight (a) of the interview reads as follows: How does attendance rate, both for the teachers and the students, affect learning?

- The respondents' answers were as follows:
- S1: Most lessons are attended by lecturers;
- S2: In the last weeks it hasn't been good. Like in a day, we only learn one lesson out of three. They give notes for us to write and go through them;
- S3: They used to attend but a teacher can fail to attend a lesson but report his/her absence, give assignment and usually compensate for time lost. Some students miss lessons since they are married and have families, some are working and they fail to come to class;
- S4: When lecturers do not come most of the time, they give notes and do not explain the notes, the students will not bother to read these notes;
- S5: Of course, in a very high rate it affects learning. Most of the lecturers in Pharmacy not employed by the Government, we do not have them all the time.
- S6: Yes, a lot. The unit we have done we have never attended lectures because the lecturer does not come at all for the whole year and that is a threat to us. We need

someone to assess us, guide us and to train us on difficult things. Students who miss lessons will get concepts that they cannot understand;

- S7: Lesson attendance is important since students will have one-on-one interaction with lecturers. Some students learn through listening, others by reading;
- S8: If lecturer does not attend classes, the syllabus will not be covered. When students fail to attend classes they miss out on topics that have been covered;
- S9: Students are normally late but not lecturers;
- S10: For students it affects in that you may not attend technical drawing to practice concepts and so during Examinations you will not be able to complete the examination;
- S11: when lecturers do not turn up, the students may not bother to study, if students fail to attend, lecturers may not teach since there are few students
- S12: Not able to cover the topics if lecturers do not make it for all classes. Students who miss lessons will miss what the lecturers have taught
- S13: If lecturers do not attend, this affects students who are good listeners and understand when being taught rather than by reading by themselves;
- S14: No, students have books. Students needs to read, the teacher's duty is to give guidance;
- S15: If a teacher does not attend his/her lesson, students will not be guided. If a student skips a lesson, they lose on what has been taught;
- S16: when the student is not in class, they miss the lesson, when the teacher does not turn up, students do not learn.

Discussion of the above responses:

- 3 respondents – not given guidance;
- 1 respondent – not assessed;
- 3 respondents – syllabus not covered;
- 2 respondents – affects those who understand when they hear;
- 2 respondents – no motivation to study;

Effects on students missing lessons:

- 1 respondent – lecturers will not teach few students;

- 5 respondents – miss out on new concepts;
- 5 respondents did not answer as per the questions asked.

8. b) Question eight (b) of the interview reads as follows: How does this contribute to cheating in examination?

The respondents' answers were as follows:

- S1: Because you were never taught then copying is the easier way;
- S2: Because it is difficult for students who miss lessons to understand some questions;
- S3: If a person fails to attend a class, they do not understand, when examinations come, the person is forced to cheat;
- S4: students do not read notes when lecturers do not go to class, so the students definitely cheat in the examination;
- S5: If you miss a certain lecture you may not be able to cover whatever was taught, not sure of certain concepts in examinations, so you cheat;
- S6: Not attending lessons will lead to one not understanding the concepts, which in turn will force you to copy materials from the books;
- S7: Students will not be able to understand and visualize what is taught if a teacher was present, leading to cheating. For students who miss lessons, they will not have prior knowledge to answer questions thus will use something external to pass examination;
- S8: A students will cheat in when areas not covered are examined, because they did not understand the lesson;
- S9: If I miss a class, I would borrow a book and copy notes during the examinations;
- S10: Be tempted to cheat because something you did not learn you cannot attempt to answer;
- S11: students forced to cheat since they never covered the topics in class;
- S12: Encourage cheating due to lack of attendance;
- S13:
- S14: Does not lead to cheating;

- S15: if questions are asked from a topic you missed, you be forced to cheat to get the answer;
- S16: If a lesson not learnt appears in the examination the students will find ways to answer using other methods, i.e. cheating.

Discussion of the above responses:

- 6 respondents said lack of prior knowledge would lead to cheating;
- 7 respondents said lack of understanding would lead to cheating;
- 1 respondent said absenteeism would not lead to cheating;
- 1 respondent did not address the question;
- 1 respondent did not attempt the question;

9. Question nine of the interview reads as follows: Is there adequate lecturer-student interaction in class? Does it encourage or discourage cheating in examination?

- The respondents' answers were as follows:
- S1: Yes, some take it a step further, we are told to come back after lessons so that he/she can cover the syllabus;
- S2: It is moderate. It can encourage cheating because the teacher's attitude is bossy;
- S3: Yes. Some teachers request us to read before they teach and if we do not understand, they request us to approach them to discuss;
- S4: Yes. It discourages cheating since a student can ask questions and the lecturer clarify thus helping student to understand;
- S5: Yes at some point and no at some point. Most of the lecturers are outsourced elsewhere, allocated few hours, not well taught, no time for interaction;
- S6:
- S7: Yes there is. Discourages cheating since students have the information they need during the examinations, have been given reference points;
- S8: Yes, it discourages cheating because we discuss and interact with the lecturers;
- S9: Yes. There are discussions, and this can enable one recall in examinations and have courage to answer questions, will have potential to answer questions;

- S10: Yes there is. It discourages cheating because it is well explained in class and easier to answer questions;
- S11:
- S12: There is interaction. It may encourage cheating since you have interacted with the teacher, you do not fear this teacher and can write a formula on the desk and use it;
- S13: Yes, there is discussion in class. Lecturers cover topics, ask questions and we discuss;
- S14: No. if a student wants to pass, they need to interact with lecturers in order to pass the examinations and they might be given a “mwakenya” by the teacher;
- S15: Yes. When you are free with the teacher, you are more comfortable asking questions and discussing topics in class thus confidence tackling questions;
- S16: Yes there is. This discourages because the teacher does his/her job and explains well.

Discussion of the above responses:

- 11 respondents affirmed that there is an adequate lecturer- student interaction;
- 2 respondents said the lecturer – student’s interaction was moderate
- 1 respondent did not answer the question as asked
- 2 respondents had no responses for the questions

On whether this encourages or discourages cheating;

- 5 respondents said it discourages cheating since the lecturers clarify the concepts;
- 4 respondents said it discourages cheating since they discuss in class and that promotes understanding
- 1 respondent said it encourages cheating because the teacher’s attitude is bossy;
- 1 respondent said it encourages cheating because students are too friendly with lecturer.

10. Question ten of the interview reads as follows: How do lecturers perform the invigilation tasks? Are they fully involved?

The respondents’ answers were as follows:

- S1: Some may leave the room but not all the time. Probably 5-10 minutes
- S2: Some teachers give the examinations and then leave;
- S3: they give out papers and ask us to start examinations, some stand at one corner, some move around, some leave the class;
- S4: the teachers normally invigilate well enough. Not all are serious;
- S5: they are very strict, starts by checking whether you have paid fees.
- S6: there are some invigilators who come out of the room while the examinations are going on for the whole session;
- S7: they sit in a corner and watch students. They are not fully involved because some lecturers allow students to use their cell phones e.g. receiving cell phone calls outside examination room;
- S8: They are very strict.
- S9: They check if we have “mwakenyas”, text books or written materials. They walk around the examination room to ensure that there is no cheating. But not all, some invigilators just sit on the front desk all the time;
- S10: some of them are serious but some give papers and then leave the class or sit in front. Others move around the room and check if you have cell phones or books;
- S11: They are not serious in frisking, some do remain in the room but some do not;
- S12: They go round the class room to avoid copying. The teacher should be in room without leaving the class room;
- S13: They search for unauthorized materials, make sure they are not out of the class until examination is over, and keep moving around the room to supervise examination;
- S14: Yes;
- S15: They go round the class, they collect all books, and they sit in class but sometimes they go out of class;
- S16: they go round the class. Some just sit and this encourages cheating but most of them are fully involved.

Discussion of the above responses:

- 7 respondents indicated that some invigilators leave the examination room while examination is in progress;
- 7 respondents said some invigilators move around the examination room;
- 5 respondents said some invigilators sit at a corner, at the back or in the front of the room;
- 4 respondents said some invigilators check whether they have unauthorized materials;
- 3 respondents said supervision is very strict;
- 1 respondent said some invigilators stand at a corner;
- 1 respondent said they are well and satisfied;
- 1 respondent said not all are serious;
- 1 respondent said some invigilators allow students to use cell phones;
- 1 respondent said some invigilators are not serious but frisking; and
- 1 respondent did not answer as per the question asked.

11. Question eleven of the interview reads as follows: Are you given the course outline for each subject at the beginning of the term? Do the examination questions come from this area?

- The respondents' answers were as follows:
- S1: Every lecturer comes with his/her course outline so we know what is to be covered;
- S2:
- S3: At the beginning of the course each teacher gave us his/her course details to read and to know the topics to be covered. Even if the examination comes outside the topics it be related to the course;
- S4: Yes;
- S5: Yes we are. Yes, there are general knowledge questions to apply but relevant to the course;
- S6: Yes, we are given course outline for most courses.
- S7: Yes we are given. There is no question that comes outside the course outline;
- S8: Yes. Most of the examinations are within the course outline but some bits are based on the general knowledge something to do with the course;

- S9: Yes
- S10: Yes, all course outlines for every subject is given;
- S11: We are given for all subjects and examinations come from the outline;
- S12: Yes;
- S13: Yes, for all subjects
- S14: Some subjects. Yes;
- S15: Yes, for all subjects. Yes;
- S16: We are for all subjects. Not specifically at the beginning of the term but at the beginning of the course. Yes;

Discussion of the above responses:

- 11 respondents said they are given course outline at the beginning of the term;
- 1 respondent said they were given in some subjects;
- 3 respondents just said yes;
- 1 respondent did not answer.
- On whether the examination is based on the topics in the course outline:
- 4 respondents said examinations are from the topics in course outline
- 2 respondents said examinations include general knowledge related to the course

12. Question twelve of the interview reads as follows: How does lack of confidence in students promote cheating in examination?

- The respondents' answers were as follows:
- S1: When one has not studied enough, then they decide to cheat because no one likes failing;
- S2: It will lead to one student writing papers to assist in doing the examinations;
- S3: It can support cheating because if they cram something and they tend to forget, I
- Would write it somewhere to remember;
- S4: He/she will try to find out the answers from fellow students or refer back to papers;
- S5: If you are not confident enough and you are not prepared, definitely you will cheat;
- S6: If you do not have confidence you will tend to refer to notes while doing examinations;

- S7: Confidence leads to answering of examination questions that are asked. If you are not confident, you will not have adequate answers for the questions and thus cheat in examinations;
- S8: they tend to think the best option is to cheat in examinations because they feel inadequate;
- S9:
- S10: For example in technical drawing which is compulsory but one did not learn, they will be tempted to copy from others;
- S11: Because you do not have confidence to tackle a certain topic and I would find ways to cheat. I would not want the teacher to realize I am weak in certain topics;
- S12:
- S13: I do not know;
- S14: If you cannot believe in yourself this makes you cheat. Some students' lack confidence in tackling mathematical questions, so they rely on others to do the questions for them and then copy;
- S15: If a student is not confident in themselves, they will not be satisfied with what they get thus they are forced to do something that will lead to cheating;
- S16: If you feel you are not well prepared in examinations then you are motivated to find ways to cheat in examinations.

Discussion of the above responses:

- 4 respondents - unpreparedness
- 2 respondents – feel inadequate
- 1 respondent – poor self esteem
- 1 respondent – discontentment
- 1 respondent – poor perception
- 1 respondent – forgetfulness
- 1 respondent – not sure
- 3 respondents – did not address the question
- 2 respondents – did not attempt the question

13. Question thirteen of the interview reads as follows: How does peer influence contribute to cheating in examinations?

- The respondents' answers were as follows:
- S1: If your friends ask you out and you had no chance for studying, you will cheat in order to pass;
- S2:
- S3: A friend can tell me that he/she would beat me in examinations; we make a bet, in this regard, I have to do something in order to pass the examinations and beat my friend;
- S4: When you see your friend not studying, you tend to do what they are doing, and you do not study as well;
- S5: Because of lack of preparation if you have a friend who doesn't come to class, you will end up cheating in examinations;
- S6: If you are walking with people who do not like reading, and working hard, when examinations come and you are not prepared, you will be getting ideas from different resources thus cheating in examinations;
- S7: It depends if you are competing and you see you are inferior amongst your peers, so you will cheat in the examinations to beat them;
- S8: When a student tells you that they cheated and excelled in examinations, you tend to cheat too;
- S9: By giving one another encouragement on how to go about "mwakenya";
- S10: Some friends may be encouraged not to come to class and fail to attend some lessons. They are definitely forced to cheat since they are unable to answer the questions;
- S11: If my friends cheat and passed, the next time I would also try to cheat in examinations;
- S12: May be your friend does not attend classes, so they would cheat in order to pass and they may tell you also to cheat in order to pass. You will do what your friend does;

- S13: When you do not want to be beaten by a friend who is taking the same course and some are quite boastful and intimidating; you may tend to cheat in order to pass;
- S14: It does not. If we decide to read together as a group and discuss and if we notice that one of us is in bad company; we are able to guide them;
- S15: Yes, if you have a friend trying to cheat and is more likely for you to assist him/her to get the answer by cheating;
- S16: If I have a friend who encourages me to cheat, I will definitely cheat;

Discussion of the above responses:

- 2 respondents – unpreparedness
- 3 respondents – competition
- 5 respondents – aping friends
- 3 respondents – indiscipline
- 1 respondent - Good role model
- 1 respondent – abetting cheating
- 1 respondent – did not attempt the question

14. Question fourteen of the interview reads as follows: How does involvement in extra-curricular and social activities promote cheating in examinations?

The respondents' answers were as follows:

- S1: If you are more in sports and you forget to study, you will be forced to cheat in order to pass;
- S2: These activities take too much of your time instead of studying, they will not have enough time in learning and when the examinations come they will look for papers to refer;
- S3: When a student takes most of his time doing the extracurricular activities or social activities, the student will be forced to cheat in order to pass;
- S4: This might interfere with studies depending on the frequency of meetings which may lead to cheating;

- S5: When you are too much involved in those co-activities you may not be able to attend some lectures. At some point they may contribute in cheating since you are not adequately prepared for the examination. They contribute minimally;
- S6:
- S7: They divert attention or one may find him/herself being more involved in extra-curricular activities and forget the school studies. So this would lead to cheating;
- S8: No, because they are supposed to supplement your class work to make your mind flexible;
- S9: Lack of some exercises after you do them by a certain teacher did not go about it again;
- S10: It may promote cheating in examinations if you engage mostly in these activities rather than balancing with class work and you are unable to answer questions on paper;
- S11: I do not see that because if you are in sports and you can study if you want to. I do not see how it can promote cheating;
- S12: It can lead to cheating if the student spends most of the time out of classes when lessons are going on and he/she misses the topics;
- S13: No, I don't think so;
- S14: No, because most of them are done in the evening after classes;
- S15: No, games give motivation and confidence even in class and examinations;
- S16: When you put most of your time in these activities you will not be able to study thus cheat in examinations since they did not prepare for the examination.

#### Discussion of the above responses:

- 8 respondents – lead one to be unprepared
- 2 respondents – extracurricular activities revitalizes
- 1 respondent – no practice of what is learnt
- 3 respondents – has no effect on learning
- 1 respondent – lead to poor time management
- 1 respondent – did not attempt the question

15. Question fifteen of the interview reads as follows: What contribution do parents have on cheating in examinations?

The respondents' answers were as follows:

- S1: I don't think so;
- S2: I don't think so;
- S3: Some parents would. You will find some parents need their children to pass. They buy the examinations for the students, who take it to their friends which promotes cheating;
- S4: I don't think so;
- S5:
- S6: I don't think so. In fact, they will condemn you if you cheat in examinations;
- S7: Definitely. Because they put a lot of pressure on the student to pass examinations and if you do not pass there are consequences;
- S8: The only case that parents might contribute to students cheating is maybe they have said that you must pass the examination. If a student feels inadequate they may tend to cheat in order to please the parents;
- S9: No
- S10: No;
- S11: No, because you are here alone and parents are at home. They can also be part if you go home without good results and they make noise at you. So next time I may try to cheat to impress them;
- S12: What I have heard is that there are parents who can get papers for their children in order to pass;
- S13: No;
- S14: Yes they do, by paying the examination setters for papers beforehand and giving them their children to do them before the examinations;
- S15: No;
- S16: I don't think so.

Discussion of the above responses:

- 5 respondents – no contribution
- 3 respondents – abet cheating
- 1 respondent – condemn cheating
- 3 respondents – pressure to pass
- 4 respondents – did not address the question
- 1 respondent – did not attempt the question

16. Question sixteen of the interview reads as follows: How are students who cheat regarded by other students?

The respondents' answers were as follows:

- S1:
- S2: They are just under graded, i.e. they are above me in examinations just because of cheating;
- S3: I cannot judge them but I would have a negative attitude towards them;
- S4: The notorious students are the ones who cheat, they harass the humble ones and they feel bad towards cheaters;
- S5:
- S6: They are cowards, no self-confidence and one who cannot be trusted since you cannot trust yourself;
- S7: They are regarded as cowards basically; they cannot face examinations like others;
- S8: Not positively;
- S9: To encourage them to do more investigations in what is taught instead of cheating;
- S10: I feel bad but at the end of the examination, he may not know anything. You avoid them since they are mature people with their minds;
- S11: You will take them as a friend;
- S12: I will not be happy about it; since they have been cheating in order to pass examinations. I feel very bad.

- S13: It is said that in the final examination you cannot cheat so if they cheat in these small examinations, there is a high percentage of failing in the examination. The rest feel very bad;
- S14: I feel bad and angry towards them since I have read and he/she just comes with papers to copy and they pass more than me;
- S15: They show low esteem;
- S16: They are not regarded positively with the rest of the students.

Discussion of the above responses:

- 4 respondents – they are underrated
- 7 respondents – viewed negatively
- 1 respondent – felt they are undisciplined
- 2 respondents – did not address the question
- 2 respondents – did not attempt the question

17. Question seventeen of the interview reads as follows: Are you counseled against involvement in examination cheating during the term? Who does the counseling?

The respondents' answers were as follows:

- S1: No but we had a general orientation meeting;
- S2: Yes, we were told by the Principal to avoid cheating and when you see someone cheating you tell the teacher;
- S3: Some teachers tell us the consequences of cheating, e.g. we are not allowed to cheat and if you are caught cheating you will be suspended;
- S4: Never;
- S5:
- S6: Yes, we are cautioned every time we are learning, we are given guidelines and how to answer questions and how never to copy other people's work;
- S7: I don't think there is counseling. There are laws people are given as in if you do this, this is the repercussion;
- S8:

- S9: Yes, it is fair to be attentive when lecturers are teaching then study to get confidence in examinations;
- S10: Individual lecturers do it;
- S11: We have never been counseled in any way;
- S12: Yes we are. The lecturers and subject teachers counsel us when doing examinations and during lessons;
- S13: Yes, within the term by lecturers. It is not good to cheat in examinations;
- S14: No, ever since I came to this school;
- S15: Sometimes. An examination is just like any other test so when you go out after the course, you will still be examined in certain areas;
- S16: Yes we are counseled. Each and every teacher who comes to class tells us not to cheat in examinations.

Discussion of the above responses:

- 7 respondents – counselled against cheating
- 1 respondent – counselled on consequences
- 5 respondents – not counselled
- 2 respondents – did not attempt the question
- 1 respondent – did not address the question
- On who does the counselling?
- 6 respondents – the teachers
- 1 respondent - the Principal
- Others did not respond to this question

18. Question eighteen of the interview reads as follows: What is done to students who are caught cheating in examinations?

The respondents' answers were as follows:

- S1: Have not heard;
- S2: I do not know;
- S3: I heard that if you are caught cheating in examinations your marks will not be included in the final examinations;

- S4: There is disqualification of that examination;
- S6: No one has ever been caught so I do not know;
- S7: I have not heard any scenario here but somewhere else, their papers are taken and they cannot continue with examinations and they are taken out of class;
- S8: The examination is cancelled. I think it is just the paper they are doing that is cancelled;
- S9: They are punished by not doing the examinations;
- S10: Their examinations are cancelled;
- S11: They are punished by cancelling the results or marks being deducted from your examinations;
- S12: I have never seen anyone caught. But their papers are cancelled;
- S13: The examinations are cancelled;
- S14: The papers are cancelled. They are disqualified from doing examinations;
- S15: The examination is cancelled or disqualified from the school;
- S16: Their papers are cancelled and they do not get results for that particular subject.

Discussion of the above responses:

- 12 respondents – examination cancelled
- 3 respondents - unsure
- 1 respondent - did not attempt the question

19. Question nineteen of the interview reads as follows: What does the academic policy state on cheating in examinations?

The respondents' answers were as follows:

- S1: You will be penalized;
- S2: I do not know;
- S3: If you cheat in the final examinations, you can lose your final results since they will be cancelled;
- S4:
- S5: There are those set rules put down if you are caught cheating;
- S6: I have not heard of it;

- S7: No cheating in examination;
- S8: To some extent it will lead to imprisonment;
- S9: If you cheat your examination will be cancelled;
- S10: Person caught cheating, the examination is cancelled and will repeat the entire term;
- S11: When you are caught cheating in examinations all your examinations will be cancelled and you will have no results;
- S12: One is penalized if caught cheating. All papers done are penalized and you are not allowed to sit for other examinations;
- S13: Once a student is caught cheating in examination, he/she is given another paper to do or the examination is cancelled;
- S14: It states that you should not try to cheat in examinations nor use any written materials when entering an examination room and no use of cell phones;
- S15: I cannot remember;
- S16: It states that anyone caught cheating in examinations, their papers would be cancelled.

Discussion of the above responses:

- 3 respondents – leads to those who cheat being penalize;
- 3 respondents – unsure
- 5 respondents – examination cancelled for those caught cheating
- 2 respondents - prohibit cheating
- 1 respondent – set rules against cheating
- 1 respondent – required to repeat a whole term if caught cheating
- 1 respondent – given a supplementary examination.

20. Question twenty of the interview reads as follows: What should be done to prevent cheating in internal examinations?

The respondents' answers were as follows:

- S1: Good invigilation, the invigilator to move around the classroom and students to be advised on the disadvantage of cheating;

- S2: Have enough invigilators provided and space between one student and the other should be sufficient;
- S3: The students need to be counseled on the effects and consequences of cheating. students need to be told to make sure teachers cover everything they need to for the term;
- S4: Teachers should invigilate the examinations throughout and not leave the examination room while the examinations are in progress;
- S5: A certain level of discipline should be put on the students;
- S6: Ensure all students attend lessons fully, and then we should have frequent assessments so that you will develop yourself confidently in examinations;
- S7: The invigilators should be more involved in examination room not listening to music and they should not leave the room or allow cell phone calls, prior searching and giving the students the much needed confidence before the examinations, lecturers should attend all classes;
- S8: Adequate materials for students before examinations; students should be made aware of the consequences of cheating when caught;
- S9: I would encourage students to study hard and be hard working and avoid cheating. Those who cheat I would tell them they all have potential if they only worked hard and attend classes;
- S10: Students should be checked on hands, books, invigilators should be keen enough to observe students whether they have materials on them or operating their mobile cell phones;
- S11: Proper student frisking before they enter the examination room;
- S12: In the examination room, students should sit apart to avoid copying each other, no sharing of calculators, mathematical tables, and students must be thoroughly inspected when entering the examination room and the room should be cleaned before the examinations begin, and no mobile cell phones should be allowed in the examination room. Teachers should move around the class during examination time and they must be in the room from the start to the end. The blackboard should be rubbed;

- S13: Good supervision, if you are fully supervised, it will not be possible;
- S14: Cell phones should be prohibited from the examination rooms, students should be shown how to answer examination questions to minimize examination cheating and no writing materials should be allowed in the examination room and clean all written desks before the examinations;
- S15: The teachers should give frequent tests to students in order to build their confidence. Teachers should encourage the students to do more research on their own so that they can get the morale of learning and this will prevent cheating. There should be spacing in the examination room;
- S16: The teachers should take responsibility by condemning cheating and when doing internal examinations there should be thorough supervision.

Discussion of the responses above:

- 7 respondents – strict invigilation
- 7 respondents – frisking, no unauthorized material
- 4 respondents – students should be counselled against cheating
- 3 respondents – adequate spacing of desks
- 2 respondents – students given frequent assessment tests
- 2 respondents – room, desks, and blackboard cleaned before examination starts
- 2 respondents – lecturer, students attend classes
- 1 respondent – more invigilators per room
- 1 respondent – teachers to cover the syllabus
- 1 respondent – discipline students
- 1 respondent – provide adequate materials
- 1 respondent – no sharing of calculator
- 1 respondent – guide students on answering questions

### **3.4.2 DATA FROM THE LECTURERS' INTERVIEWS**

Question one of the interviews reads as follows: How often do teachers counsel and sensitize students against examination cheating in a term?

The respondents' answers were as follows:

- L1: Every time we open school we are supposed to have an assembly and students are reminded on the same. Once with all the students together, then before they sit for examination;
- L2: Often, especially when we go to class, you teach and emphasize on being genuine, you emphasize on students doing their own work and we emphasize on the implications of being caught cheating;
- L3: It normally depends with the teacher and it is not necessary. We do it during lessons and more so when they are about to do examinations;
- L4: Counseling we do it termly and sometimes when students are caught cheating, we cancel the examinations immediately. Students are also counseled just before the onset of examinations, we counsel them all the time.

Discussion of the above responses:

- 2 respondents – before the examinations are taken
- 2 respondents – often when teaching
- 1 respondent – when school opens
- 1 respondent – when students are caught cheating

Question two of the interview reads as follows: What are the causes of cheating in internal examination among students in your institution?

The respondents' answers were as follows:

- L1: I believe the main cause of cheating in this institution is students who do not attend classes. Many of those who cheat are those that skip classes; and
- L2: a) Lack of preparedness. Students are not well prepared so they end up cheating because they do not have time to read.

b) Students are not confident on what they know

- Influence from other students, you can make it not only by reading but by cheating. Peer influence comes when they tell each other you do not have to read to pass.
- L3: Unpreparedness, lack of confidence;

- L4: Lack of belief amongst the students, they want to avoid repeating a year during the stage examinations;

Discussion of the above responses:

- 3 respondents – lack of confidence;
- 2 respondents – unpreparedness;
- 1 respondent – absenteeism;
- 1 respondent – aping friends; and
- 1 respondent – avoid repeating.

3. Question three of the interview reads as follows: What methods do students use to cheat in Examinations?

The respondents' answers were as follows:

- L1: There are students who carry some papers, others would have written their mnemonics and acronyms to remind them of certain principles written on their hands. Others will have hidden some materials in the toilet. There are cases where students are caught with mobile cell phones. Because of the nature of our rooms students are also able to collude and canvas and they are able to check what the other students are doing.
- L2: They carry small pieces of paper, mobile cell phones where they put information in the cell phones memory card, others exchange papers;
- L3: They use “mwakenya”, consulting each other; and
- L4: You find them with text books on top of the examination materials, also note books students carry in scribbled notes and smuggle them into the examination room. Sometimes they write on the walls of the examination room and black boards, they write formulas on desks;

Discussion of the above responses:

- 4 respondents – use of crib notes;
- 2 respondents – use of cell phones;
- 2 respondents – copying from friends;
- 1 respondent – writing on body parts;

- 1 respondent – exchanging papers; and
- 1 respondent – use of text books.
- 1 respondent – writing on walls, desks and blackboards

Question four of the interview reads as follows: What percentage of students cheats in examination in your subject per term?

The respondents' answers were as follows:

- L1: I would say that there are less than 10% of the students;
- L2: 5% of the students;
- L3: Probably one or two students; and
- L4: 5 out of 50.

Discussion of the responses above:

- 2 respondents – 10%;
- 1 respondent – 5%; and
- 1 respondent – 1 to 2 students in a class.

Question five of the interview reads as follows: According to your observation what behaviours are associated with cheating?

The respondents' answers were as follows:

- L1: They are unsettled; they show some level of timidity and even the body language can easily give them away;
- L2: The student doesn't concentrate on the examination and keeps focusing on you and your movements in class, also the student looks tense and is not stable;
- L3: Student is tense and afraid; and
- L4: They move closer to each other in order to copy each other, when a student keeps looking downwards, this looks suspicious and you will find probably there is actually written materials there.

Discussion of the above responses:

- 3 respondents – they are tense'
- 1 respondent – focus on the teacher's movements;
- 1 respondent – sitting close to each other; and

- 1 respondent – looking downwards.

Question six of the interview reads as follows: How do the students react after being caught cheating?

The respondents' answers were as follows:

- L1: Many of them are devastated because they are aware of the consequences. They know the rules very well;
- L2: They have read and the repercussions of being caught cheating on an end term examination it will mean that the whole examination is cancelled for them, what would they tell their parents if this happen when examination is cancelled;
- L3: They are surprised, they apologize and others defend themselves;
- L4: Some cry and plead with the teacher especially if the teacher is male and student female the student may even offer herself sexually to the teacher, to avoid the matter being reported in the examination office/board. Lady students even try to incriminate the male lecturers to the principals if the lecturers report them to the examination board.

Discussion of the responses above:

- 2 respondents – trepidation;
- 1 respondent – devastated; and
- 1 respondent – they project against male teachers if female students.

Question seven of the interview read as follows: How do you handle cases of cheating in your subject? How do other teachers handle the same?

The respondents' answers were as follows:

- L1: We normally refer them to the HOD, you make a report and evidence is prepared and given to the HOD and the HOD takes it up from there. You hand it over to the deputy for further disciplinary action onward;
- L2: I disqualify them from the examination and then it becomes a discipline case, i.e. you have to go the HOD's office and a warning letter is issued and put in your file. I can say that as a department we have agreed to handle all cheating cases the same;

- L3: I have not found anybody cheating in my class. The name of the cheating students is forwarded to the examination board and the board handles it. If I found the student just about to do it, you just pick the “mwakenya” from the student and warn the student not to do it.
- L4: I cancel the grades and perhaps give them a supplementary paper. The methodology is the same for the other teachers.

Discussion of the above responses:

- 3 respondents – report case to Head of Department or Examination officer;
- 2 respondents – disqualify the student;
- 1 respondent – give a warning; and
- 1 respondent- gives a supplementary examination.

Question eight of the interview reads as follows: Would you help a student to cheat in examination if you had the opportunity?

The respondents’ answers were as follows:

- L1: As a teacher no, because I would not have any motivation. I am aware I would be risking my job and I wouldn’t risk my job for such students even if it is my own child;
- L2: Never, because I would be cheating myself;
- L3: No. Not at all. It is against my teaching ethics; and
- L4: No because our professional ethics does not allow us to do that. You could also be imprisoned and this is very serious.

Discussion of the above responses:

- All respondents termed it unethical

Question nine of the interview reads as follows: Do you give the course outline to the students at the beginning of the term? Which area do you set your examination questions from?

The respondents’ answers were as follows:

- L1: Personally I have been giving course outlines all the time. Sometimes you find it on the first lesson and you give them course outline to go and photocopy. We normally use the course outlines to set our examinations, other than when you want to test them on something general that relates to the course and see whether they can apply;

- L2: I do. I give my examinations on what we have covered throughout the term and also guided by the course outline;
- L3: Yes. You set examinations from what you have taught. If it is an end term examination, all you have covered that term. If it is a stage examination, you cover examinations for two terms;
- L4: That is the very first thing teachers do before you introduce the subjects.

Discussion of the above responses:

- 3 respondents - give course outlines;
- 3 respondents – set examinations from topics covered; and
- 1 respondent – set examination on general knowledge related to course.

10. Question ten of the interview reads as follows: Are there teachers who teach the examination?

The respondents' answers were as follows:

- L1: Am aware there are people who teach the examination especially when somebody has been away and then they realize that time is not on their side. They strictly come and teach the examination. That practice I am aware it is there sometimes.
- L2: It is hard to tell;
- L3: In my section I have not come across that;
- L4: we do not teach examinations but we prepare students towards examinations. We do not teach the examinations at all.

Discussion of the above responses:

- 1 respondent – some teachers teach the examination;
- 2 respondents – it is not done; and
- 1 respondent – unsure.

11. Question eleven of the interview reads as follows: What types of students are more likely to cheat in examination? Why?

The respondents' answers were as follows:

- L1: It is mainly students who absent themselves from school. These students are the most prone to cheat in examinations;

- L2: Most students who cheat usually have discipline cases, they are drunkards, and have no time for being in class (absenteeism). They do not concentrate in class;
- L3: I am not able to answer this questions but I hear the students who are not well prepared for examinations are the most likely to cheat in examinations;
- L4: unprepared students, mostly ladies in a college setting. You will find some ladies miss quite a number of classes so they find they are not ready for examinations. Students involved in unsocial activities such as drinking will also tend to cheat in examinations. Students who are involved in relationships also tend to cheat in examinations.

Discussion of the above responses:

- 2 respondents – those undisciplined;
- 1 respondents – unprepared; and
- 1 respondent – those who are absent most of the time.

Question twelve of the interview reads as follows: What type of student is less likely to cheat in examination?

The respondents' answers were as follows:

- L1: Those who have been attending class regularly, those who participate in class and who find time to come for questions in past papers and we discuss with them these students already feel at home with the examination;
- L2: Those who attend classes, who usually ask questions after the lesson. They are unlikely to cheat because they ask questions from what you have taught but also other questions;
- L3: Serious students with their studies because they know what they want to achieve in future and they are focused in their course work. Student with high moral values are also not likely to cheat.

Discussion of the above responses:

- 3 respondents – serious students;
- 1 respondent – those with high moral values; and
- 1 respondent – did not attempt the question.

13. Question thirteen of the interview reads as follows: There are teachers who are unfriendly and less concerned with the students and vice versa. How this does contribute to cheating in examinations?

The respondents' answers were as follows:

- L1: Those teachers who are friendly and concerned with their students will prepare the students well. They even help the students to master the content, to be confident and be well prepared. But when a teacher is less concerned in fact preferences of cheating in the examinations must be high because the detachment creates room for cheating because they did not prepare the student well in terms of content;
- L2: Where teachers are unfriendly and less concerned, students cheat because the teacher is not concerned. The students are free to ask questions with friendly and concerned teachers. Students will discuss questions even in different subjects;
- L3: I have not heard of that because we really encourage students to study whether the teachers are there or not. Teachers work as a team and are always there to assist their colleagues if they are not there with their students;
- L4: Professionally, I do not think there is any lecturer who is less concerned because a teacher's duty is to impart the lessons to the students. A teacher may teach and may not realize that some students did not understand unless told so.

Discussion of the above responses:

- 1 respondent – students are unprepared which leads to cheating;
- 3 respondent – did not address the question;
- For the friendly teachers;
- 1 respondent – help student to master the content;
- 1 respondent – clarify subject matter; and
- 2 respondents – did not attempt.

14. Question fourteen of the interviews which say: What is your opinion about students' study habits?

- The respondents' answers were as follows:
- L1: I have discovered college students have poor study habits. May be because they are adults and are also concerned about other issues. Studies not their priority and then supervision is not effective. So issues like group discussion are done by very few students. Even the actual classroom notes some students do not have. Only a small percentage of students will be concerned about past papers, writing notes and discussions and personal time table. Those who stay outside the campus have a problem because they are always traveling. On the whole college students have very poor study habits. They rush during the last minute.
- They rarely study continually
- L2: They are not very good but not very bad. In this institution, there are other factors that may attract the young people, when students are free they go to town instead of studying;
- L3: Not very good. The students do not want to work hard enough;
  - L4: It depends. Those doing modular courses are very serious with studies since they start their examinations immediately they enroll. But the ones who take 3 years do their examinations at the end of the 3<sup>rd</sup> year so they are not serious with studies, they study when examinations are near. Some students do not really care about their studies probably they are involved in anti-social behaviour.

Discussion of the above responses:

- 2 respondents – study not consistent
- 2 respondents - little effort put in the study

15. Question fifteen of the interview reads as follows: How adequate are the examination rooms regarding the number of students in a class and facilities?

The respondents' answers were as follows:

- L1: In this institution, we are overwhelmed by the number of students and that does contribute a lot to cheating. Like now if you walk in those rooms, we are overwhelmed;
- L2: The rooms are spacious enough. They sit in a bench 2 or 3 students;

- L3: It is good;
  - L4: The infrastructure in colleges has greatly improved in the last few years. The facilities have expanded in the college. The rooms depend on the course. During examination they give bigger rooms to courses that have many students and smaller rooms to the courses with few students.

Discussion of the above responses:

- 3 respondents said the facilities are adequate;
- 1 respondent said they are inadequate.

16. Question sixteen of the interview reads as follows: How involved are teachers in invigilating examinations? Why are many teachers reluctant to invigilate examinations?

The respondents' answers were as follows:

- L1: For one, even the students themselves do not have adequate sitting space, so the invigilation is also a problem because sometimes you see the teacher going out and sometimes I see one person invigilating two examinations. I think it takes too long and you are not doing anything for 2-3 hours. You are just watching students, the teacher is not supervising, and there is no motivation like when supervising KNEC examinations.
- L2: Some are very serious and some not very serious. The reluctant teachers distribute examination papers then sit and don't move around the class to invigilate.
- This is lack of commitment;
- L3: They are generally well involved. Probably once in a while one may walk out of the room.
- L4: We are fully involved. A teacher must invigilate examinations. Ideally, all teachers should be in the examination room all the time since if they leave the room the students may cheat.

Discussion of the above responses:

- 1 respondent said some leave the room;
- 1 respondent said some invigilate in two rooms;
- 1 respondent said some invigilate while seated at one place;

- 2 respondents said they are fully involved in invigilation.
- Only 1 respondent commented on why teachers are reluctant to invigilate saying examinations take too long; teachers are not supervising; and there is no motivation to supervise examinations.

17. Question seventeen of the interview reads as follows: What preventive measures do you put in place to ensure that cheating does not occur during examination in your subject?

The respondents' answers were as follows:

- L1: Ensure the examination room does not have material that can assist the students ensure students do not have any material and no mobile cell phones.
- L2: Make sure you check for any materials that are not allowed in the examination room, any papers, cell phones etc. By talking to them and giving them assurance that examinations is not to punish but to test on what has been taught.
- L3: Penalties should be imposed to students, cancelling the examinations. The teachers should continue to counsel students against cheating and encouraging them to study hard and give them morale.
- L4: To counsel students and to tell them of the consequences of cheating and prepare students for examinations. Prepare the students well in advance.

Discussion of the above responses:

- 3 respondents said they counsel students against cheating;
- 2 respondents ensure there are no relevant materials during examinations;
- 2 respondents ensure students have no cell phones in examination rooms;
- 1 respondent ensures students are well prepared to take examinations.

18. Question eighteen of the interview reads as follows: Do you think the battle against internal examination cheating can be won?

The respondents' answers were as follows:

- L1: The internal one is 50-50. It is difficult because at the end of the day it ties to many other things. That habit is deeply rooted and I do not see goodwill to root it out. Because what do you stand to lose. It is not

something. If you give me on a scale of 1-10, I will give it 3 or 4 the goodwill to have it stopped.

- L2: It will start with the teacher. If you deliver well the students will not cheat. Deliver well to even indisciplined students. Make sure you bring them close so that they may know your subject. Teachers have to account for the passing of students;
- L3: Yes I do. By encouraging students not to cheat but rather study hard. Correct measures should be taken against those cheating. There is great improvement in this institution since I began invigilating, cheating in examinations is appearing;
- L4: Yes, because I realize that if you do your work well and you talk to the students they have no reason to cheat. We can eliminate cheating in examinations.

Discussion of the above responses:

- 2 respondents said cheating can be curbed by proper delivery of course content;
- 2 respondents said counselling students against cheating would win the battle; 1 respondent said correct punishment meted out would eliminate cheating; 1 respondent said there is no good will in winning the battle.

## **Summary**

This chapter presented data that was collected through participant observation, document analysis and in-depth interviews. The data represent the perceptions of the respondents who had either been involved in cheating or who had observed others cheating. It included the perspectives of students who were sitting for their end of term or end of stage examinations and the lecturers who were involved in teaching and in administering examinations in the institutions. The data is analyzed in chapter four.

## **CHAPTER FOUR**

### **DATA ANALYSIS, INTERPRETATION AND FINDINGS.**

#### **4.1 INTRODUCTION**

Dey (2005:31) defines qualitative data analysis as breaking data down into bits and then beating the bits together, a process of resolving data into its constituent components to reveal its characteristic elements and structure. This means that the researcher looked at how all the respondents responded to each interview question, notes down the similarities and differences and from these identify patterns or themes, which are then organized into coherent categories. Furthermore, Dey (2005:32) postulates that the first step in qualitative analysis is to develop comprehensive description of the collected data. In order to analyze the collected data the researcher had to first transcribe the data that was gathered from the interviews. A professional secretary was engaged to transcribe the data. The secretary and the researcher agreed to confidentiality of the data, in verbal and electronic form.

Taylor-Powell and Renner (2003:2) suggest that good analysis depends on understanding the data. After the interviews were transcribed, the researcher read and re-read the text and only then did she write down the impressions derived from the data. The quality of data was considered with regard to the interview questions and the literature of the study.

The researcher looked for the initial themes from the literature and research questions and came up with four themes namely: Factors that contribute to cheating, methods used in cheating, purpose of cheating and preventive measures. To start with, the researcher took two sets of interviews and assessed how individuals responded to each of the interviews. The interview questions were open-ended questions, which were described in chapter one, subsection 1.10.4.3. The responses of the participants were recorded in chapter three, subsections 3.3.1 and 3.3.2. These responses were analyzed and the analysis was recorded hereunder:

Questions 1 -4 on the interview schedule were used to collect data on demographics while questions 5- 22 were used to collect data aimed at addressing the research question.

The first analysis, which has been based on data from questions 5-22 of the first interview, is recorded as follows:

*Describe some of the methods used to cheat in examination:*

- Mwakenya ( crib notes)
- Cell phones
- Copying from friends

*In your opinion, why do students cheat in examination?*

- To pass
- They lack confidence

*What are the reasons students give for cheating in examination?*

- (respondent did not address the question)

*How does attendance rate of lecturers and students affect learning?*

- (respondent did not address the question)

*Is there adequate lecturer- student interaction in class?*

- (did not address the question)

*How do the lecturers perform the invigilation task?*

- Some leave room

*Are you given the course outline for each subject at the beginning of the term?*

- Course outline given

*How does lack of confidence in students promote cheating in examinations?*

- Unpreparedness

*How does peer influence contribute to cheating?*

- Unpreparedness

*How does involvement in extracurricular and social activities promote cheating in examination?*

- Lead to unpreparedness
- Poor time management

*What contributions do parents have on cheating in examination?*

- None

*Are you counselled against involvement in examination cheating during the term?*

- Not counselled

*What is done to students who are caught cheating in examination?*

- (responded had no experience of any)

*What does the academic policy state on cheating in examination?*

- Penalized

*What should be done to prevent cheating in internal examination?*

- Strict supervision of examinations
- Counseling

From the data analyzed from questions of the first interview, the following impressions emerged:

Methods used to cheat:

- Crib notes;
- Cell phones;
- Copying from friends;

Reason for cheating:

- To pass examinations
- Unsure of self

Factors that contribute to cheating

- Unpreparedness
- Poor time management
- No advice against cheating
- Invigilators leaving the room

Measures to be taken to prevent cheating

- Strict supervision of examinations
- Counselling students

The first analysis based on data from questions 5-22 in the second interview:

*Please describe some of the methods used to cheat in examination.*

- Writing on walls
- Crib notes
- Notes books

*In your opinion, why do students cheat in examination?*

- To pass examinations

*How does the attendance rate, both for the lecturers and students affect learning?*

- ( response did not address the question)

*Is there adequate lecturer-student interaction in class?*

- Moderate
- Unfriendly lecturers

*How do the lecturers perform the invigilation tasks?*

- Leave room unattended

*Are you given course outlines for each subject at the beginning of the term?*

- (did not respond to the question)

*How does lack of confidence promote cheating in examinations?*

- (did not address the question)

*How does peer influence contribute to cheating in examinations?*

- ( no response)

*How does involvement in extracurricular and social activities promote cheating in examinations?*

- Poor time management
- Unpreparedness

*What contribution do parents have on cheating in examinations?*

- None

*Are you counselled against involvement in examination cheating during the term?*

- Counselling to avoid cheating

*What is done to students who are caught cheating in examinations?*

- (no case of cheating experienced)

*What does the academic policy state concerning cheating in examinations?*

- No idea

*What should be done to prevent cheating in internal examinations?*

- Enough invigilators
- Space students

From the data derived from the questions in the second interview, the following impressions emerged:

Methods used to cheat

- Writing on walls
- Crib notes
- Note books hidden in toilets

Reason for cheating

- To pass examinations

Factors that lead to cheating

- Unfriendly lecturers
- Invigilators leaving examination room
- Poor time management
- Unpreparedness

Strategies to curb cheating

- More invigilators per room
- Provide adequate facilities

The analysis of the first two interviews identified consistencies and differences of the respondent's perspective (Taylor-Powell and Renner 2003:2). The data was again read and re-read to identify its characteristics and then assigned according to categories (Dey, 2005:41; GAP, 2004:40; Devetak et al., 2010:79; Taylor-Powell and Renner, 2003:2). The data was coded in terms of relevance to the subsidiary questions derived from the research questions. Categorizing information, referred to as coding the data was done and involved reading and re-reading the text and identifying coherent categories (Taylor-Powell and Renner, 2003:2; Charmaz, 1983:111 as cited by Bryman and Burgess, 2002:5; Strauss and Corbin, 1990). The

researcher assigned abbreviated codes of a few letters and placed them next to the identified categories. A descriptive name for each category was created.

After the first two interviews were coded, the researcher read and re-read the literature and the transcribed data and named some of the categories. The researcher used the group of data in chapter three paragraphs 3.1 and 3.2 to help code the other eighteen interviews. Categories and sub-categories were allocated according to the abbreviated codes; compared and combined as the researcher began to assemble the big picture (Simon, 2011:3). Dey (2005:41) posits that the categories according to which the data is organized lead towards new classification in terms of which one finally describe the picture. As such, the interview data were organized according to themes. The researcher then read through each theme and applied categories and subcategories to the data. After having read through the purpose of the study, the research questions and the interviews, the researcher reviewed the themes and categories and found that the themes and categories used best expressed the meaning derived from literature and interviews. The analysis resulted in four themes, ten categories and thirty sub-categories. (Please see Table 1 for results).

## 4.2 RESULTS

**TABLE 1** Summary of results

|   | <b>Theme</b>   |    | <b>Category</b>    |    | <b>Sub-Category</b>            |
|---|--|----|--------------------|----|--------------------------------|
| I | Factors that contribute to cheating in examination.<br><br>RQ 1<br><br>What are the factors that contribute to | A. | Contextual factors | 1. | Class attendance               |
|   |  |    |                    | 2. | Lecturer- student interactions |
|   |  |    |                    | 3. | Poor invigilation              |
|   |  |    |                    | 4. | Provision of course outline    |

|    |                                   |    |   |    |                                  |    |                                 |
|----|-----------------------------------|----|---|----|----------------------------------|----|---------------------------------|
|    | cheating in internal examination? |    |   | 5. | Inadequate facilities            |    |                                 |
|    |                                   |    |   | 6. | Communication of academic policy |    |                                 |
|    |                                   | B  | Personal Characteristics  | 1. | Lack of Confidence               |    |                                 |
|    |                                   |    |   | 2. | Peer influence                   |    |                                 |
|    |                                   |    |   | 3. | Poor time management             |    |                                 |
|    |                                   |    |   | 4. | Poor study habits                |    |                                 |
|    |                                   | c. | Social factors  | 1. | Pressure from parents            |    |                                 |
|    |                                   | II | Methods used in cheating.<br><br>RQ 2<br><br>What are the methods used to cheat in internal examinations? | A. | Individual cheating methods      | 1. | Crib notes                      |
|    |                                   |    |   |    |                                  | 2. | Writing on body parts           |
|    |                                   |    |   |    |                                  | 3. | Writing on desks, walls, shirts |
| 4. | Textbooks                         |    |   |    |                                  |    |                                 |
| B. | Collaborative methods             |    |   | 1. | Copying from a friend            |    |                                 |
|    |                                   |    |   | 2. | Use of codes                     |    |                                 |
|    |                                   |    |   | 3. | Discussing with friend           |    |                                 |
| C. | Technology                        |    |   | 1. | Cell phones                      |    |                                 |
|    |                                   |    |   | 2. | Calculators                      |    |                                 |

|     |   |    |                            |    |                                   |
|-----|---|----|----------------------------|----|-----------------------------------|
| III | Purpose for cheating in examination.<br><br>RQ3<br><br>What are the reasons that lead to cheating in internal examinations? | A  | Fear of failure            | 1. | Not well prepared                 |
|     |   |    |                            | 2. | Achieve better grades             |
|     |   |    |                            | 3. | Advancement to the next level     |
| IV  | Measures to curb cheating.<br><br>RQ 4<br><br>In what ways can cheating in internal examinations be curbed?                 | A. | Examination administration | 1. | Strict supervision                |
|     |   |    |                            | 2. | Maintenance of strict rules       |
|     |   |    |                            | 3. | Adequate facilities               |
|     |   | B. | Course coverage            | 1. | Strict attendance                 |
|     |   |    |                            | 2. | Administering assignment and test |
|     |   | C. | Communication              | 1. | Orientation to academic policy    |

#### 4.2.1 DEMOGRAPHIC DATA

**TABLE 2** Participant Characteristics (Students)

| Participants | Age | Gen<br>der | Level         | On/off<br>Camp<br>us | Course              | Ethnic<br>backgrou<br>nd | Ever<br>cheated? | Ever<br>observed<br>cases of<br>cheating? |
|--------------|-----|------------|---------------|----------------------|---------------------|--------------------------|------------------|---|
| S1           | 19  | M          | Craft 1       | B                    | Elec. Eng.<br>Power | Kikuyu                   | Yes              | No  |
| S2           | 19  | M          | Craft 1       | D.S.                 | Elec. Eng.<br>Power | Kamba                    | No               | No  |
| S3           | 20  | M          | Craft 1       | B                    | Elec. Eng.          | Kamba                    | Yes              | Yes                                       |
| S4           | 18  | F          | Craft 1       | D.S.                 | Elec. Eng.<br>Power | Kikuyu                   | No               | No  |
| S5           | 20  | M          | Diplom<br>a 2 | D.S.                 | Pharmac<br>y        | Kikuyu                   | Yes              | Yes                                       |
| S6           | 22  | F          | Diplom<br>a 2 | B                    | Pharmac<br>y        | Kikuyu                   | No               | No  |
| S7           | 21  | M          | Diplom<br>a 2 | D.S.                 | Pharmac<br>y        | Kikuyu                   | No               | Yes                                       |
| S8           | 23  | F          | Diplom<br>a 2 | D.S.                 | HRM                 | Kikuyu                   | No               | No  |
| S9           | 20  | F          | Craft 1       | B                    | Elec. Eng.<br>Power | Kikuyu                   | No               | NO  |

|     |    |   |         |      |                                  |        |     |     |
|-----|----|---|---------|------|----------------------------------|--------|-----|-----|
| S10 | 18 | M | Craft 1 | D.S. | Elec. Eng<br>power               | Kikuyu | Yes | Yes |
| S11 | 20 | M | Craft 1 | B    | Elec. Eng<br>Power               | Kikuyu | Yes | Yes |
| S12 | 21 | F | Craft 1 | D.S. | Elec. Eng<br>Power               | Kikuyu | No  | No  |
| S13 | 23 | M | Dip 1   | D.S. | Applied<br>Biology               | Kikuyu | Yes | No  |
| S14 | 20 | M | Dip 1   | D.S. | Science<br>Lab<br>Technicia<br>n | Kikuyu | Yes | Yes |
| S15 | 18 | F | Dip 1   | B    | Applied<br>Biology               | Kikuyu | No  | No  |
| S16 | 25 | F | Dip 2   | D.S. | Clothing<br>Technolo<br>gy       | Kikuyu | NO  | No  |

B: Boarder

D.S.: Day scholar

Elec. Eng. Power: Electrical Engineering Power Option

**TABLE 3** Participant Characteristics (Lecturers)

| Participant | Age yrs. | Qualification                  | Teaching experience | Work load per week | Ethnic background | % of cases of cheating |
|-------------|----------|--------------------------------|---------------------|--------------------|-------------------|------------------------|
| L1          | 41       | Bachelor of Education degree   | 16 years            | 16 hours           | Kikuyu            | 10%                    |
| L2          | Above 40 | Diploma in Technical Education | 16 years            | 16 hours           | Kikuyu            | 5%                     |
| L3          | 32       | Diploma in Technical Education | 8 years             | 12 hours           | Kikuyu            | 1%                     |
| L4          | 45       | Bachelor of Education Degree   | 14 years            | 16 hours           | Luo               | 1%                     |

Half of the student participants were sitting for end of term examination for the first time but had previously sat for two Continuous Assessment Tests and seven ends of term examinations before they were interviewed. A quarter of the other half was sitting for end of stage one and the other quarter end of stage two. All the lecturer participants had a teaching experience of more than eight years; hence they were well versed in cheating techniques and their responses are, as a result, reliable.

Only 44% of the students' participants admitted having cheated in examination, who claimed to have cheated while they were still in secondary schools. The others had not cheated nor had they observed any cases of cheating. 38% admitted to have observed cases of cheating in their

class. On the other hand, lecturer participants admitted to having cases of cheating in their subject areas ranging from 1%-10%.

#### **4.2.2 OBSERVATION RESULTS**

##### **Analysis of the first observation**

The examination was taken in a room that was big enough to accommodate 15 students. The students were well spaced where two students shared a desk. The desks were about 2 metres long. The invigilator asked the students to remove books and any written materials from their desks but did not check the writings on the desks nor the presence of calculators. Students had their cell phones during the examination. When asked to switch them off, they said they would put them to silent mode. The invigilator sat in front facing the students, put his earphone on and listened to music while invigilating. He was not keen on what was going on especially at the back where a student was seen removing a crib note, referring to it and copying answers from it.

This student had been observed perusing through his question paper, took too long before he started writing, and then kept looking at the invigilator and the researcher. Next to him was a lady student who kept fidgeting most of the time. Her behaviour was suspicious but did not cheat. A student seated at the opposite row observed the one cheating, smiled and continued to do her work.

##### **Analysis of the second observation**

The number of students in this session was 42. The room in which the examination was taken was not big enough for the number. There were 5 students in one desk, which did not give enough room to turn. At the beginning of the examination, the invigilator informed the students to remove their books. Some took them outside the room and took time before they came back to class. The invigilator did not seem perturbed by this occurrence. He did not ask the student to switch off cell phones and keep them away. They remained in their possession.

After the examination papers had been issued the invigilator informed the researcher that he had another class to supervise and left the room. During this period when the invigilator was out, the researcher observed students using crib notes, copying from each other, exchanging answer sheets and others discussing the questions. One student slept on his desk 5 minutes into the examination. After about 30 minutes, he went out and when he came back, he got busy writing. Five students went out to the toilet during this session. Each would take some time before coming back. The invigilator kept moving from one room to the other throughout that examination session. No proper invigilation was done.

### **Analysis of the third observation**

The third session observed consisted of the same group observed in session two but on a different examination. The students were in the same room where 42 students sat for the paper. Five students shared one desk, which did not give them enough room even to turn. At the beginning of the examination, the invigilator asked the students to remove any books from their desks. Further checking was done to ensure everything was removed. The presence of cell phones was not checked. After the invigilator had issued the examination material, he sat in front of the class but moved to the back from time to time. Due to the close proximity of the sitting arrangement, some students copied from each other's work. While the invigilator was seated, some students were seen referring to crib notes under their desks. There was also a student who asked to go to the toilet within an hour after starting time. The observation revealed that the invigilator may be present in the room, but if he or she is not keen on intervening when a need arises, students would still cheat in various ways.

### **Analysis of the fourth observation**

The fourth session was observed in a class of 15 students. The room was big enough for the number of students and spacing was adequate. The students were asked to remove their books

away from their desks. Presence of cell phones was not addressed and therefore the students kept their cell phones on their desks. After the invigilator had issued the examination papers, he sat at the front of the room. He would move around the room from time to time. When he sat down, a student was observed browsing his cell phone. After he had checked his cell phone, he transcribed the answers on his paper. Apart from the students using the cell phones, there was no other suspicious behaviour observed. When a student completed the paper he or she handed in his or her script and left the room.

### **Analysis of the fifth observation**

This session took place in a technical drawing room which was large enough for four students. The desks were well spaced before the examination started. All books and written material were removed but the students were not informed to switch off their cell phones.

There was only one invigilator in this large room who had a big task of invigilating the room alone. He moved around the room sitting at the back or at the front from time to time.

Due to the fact that Technical Drawing is done on desks which are high and slanted, a student was seen checking the work of his neighbour on his left and of the one in front. At the back, two students checked each other's work. One student placed his desk in such a way that he would observe the work of the one in front of him. Two rows from the back, two students were observed discussing the question paper. The invigilator seemed to be looking at the back but to the researcher's surprise he did not notice those two, or acted as though he did not notice the incident.

### **Analysis of the sixth observation**

In this session, the class consisted of 16 students. The room was big enough for the number and the students were well spaced. Relevant materials were removed from the desks at the beginning but the researcher observed one student who left his folder under his desk. This

student was observed later removing a crib note from his pocket and using it to answer the questions. When he noticed the researcher had seen him, he became tense and kept away the crib note. By that time, the invigilator was seated at the front and could not see what was happening. There was no other incident observed during that session.

#### **Analysis of the seventh observation**

The students were asked to remove their books and materials away from their desks. There were some desks which had writings on them but the invigilator did not check what was written on them. Cell phones remained with the students and during the examination, one cell phone rang and there was no reaction from the invigilator. The owner switched it off and continued with her examination. Another student, who had his cell phone on the desk kept looking at both the invigilator and the researcher. When he thought he was not been observed, he took the cell phone, browsed through it and wrote what he had checked. After sometime, the cell phone was placed back on the desk. No other incident was observed during that session.

#### **Analysis of the eighth observation**

This session had only 5 students taking the examination. The room was big enough for the five. The invigilator asked the students to remove their materials and for the first time, the invigilator ordered students to keep away their cell phones. After issuing papers, she remained standing and kept moving around the room. She was alert throughout the session and there was no suspicious behaviour observed during that session.

### **4.2.3 DOCUMENT ANALYSIS RESULTS**

The data derived from the documents analyzed show that there is cheating in technical institutions. One of the examination officers indicated that there are usually 3-5 cases of cheating reported in any examination period.

Documents that were analyzed revealed that crib notes, note books and text books are used to cheat in examinations. Students also discuss during the examinations as was revealed in the case of students who were warned to stop discussing but continued doing so, resulting in their scripts being confiscated. All the materials confiscated were relevant to the examination taken at that particular time.

The action taken by the academic committee regarding the cases was based on what the Academic policy states on cheating and the evidence presented to the committee. Those caught cheating in end of term examination were awarded a zero in the examination concerned, and also given a warning letter. The overall results for those caught cheating in end of stage examinations were cancelled and consequently they were expected to repeat the course or the module.

#### **4.2.4 RESULTS OF THE INTERVIEWS**

The research questions and the information obtained from the literature reviewed were used to guide the designing of the interview schedule that was used to collect data presented in chapter three. The following main research question and the three subsidiary questions were addressed in the study as explained in Chapter one under subsections 1.5.1 and 1.5.2:

Main research question:

What are the factors that contribute to cheating in internal examinations in technical institutions in Kenya?

Subsidiary question:

- a) What are the methods used by students to cheat in internal examinations?
- b) What are the reasons for cheating in internal examinations?
- c) In what ways can cheating in internal examinations be curbed?

The analysis of these research questions yielded four themes, twelve categories and twenty six sub-categories. (See Table 1 for summary of Results).

The results were organized firstly by Themes, secondly by categories and lastly by sub-categories. Data was grouped firstly by themes, then, one or more categories appeared under each theme. The categories attempt to categorize smaller nuances of information within each theme. The sub-categories highlight unique components of participant experience within each theme. Direct interview quotations were used to highlight and personalize data.

#### **4.2.4.1 Factors that contribute to cheating**

This emerged as a theme after the first two interviews had been analyzed and the researcher read and re-read the data together with the available literature. Under this theme, three categories emerged after the other eighteen interviews had been coded and analyzed. These are: Contextual factors, personal factors and social factors.

##### **4.2.4.1.1 Contextual factors**

The first category, namely, contextual factors, included various aspects within the institution that respondents reported as having contributed to cheating. The analysis revealed six distinct aspects that lead to cheating. These are; 1) attendance rate, 2) lecturer-student interaction 3) poor invigilation, 4) provision of course outline, 5) lack of adequate facilities, and 6) communication of academic policy.

##### ***Class attendance rate emerged as a theme under the third set of interviews.***

Some of the respondents indicated that poor attendance rate by both lecturers and students affected learning and in most cases led to cheating in examinations. When lecturers do not attend lessons it affects coverage of the course content and the understanding of some students. Lessons missed meant that some topics were not covered at the time specified in the

schemes of work. That meant in order to cover these topics students had to be given assignments to read and write notes on their own or they were given notes to write. When they came across difficult concepts, they would not understand their meaning especially if they were the type who understand easily when the lecturer is teaching. S4 concurred with this observation and said that “when lecturers do not come most of the time, maybe they just give notes and do not explain the notes, the students will not bother to read these notes, so when the examinations come, the student will definitely cheat on the examination”.

S7 stated that “attendance rate is important since students can have a one-on-one interaction with the lecturers. Students have various ways of learning, some listen and others read, and it was important to have that touch in education in order to understand”. The respondents explained that because the students would not be able to understand and visualize what is taught like when the teacher is present, this would lead to cheating in examinations since they would not be equipped to answer questions. S13 said “when teachers do not attend classes, it affects students who are good listeners and capture more when they are being taught rather than by reading”.

Poor attendance rate of students, as well as that of lecturers, would affect learning negatively as observed by S10 who said, “Because the class was probably doing some technical drawings and you did not attend, during examinations it will affect you since you might not be able to complete the examination”. Six respondents felt that one cannot attempt to answer something practical without prior knowledge. It was evident that some of the respondents felt that when lecturers failed to attend lessons, they would not be able to cover the topics as given in the course outline. When asked how not covering the syllabus would lead to cheating in examination, S16 states that, “when a topic not learned appears in examination the students will find ways to answer the question by using other methods”. S6 said that poor attendance by lecturers would encourage cheating because if the concept is brought in the examination and it was never explained, it will urge the student to cheat in the examination. One respondent felt that attendance rate by lecturers does not affect learning because students have books to

study, whether the lecturer comes or not the student needs to read as the lecturers' duty is to give guidance. This would only be possible for those who have intrinsic motivation and understand better when they read on their own. Students who have to be pushed to learn would need the presence of the teacher in class.

When asked whether there were students who miss lessons and whether this would affect their learning, five respondents said there were and this would affect their learning since they miss explanations of difficult concepts. S6 stated that being late or not attending lessons would encourage cheating in that some students would come across some concepts in an examination, they do not understand because they (concepts) were explained in class the day they were absent and therefore, would be tempted to cheat.

#### ***Lecturer- student interactions emerged as a theme under the first set of interviews***

Out of the twenty respondents interviewed, twelve responded that there was adequate lecturer-student interaction and on one hand this discourages cheating. Where the lecturer-student interaction is good, students do not feel the need to cheat, but when the lecturer is indifferent, most would tend to cheat. S7 stated that there is adequate lecturer- student interaction, which discourages cheating "because we discuss and interact with the lecturers thus you can handle and tackle questions in examinations". Where lecturers are friendly and approachable, students are able to ask for clarification where they do not understand and that improves gaining insight into the course content.

On the other hand, one respondent felt that if a student becomes intimately close to a lecturer, to the extent that they become too familiar to each other, the student's respect for him or her will wane and as a result he or she would write a formula on the desk and copy it in his or her presence. Another respondent said there was a moderate lecturer-student interaction, some being unfriendly and therefore encouraged cheating. On side of the lecturers, L2 stated that "there are lecturers who are unfriendly, less concerned with students and indifferent about

what they teach. In such subjects students cheat because the teacher is not concerned. The students are free to ask questions with friendly and concerned lecturers. Students will discuss questions even in different subjects". L1 supported by saying that lecturers who are friendly and concerned with their students prepare them well. They even help the students to master the content and to be confident. But when a lecturer is less concerned, preference to cheating in the examinations, on the part of students, becomes likely. Unfriendly lecturers, who are indifferent to their students, may contribute to cheating.

***Poor invigilation, this emerged as a theme under the first set of interviews,***

Most of the classes that were taking examinations had been allocated only one invigilator to supervise. When the invigilator needed to go out, there was nobody to leave in the class to supervise. Eight respondents indicated that invigilators leave examination room unattended. When asked whether there is effective invigilation, S4 observed that some lecturers are serious while others are not. The respondent stated that "when the lecturers give examinations and walk out, definitely students will discuss the questions, copy answers thus cheating in the examination". Invigilators did not ask the students to put away their cell phones. S7 observed that some lecturers allow students to use their cell phones for example, for receiving calls from outside the examination room.

There were those respondents who commented that some invigilators do not leave the class and may move around within the classroom / lecture room as the examination progresses as S13 stated, while others may remain in class but seated in one position, either in front or at the back throughout the examination and not keen in invigilating as indicated by six respondents. This allowed those with relevant materials to use uninhibited.

On the problem of invigilation, L1 commented that students themselves did not have adequate sitting space and so invigilation was a problem as there was no space to move around. He said sometimes you may see a teacher going out and sometimes see one teacher invigilating two

examinations. L2 stated that some are very serious and some not very serious. The reluctant lecturers give papers then sit down and don't move around the class to invigilate and therefore students are given a chance to cheat. Although there are invigilators who are fully dedicated to their work, others are there because it is their duty but they do not feel obliged to do a thorough job. There was no proper frisking done by most lecturers and therefore, the possibility for students to enter the examination room with crib notes, and to use cell phones, was very high.

### ***Provision of course outline emerged as a theme under the first set of interviews***

Eleven respondents agreed that course outlines are provided at the beginning of the term and 4 respondents said that the end of term examinations/stage examinations was set within the topics indicated in the course outline. S1 said that "every lecturer come with his/her course outline, so we know what is to be covered in the term". When asked whether the examination was set within the topics in the course outline S8 affirmed, "most of the examinations are within the course outlines but some bits are based on the general knowledge, something to do with the course", while S5 stated that, "there is the general knowledge you have to apply some questions that do not belong with the course outline but it is relevant to the course". L2 concurred with others. One of the respondents said they are only given course outlines for some subjects not all. The provision of the course outline on one hand is positive in that the students will know what they need to cover by the end of the term. On the other hand, it may be negative because students may use it in preparing cheating material since they know the examination will come within the topics.

### ***Lack of facilities emerged as a theme under the sixteenth set of interviews***

Another sub-category that was found in contextual factors was lack of facilities. Although from the observation on the facilities it seemed to be adequate, one of the respondent, L1 stated that at their institution they are overwhelmed by the number of students and that does

contribute a lot to cheating since they do not have enough desks for proper spacing of students as they take the examination. On the other hand, L4 said the examination rooms allocated depended on the course; during examination they give bigger rooms to courses that have many students and smaller rooms to the courses with few students. The other respondents felt that the rooms were adequate for the class size. One of the institutions had a large number of students which lead to the inadequacy of facilities when all students were taking examinations at the same time.

### ***Communication of academic policy emerged as a theme under the first set of interviews***

On one hand, when asked whether they were counselled against cheating in examinations, seven respondents said they were counselled against cheating, one respondent said they were counselled on the consequences of cheating while five respondents said they had not been counselled. From the data, the counselling was done during normal lessons, during the first assembly upon the opening of the school, before the examinations started and after a student was caught cheating. S3 said, “some lecturers tell us the consequences of cheating, for example, we are not allowed to cheat and if you are caught cheating you will be suspended”. S14 and S11 stated that they had not been counselled in any way. For the lecturers, when asked how often do they counsel and sensitize students, L3 said, “it normally depends on the lecturer, we do it during lessons and more so when they are about to do examinations”. The respondents’ answers show there was counselling going on in the institutions.

On the other hand, when asked what the academic policy stated about cheating, three respondents said cheaters are penalized, five said the examination is cancelled while two others said it prohibits cheating. One said it stated the set rules against cheating while another said if one is caught cheating is bound to repeat the term/year. S3 stated that, “after they get you cheating that they will suspend you or they will punish you”, while S10 said, “if a person is caught cheating, the examination is cancelled and will repeat for the whole term”. Three

respondents had not come across an academic policy or heard of it. Majority of the respondents were well informed on the examinations rules from the information given above.

#### **4.2.4.1.2 Personal characteristics**

This is the second category of the factors that contribute to cheating and under this; there are four sub-categories, which emerged as a theme under the first two sets of interviews. Under this category, two respondents commented that students who are more likely to cheat are those who are undisciplined, and who are not well prepared for the examinations. One respondent said that those who are absent from school most of the time are more likely to cheat in examinations. When asked which students are less likely to cheat, three respondents said those who are serious in their studies, while one respondent said those with high moral values.

#### ***Lack of confidence***

This emerged as a theme under the first set of interviews. Lack of confidence was rated the highest in respect of personal characteristics that promote cheating. Four respondents stated that lack of confidence would lead to unpreparedness for the examination, since one is not sure of his or her abilities. Two respondents felt that this would make the person feel inadequate while the other two respondents said it would lead to poor self-esteem. Although it depends on individuals, in most cases, such students will come to their examinations prepared to cheat as S5 stated. S3 commented that “if they cram something and they tend to forget and if they know they can easily forget, they would write it somewhere to remember”. Lack of confidence would lead one to be discontented with his or her capacity to learn and retain information, thus one would be forced to do something like cheating to gain satisfaction. S10 said that in subjects like technical drawing where you are required to draw some diagrams, if you did not understand the concepts in class you will be tempted to copy from others. Confidence helps one to answer

questions in the examinations; and therefore if one is not confident one will not have adequate information for the questions and thus, will have to resort to various ways of cheating.

### ***Peer influence***

This emerged as a theme under the first set of interviews. On one hand, peer influence may contribute to cheating in different ways. Peer influence would lead to aping friends as stated by five respondents. S11 explained that if his friend cheated and passed, then the next time he would also try to cheat. Two respondents felt that they would be urged to cheat if they did not make time to study and were caught by the examinations unprepared. They would therefore collude with others to cheat in the examinations. Three respondents felt that peer influence would possibly lead to a competition, for example, if they can discover that friends who are weaker than them were having better grades than them, they would be forced to cheat to achieve good grades like their friends. Peer influence would lead to abetting cheating. Three respondents felt that it would also lead to indiscipline where one does what is wrong because others are doing it. From these comments, it is clear that peer influence may lead to many forms of cheating if students do not have any principles to stand on.

On the other hand, one respondent felt that there are those who are good and will act as role models of those with below average abilities by trying to influence them to move away from bad company.

### ***Poor time management***

This emerged as a theme under the first set of interviews. As far as management of time is concerned, eight respondents felt that, students who participate in extra-curricular activities, as well as in social activities, and more especially those activities that are technologically oriented; and those who like drinking and partying spend most of their valuable time they would spend on their studies, on these activities. When the time for the examinations comes they find that

they are not prepared, and as a result, resort to options such as cheating to help them pass the examinations.

Most students today spend the better part of their time chatting in face book and browsing through the internet. This is evident even when the lecturer is in class; one finds that they struggle to focus; as a result they miss some basic concepts when their minds wander because of thinking about other irrelevant matters. One respondent said that they do not have time to revise what they have learnt in class and therefore may not be able to apply the knowledge in an examination. S10 felt that if students spend most of their time participating in these activities rather than strike a fair balance between them and their class work, they will ultimately resort to cheating when they feel not well prepared for their examinations. Two respondents felt that extracurricular activities do not lead to poor time management because when you participate in games and sports, you exercise your body muscles and brain and therefore you subsequently feel revitalized and in a better position to concentrate and learn effectively in class. S11 felt that there are those who participate in sports but also find time to study at the same time, and therefore do not cheat in examinations. The problem arises where one does not balance the two.

### ***Poor study habit***

This emerged as a theme under the seventeenth set of interviews. Tertiary institution students do not have time set aside for study like it is a practice in secondary schools. Also, most of these students are day scholars who have no specific rooms at their home for study. Two respondents felt that studying is not consistent especially when students know there is no examination in the near future. Only a few serious ones will study their course material throughout the term. Two respondents stated that students put little effort on their studies. L1 described students study habits as follow; "I have been in this institution for four years and I have discovered college students have poor study habits. May be because they are adults and are also concerned about other issues. Studies are not their priority and then they have a lot of

freedom. So things like group discussion are done by very few students. Even actual classroom notes, some students do not have. Only a very small percentage of students will be concerned about past papers, writing notes, discussions and a time table to plan one's study. Coupled with the issue where students' boards, those who stay outside the campus have a problem because they are always travelling and may have other activities at home. On the whole college students have very poor study habits and rush to study during the last minute".

One respondent felt that the institutions being near town, most of the students would go loitering instead of spending that time on their studies. Another respondent felt that the way students answer questions in an examination show that they do not read to understand but to be able to pass the examinations. It seems that some students do not really care about their studies and instead are interested in anti-social behaviours. These factors may lead them to cheat in examinations in order to pass.

#### **4.2.4.1.3 Social factors**

The third category is social factors. Under this there is only one sub-category which is parents.

##### ***Pressure from Parents***

Five respondents felt that in colleges, parents do not contribute much to cheating like would happen in primary and secondary schools. Three respondents said that they would cheat to please their parents with the grades they achieved as stated by S8. Three respondents felt that parents, especially with students in primary and secondary schools would abet cheating by buying question papers from examiners so that their children would pass. There was one respondent who said that parents condemn the act of cheating. In tertiary institutions, parents are not as involved in the examination as in the lower levels of education since the students are in their adulthood and are considered able to handle the challenges of life on their own.

#### **4.2.4.2 Methods used in cheating**

The second theme incorporates methods of cheating and the category that emerged after the first set of interviews was analyzed. This theme comprises the following three categories: 1) Individual cheating methods, 2) collaborative methods, and 3) cheating using technology.

##### **4.2.4.2.1 Individual cheating methods**

Under these categories, there were three sub-categories: 1) crib notes, 2) writing on body parts, and 3) writing of desks, walls, shirts, and using textbooks.

##### ***Crib notes***

Sixteen respondents described this as the most common method used in cheating. In Kenya, a crib note is referred to as “mwakenya”. Most of those who use the crib notes write the material prior to the examination based on the topics that have been covered as per the course outline. The crib notes are then stuck on clothing where it is difficult for the invigilator to notice. S4 explained that, “before doing the examinations, someone writes notes expected to come in the examinations and then you carry it to the examination room and copy answers during examinations”. Another respondent said he would write answers on tissue paper or a white handkerchief. A number of them would have written their mnemonics and acronyms to remind them of certain principles.

##### ***Writing on body parts***

The body parts most commonly mentioned by the respondents were hands though students also wrote on their legs. Five respondents mentioned writing on body part as a method of cheating. The answers commonly written on the hands are those which are in short form or mathematical formulas. One of the participant (S13) said, “if you want to remember the

materials used in a course, I use a word and write it on my hand to remember what I need to answer". L1 stated that "if you check their hands you can see that a number of them have written some answers".

### ***Writing on desks, walls, shirts.***

Four respondents indicated that it is very common to find desks written all over with materials of different subjects during the examination period. If asked what is written on the desk, the students give an excuse that they are not the ones who have written. The invigilator must be very keen to note any relevant materials on the desk. S9 stated that she would copy on her desk anything that she would think might come in the examinations. Another respondent (S12) explained that, "in mathematics, the formulas are written on the desk and when such a question appears one just copy the formula and work out the question".

A respondent said that some students write on the walls of the examination rooms and blackboards and as they refer to what is written on these parts you would assume they are thinking hard.

Writing on shirts was mentioned by one respondent and it is not very common.

### ***Textbooks/note books***

Use of textbooks/note books was mentioned by four respondents. One respondent said that a student who intends to cheat using a textbook sits on it and use it when the invigilator is not around. S2 explained that when stuck with a question, "you ask for permission to go to the toilet where you have placed the book and then you refer to it, come back to the examination room and do the questions". L4 stated that where invigilators are not careful, you will find that some students do not remove their books but place them under the examination materials or place them near the desk they are using.

#### **4.2.4.2.2 Collaborative methods**

This is the second category in the methods used to cheat. Under this only one sub-category emerged from the data. This is copying from a friend.

##### ***Copying from a friend***

This method of cheating is common and six respondents indicated that it is used. There are various ways in which it can be done. One respondent said that when friends are seated next to each other, they firstly attempt questions they are able to answer. When it comes to those they cannot answer, they exchange the answer sheets or they write the answers on the question papers and exchange them. This is difficult for the invigilator to notice because each will be having a question paper before him or her. S4 stated that, "if stuck with a question, you can ask your friend for answer when you see the invigilator is not keen. The friend will position his/her paper in such a way you are able to see the answers".

For those who do technical drawing, if one is not sure of the concept to use in drawing, they wait for those in front of them to draw and then check on their work since the desk used for drawing are high and slanted and when they see what the person is drawing, they get the idea. Another respondent indicated that if the one seated next to you is not your friend, you move closer to him or her in order to look at his or her work.

##### ***Codes***

S11 described signing of answers as another method used to collaborate. When asked how they do it, he said, "We used to use a certain sign to signify an abbreviation of a word. We would also write on a rubber and throw it to a friend to assist on a certain question". S5 stated that, "they use certain codes between students when doing practical examinations especially in pharmaceutical studies".

## ***Discussion***

One respondent stated that students discuss during examinations especially where the invigilators leave the examination rooms unattended. This is done when one is not sure of the answer to a certain question.

### **4.2.4.2.3 Technology**

Use of technology is the third category that emerged as a theme under the first set of interviews. The sub-categories are 1) use of cell phones and 2) use of calculators.

#### ***Use of cell phones***

This is the second most common method used in cheating in colleges as stated by ten respondents. Even though cell phones are prohibited from the examination rooms, it appeared that most of the invigilators do not check whether the students have their cell phones on them. Respondents stated cases where cell phones rang during the examination and the invigilators did not take any action. Cell phones are used to search answers from the internet, some save answers in the message inbox, while others receive or send messages during the examination. S5 stated the following about the use of cell phones, “there is the advancement of technology, e.g. Google, a teacher may not be aware and you are taking an internal examination, a student goes to the toilet where he uses his cell phone to Google to get the points. In the internet you will get all the answers”.

Another respondent, S10 said that “you use cell phones to send text messages or save answers in the e-mail in box”. Text messaging was supported by two other respondents. L2 indicated that apart from googling and sending text messages, students save written information in the cell phone memory card.

### ***Calculators***

This method was not common and only one respondent mentioned it. However he stated that in mathematics, you leave the answer on the calculator for the others to copy since the calculator stores the answer in the memory. Another way a calculator would be used was to write a formula on the back or on the case of the calculator and then check it as you use the calculator.

#### **4.2.4.3 Purpose of cheating in examinations**

This emerged as a theme under the first set of interviews. There was only one category that emerged under purpose of cheating, which is fear of failure.

##### **4.2.4.3.1 Fear of failure**

From the data, eight respondents gave the reason for cheating as to pass examination; three respondents said students cheated due to fear of failure. This theme emerged under the first set of interviews. Under this category, there arose three sub-categories, namely, 1) Unpreparedness, 2) Achievement of better grades, and 3) Advancement to the next level.

There was one respondent who said that students cheat because of the high expectation from parents and social life, which is getting harder and harder every day. It was not clear what he meant as he was unable to elaborate. Another respondent stated that the course work may give them pressure and therefore has something to do with passing the examinations. These two reasons were not categorized because they are rare.

### ***Unpreparedness***

Three respondents felt that students cheat when they are not well prepared for the examination. The reasons for not being prepared varied. Four respondents said students who cheat lack confidence in what they have learnt hence the feeling that they are not ready to take examinations. Another respondent stated that students cheat when they are not well equipped

and not ready for the examinations. L2 stated, “students cheat because they are not confident on what they know”. S9 said students are not sure of what they are doing and therefore they cheat in order to gain confidence when they pass, while S16 said that those who cheat are those who do not believe in themselves.

Another reason for not being prepared was weak students who had a hard time understanding what was taught and those who were absent most of the time. One respondent felt that students cheat because they cannot accommodate everything taught in class.

### ***Achievement of better grades***

This was the second most common reason for cheating. One respondent stated that those who cheated wanted to get higher grades than they would have achieved without cheating. S4 explained that, “to upgrade their marks, maybe they want to pass with more marks.” One respondent, S11, felt that students cheated because if one fails, one will have nowhere to go, but if one passes one has somewhere to go. He continued to state that, “nobody will know if I ever cheated, the results will not indicate whether you cheated or not”.

Other respondents said students would cheat to compete favorably with their friends. S13 said, “you might obtain 50% but because you want to outclass others, you take the chance to cheat”. S3 concurred in that they cheat in order to avoid self-hatred resulting from the fact that their friends have passed.

### ***Advancement to the next level***

To advance to the next level of the course, the students must have passed the level they are on. For example those in diploma 1, will have to pass end of stage examination to move on to diploma 2, that is, the second year of study. Three respondents explained that most students would cheat in order to move to the next level. L4 stated, “they cheat during the stage examinations because they want to avoid repeating a course,” while S15 said, “they cheat in

order to reach the level they want and to continue with the course. Some believe that without cheating they cannot achieve". Another respondent stated that when one fails one is forced to repeat the course, so one would rather cheat in the examination to avoid repeating the course.

#### **4.2.5 Measures to take to prevent cheating**

This could emerge as a theme under the first set of interviews. Under this were the responses to the question, "in what ways can cheating in internal examinations be curbed?" The responses were grouped in three categories; namely, 1) Examination administration, 2) course coverage, and 3) adequate communication.

##### **4.2.5.1 Examination administration**

In examination administration, the responses addressed measures that should be taken when administering examinations. There arose three sub- categories; namely, 1) strict supervision, 2) adherence to set rules, and 3) provision of adequate facilities.

##### ***Strict supervision***

Seven out of twenty respondents said that strict supervision of examinations was necessary to curb the vice of cheating. They commented that most invigilators would sit either in front or at the back and when a student who intends to cheat realizes that the invigilator is not focused, he or she cheats. Good supervision therefore is necessary to make it difficult for cheaters. Several respondents felt that invigilators should move around the examination room during the examination. S7 stated that, "invigilators should be actively involved and alert to be able to detect what is going on, not listening to music as one was observed doing during invigilation". S4 said that the invigilators should be in the examination room throughout the examination period. They should not leave the examination room while the examinations are in progress as this gives room for those with materials to use them.

In the case of large classes, one respondent felt that there is need to allocate more invigilators depending on the number of students in class. One invigilator cannot supervise a class of forty effectively.

### ***Adherence to set rules***

Several respondents described adherence to set rules as a way of curbing cheating. These rules are meant to be observed when administering examinations. These respondents felt that when rules are observed from the beginning to the end of the examination, there would be very little chance of cheating. Nine respondents concurred that there should be frisking of students as they enter the examination room and where students entered the classroom before the examination begins, the invigilator should ensure that all written materials and mobile cell phones are removed before the examination starts. Two respondents felt that there was need for proper spacing of desks before the examination begins. S12 had the following response to the question, what should be done to prevent cheating in examination? : “In the examination room, students should sit apart to avoid copying each other’s work, no sharing of calculators, mathematical tables, each student should carry his and her own, students must be done thorough inspection when entering the examination room and the room should be cleaned before the examination begins. All students’ hands should be cleaned before entering the examination room and no mobile phones should be allowed in the examination room”. L1 concurred with S12 in that to prevent cheating in his subject he ensures the examination room does not have materials that can assist students. As the students enter the examination room he ensures as much as possible that they do not have any material they can refer to, such as mobile phones, and written materials.

### ***Adequate facilities***

Only three respondents commented on the facilities. Two of the respondents stated that there is need to space students well in the examination rooms. When there is sufficient room

between the students, there will be less cases of cheating than when students are in close proximity to each other. S5 stated that space between one student and the other should be sufficient. Another respondent commented that the infrastructure in colleges have greatly improved in the last few years. The facilities have expanded in the colleges. The rooms depend on the course. During examination they give bigger rooms to courses that have many students and smaller rooms to the courses with few students.

#### **4.2.5.2 Course coverage**

As previously discussed under the provision of course content, eleven respondents indicated that they are given or provided with course outline at the beginning of the term. Four respondents also said that the examination taken at the end of the term usually come from the topics within the course outline.

When it comes to measures to take to prevent cheating, one respondent felt that the lecturers need to ensure that every topic in the course outline is covered; S3 commented, “Students need to be told to make sure lecturers cover everything they need for the term”.

From this category, two sub-categories emerged from the data. 1) Regular class attendance, and, 2) Administering assignments and tests

#### ***Regular class attendance***

Two respondents felt that there was need for students and lecturers to attend classes as per the timetable to ensure coverage of course content. As a preventive measure, S6 commented that institution administration should ensure that all students attend lessons fully and regularly. This was to ensure they learn all concepts on topics in the course outline and be well prepared for the examination. On the other hand, S7 stated that the lecturers should attend all classes. The students felt that where lecturers failed to attend lessons and instead gave the students

assignment to write notes on topics not covered, there were some areas students did not understand. Hence they needed the lecturers to explain difficult concepts.

L2 commented that the role of the lecturer is to deliver all information to the students. If one delivers well the students will not cheat. She also said that lecturers have to account for the passing of students.

### ***Administration of assignments and tests***

Two respondents felt that for them to be able to familiarize themselves with examination there was need to be tested frequently. They needed the lecturers' guidance on how to answer questions. One respondent felt that this would give them much needed confidence before the examination, and another one commented that students should be showed how to answer examination questions to minimize cheating. When asked how many tests and examinations they take per term, most respondents indicated that they took two tests and one end of term examination. This is the standard number for most technical institutions although some felt these were not enough. One respondent stated that tests and examinations help them to gain more knowledge by practicing what they have been taught in order to master the content. Another student, S15, said lecturers should encourage students to do more research on their own so that they can acquire the morale undergirding learning and this will prevent cheating.

### **4.2.5.3 Communication**

From the data, the respondents indicated that there is need for proper communication of the academic policy and counselling of students on matters of integrity. This emerged as a theme under the first set of interviews.

This category produced the following two sub-categories: 1) orientations to academic policy, 2) counselling of students.

### ***Orientation to academic policy***

When asked what the academic policy states on cheating in examinations, thirteen respondents had an idea of what it is stated in the policy. There were three respondents who had no idea what an academic policy is. One said he had not heard of it while the other had no idea what it is. It seemed that participants in one of the institutions were well versed with the academic policy than in the other one. Those who had no idea on what the academic policy states were either not around during the orientation or were just ignorant of what was going on in the institution. There is therefore need for good orientation to the academic policy at the beginning of the course and even as the students continue with their courses. This will enable them to understand the implication of actions they take against the laid down rules.

### ***Counselling of students***

Seven respondents interviewed stated that there is need for counselling students. As previously reported in factors that contributed to cheating above, many respondents agreed that there is counselling in the institutions. But a number of these respondents commented that the students need to be constantly advised on the consequences of cheating. S3 stated that, “the students need to be counselled on the effects and consequences of cheating”. L4 concurred with S3 and added that the examination office should set out stiff penalties for students who cheat, and prepare them well in advance.

Apart from counselling on the consequences, there were those respondents who voiced the need for encouraging students to work hard and apply their own understanding in examinations. S9 said she would encourage students to study hard and be generally hard working and avoid cheating. She said that even those who cheat have the potential to pass if they work hard and attend classes.

L4 stated that the lecturers should continue counselling students against cheating and encourage them to study hard and give them morale. The students should be told the more they depended on the crib notes the more they would never learn to study hard enough. Another respondent commented that counselling students' helps them change their attitude towards cheating, encourage them to ask questions where they do not understand, and assure them that examinations are meant to test what has been taught and gauge the understanding for remedial purpose.

The researcher posed the following question to the lecturers: "Do you think this battle against examination cheating can be won? Three of the respondents affirmed that it can be won by encouraging students to work hard in their studies, and by also putting tough penalties in place, and ensuring that lecturers do their work well. L2 commented that the battle can be won by firstly ensuring that individual teachers play their role of teaching students. When the course content is delivered well the students will not cheat. Even though it is very important to do the above, there are cases of cheating reported by lecturers who deliver well, and counsel their students but still find students cheating in their subjects.

On the other hand, L4 stated that winning the fight against cheating in the internal examinations is 50-50. It is difficult because it ties to many other things. The habit is deeply rooted and there is no goodwill to root it out. If given on a scale of 1-10, he said he would give 3 or 4 to goodwill to have cheating stopped. It seems that nobody is doing anything. It seems that the struggle about the issue is just mere talk to ensure that nobody cheats. The message from the top is delivered, the students are informed, teachers even threatened but still it continues. There is no follow up to see that there is zero cheating. Therefore it seems the problem will take long before it could be eradicated.

## **4.3 Interpretation and findings**

### **4.3.1 Introduction**

The results of this study yielded information and enlightening insight into a topic that has been discussed in the country and the world as a whole for a long time. As this research and literature demonstrates, cheating is a problem that continues to grow and has become a serious threat to the education systems of many countries. Before moving into detailed interpretation of the results and the recommendations, it is important to revisit the purpose of the study and questions posed within this study. The purpose of this study was to investigate factors that contribute to cheating in internal examination in two technical institutions. The research questions were: What are the factors that contribute to cheating in internal examinations? What are the methods used by students to cheat in internal examinations? What are the reasons that lead to cheating in internal examinations? And In what ways can cheating in internal examinations be curbed?

Data analysis revealed four themes, ten categories and thirty sub-categories. Along with the purpose of study and research questions, the theoretical framework was another important element that was revisited before the researcher moved on to the interpretations of the results.

The guiding theoretical frameworks for this study were Expectancy Theory and Theory of Planned Behaviour. They were used as an explanation for cheating in examinations. In Expectancy theory, Vroom (1964) defines motivation as a process governing choices among alternative forms of voluntary activities, a process controlled by the individual. The individual make choices based on estimates of how well the expected results of a given behaviour are going to match up with or eventually lead to the desired results. Motivation is a product of the individual's expectancy that a certain effort will lead to the intended performance, the instrumentality of this performance to achieving a certain result, and the desirability of this result for the individual known as valence (Condrey, 2005:483).

Oliver (1974) asserts that at the core of the theory is the cognitive process of how an individual processes the different motivational elements. This is done before making the ultimate choice; the outcome is not the sole determining factor in making the decision of how to behave. The concept of motivation refers to the selection of a specific behaviour based on what one expects the result of that selected behaviour to be; it is a plausible explanation for cheating because students will cheat when they expect that after cheating they will pass the examinations.

The Theory of Planned Behaviour by Ajzen (1991:181) posits that a person's behaviour is determined by his or her intention to perform the behaviour and that this intention is in turn, a function of his or her attitude towards the behaviour and his or her subjective norm. Ajzen (1991) states that: the best predictor of behaviour is intention, which is the cognitive representation of a person's readiness to perform a given behaviour and it is considered to be the immediate antecedent of behaviour. This intention is determined by three things: their attitude toward the specific behaviour; their subjective norms and their perceived behaviour control. The Theory of Planned Behaviour holds that only specific attitudes towards the behaviour in question can be expected to predict that behaviour. In addition to measuring attitudes toward the behaviour, there is need to measure people's subjective norms- their beliefs about how people they care about will view the behaviour in question. Finally, perceived behaviour control influences intentions. Perceived behaviour control refers to people's perceptions of their ability to perform a given behaviour. These predictors lead to intention. As such the more favourable the attitude and the subjective norm, the greater the perceived control, the stronger should the student's intention to cheat in the examination.

#### **4.3.2 Factors that contribute to cheating in internal examinations**

From the data, several contextual factors were raised. Attendance rate both for lecturers and students was found to affect learning. On one hand, the literature posits that teachers absent from work frequently would lead to cheating in examination (Eckstein, 2003; Kathuri, 2002; Steininger & Kirts, 1964). The results of this study found that lecturers who miss classes tend to

give notes to the students to copy without discussing them, ask the students to read and make their own notes. Absenteeism results in not covering all the topics as outlined in the course content. When lecturers miss lessons, respondents felt that students would not be guided, assessed and motivated as when lecturers attended lessons. Therefore, when the examination time comes students may not be well prepared, especially that examinations are based on all topics, including those not covered in class. In order to pass the examinations, the students may plan to cheat. This supports the expectancy theory whereby students will be motivated to write crib notes, use cell phones, or collaborate in order to be able to answer questions in the examinations and subsequently pass the examination.

On the other hand, poor attendance rate of students would affect learning thus leading to cheating. When students miss lessons, especially practical lessons, they may not be in a position to answer questions in examinations, since in an examination they are expected to apply theory to practice. They usually lack understanding of concepts learnt during their absence; to avoid failure they resort to cheating in examination. One respondent felt that in case of a practical question based on a topic a student missed when it was taught, a student cannot attempt to answer such a question based on the content he or she has never seen.

The results of the study indicate that there was adequate lecturer-student interaction and as a result, cheating was discouraged. On one hand, literature supports that students cheat less when professors show a real concern, are kind, respectful and understanding to the students (Roig & Ballow, 1994; Davis & Lodvigion, 1995; Genereux & McLead, 1995 as cited in Wikipedia webpage). One respondent (S7) stated that adequate lecturer-student interaction would discourage cheating because students are able to discuss and interact well with the lecturers and can therefore solve their academic related problems. There would therefore be no need to cheat because lecturers would have explained difficult concepts and shown them (students) how to tackle problems, thus promoting their learning. It may be said that when lecturers are approachable, students feel free to ask questions and responses to their questions improve their learning.

On the other hand, students who perceive their instructors as grumpy, callous or unfriendly, indifferent and who do not care whether or not they learn the course materials are more likely to cheat (LaBeff et al., 1990; Diekhoff et al., 1996). The results of this study suggest that there are cases where lecturers' attitude towards students is negative and this would lead to cheating since learning in such an atmosphere is usually not effective. In such a situation the student may not internalize or absorb the course material effectively because the lecturer has no time to explain and help students in tackling questions. Students may also fear to approach such a lecturer when they have unresolved issues about topics covered. When the examination time comes, the student may realize that he or she needs to cheat in order to pass the examination.

There lies a connection between this finding and the Expectancy Theory posited by Vroom (1964). This theory proposes that an individual will decide to behave or act in a certain way because he or she is motivated to select a specific behaviour over other behaviours owing to what he or she expects the result of that selected behaviour to be (Oliver, 1974). Owing to poor performance of the lecturer in class, which led the students not understanding the subject well from the beginning, students may assume that they can only pass the examination in that subject through cheating.

According to Chinamasa et al. (2011:98) and Adhola, (2009) poor supervision of examinations and large class sizes create opportunities for students to cheat since no effective invigilation is done. Steininger, Johnson & Kirts (1964) found that invigilators leaving the room during an examination could cause students to cheat more than they would normally do. This study found that out of twenty respondents, fourteen indicated that poor invigilation is prevalent. The respondents agree that some lecturers leave the examination rooms unattended to. Others would remain in the room seated in one position, either in front of the students or at the back, throughout the examination session. They are not on the alert against what is going on in the examination room. Since students may have observed the behaviour of the invigilators for some time, they may decide whether to cheat or not, when they see who is going to invigilate their session on the timetable, depending on the strictness of the invigilator concerned.

The results of this study support both the expectancy theory and the theory of planned behaviour. For the expectancy theory (Vroom, 1964), students who have prior knowledge that a certain invigilator is not focused when invigilating may prepare crib notes assuming they will be in a position to use them without being detected. This will help them answer questions in examination and thus lead to passing the examination without exerting much effort on their studies. The theory of planned behaviour (Ajzen, 1991) supports this sub-category in that students may have the attitude that cheating helps them to pass and that because other students cheat and have not been caught since some invigilators are neither vigilant nor keen to take action when they see a student cheating, they believe they would succeed in cheating which will help them to pass the examination. The study found there is poor invigilation of examination and that students take advantage of the opportunity to cheat in the examinations.

In addition to the above factors, the results from the study showed that provision of course outline did not inhibit cheating in examination. Eleven respondents in the study agreed that at the beginning of each term, the lecturer in charge of a certain subject issues the course outline, and that the examination is set from the topics covered within that particular term. Because the students are well aware that the examination will come only from what they have covered, it makes it easy for them to write crib notes highlighting the main points as per the topics covered in the course outline. While the course outline is meant to inform them of what they should expect within the term, it may also become a tool used as a guide to perpetrate cheating in examinations.

As it has been identified in this study, on one hand, lack of enough facilities may lead to cheating. Asuru (1996) as cited by Korbs (2009:2) contends that poor learning environment and lack of facilities are factors that influence cheating. In the study, there were two cases observed where 42 students were taking their examination in a small room. Five students shared one desk and as a result, did not have enough space to sit comfortably. This led to collaborative cheating. That class had the highest number of students observed cheating.

According to Adhola, (2009) a school environment, which is not properly arranged for the number of students taking the examination, promotes cheating in examinations. When students are placed in such a congested environment, even those who did not have the intention to cheat may find themselves copying the work of their neighbours when stuck in a question. Lack of adequate facilities as a cause of cheating is supported by the Theory of Planned behaviour. When students know they are going to take examinations in a congested room, they may plan in advance to write crib notes with the intention of using them in the examination. They may also plan to sit in a place where the invigilator may not be able to see them when they refer to their crib notes. Others may plan to collaborate to copy from each other's work depending on how each is able to answer the questions.

On the other hand, where there are adequate facilities, and the sizes of rooms correspond to the number of students, cheating may be less, especially collaborative cheating, since students will be well spaced. The results of the study make it clear that lack of clear information on academic policy contributed to cheating in examination. According to literature reviewed institutions, which communicate effectively their policies on academic dishonesty and on common penalties, substantially reduce the amount of cheating on campus (Stuber-McEwen et al., webpage). The researcher observed that in one of the institution, three out of eight respondents did not have an idea of what the academic policy states. S6 when asked whether there is an academic policy said, "I have never heard of it" and when asked what is done to students who are caught cheating said, "I don't know". This shows that there is need to make every student aware of examination regulations as soon as they join the institution so that they can be aware of the consequences early enough. In the same institution, it was observed that there were more cases of cheating reported than in the other institution whose academic policy is well known to the students and whose penalties are severe. Therefore, it may be said that a perception of severe penalties has the likelihood of inhibiting or deterring cheating behaviour in direct proportion to perceived probability and severity of punishment.

The study found several personal characteristics contributed to cheating in examination. As it is postulated in the literature reviewed, students are more likely to cheat when they doubt their intelligence, lack academic confidence or expect failure (LaBeff et al., 1990; Schab, 1991; Tana & Zuo, 1997 as cited by Robinson et al., 2004:2). McCabe & Trevino, (1997:380) found that students who perform poorly tend to cheat more than students who perform well. As discussed in chapter four, some of the respondents agreed that when one is not sure of himself or herself, one is likely to prepare to cheat before the examination is taken. Students who are weak may cheat in examinations because they may not remember all the concepts learned in class. The pressure to get good grades in order to proceed to the next level in the course, places those students with low self-esteem, lack of self-confidence in a fix because they feel they have no ability to take up the challenge of examinations. Most of these types of students do not exert much effort on their studies as literature states. Davis and Ludvigson as cited by Bjorklund & Wenestam (1999) conclude that cheating in this case would be reduced by using positive reinforcement and by encouraging and fostering the students to acquire an outlook on life that will prevent them from cheating.

Another example from the data that assists in illustrating the value of Vroom's theory of expectancy and Ajzen's theory of planned behaviour is found in peer influence. In the data, respondents reported that students who had friends who cheated and were successful tended to follow suit. Others would cheat to compete favourably with their friends. Those who are not strong in moral values would be led astray by becoming indisciplined or abetting cheating. Although peers may influence students negatively, there were those who felt they also exercise positive influence on others by way of acting as role models, and by assisting them in their weak areas.

Those involved in extracurricular activities find themselves with less time to study and therefore, lack behind with their work and the examinations find them unprepared. They, as a result, decide to collude with their friends to cheat in the examination. The results of the study posit that as students form relationships with peers, they may develop behaviours and ways of

thinking that are in keeping with these groups. The behaviour may be positive or negative thus conforming to expectancy theory and theory of planned behaviour. Two respondents felt that extracurricular activities help one become revitalized in body and mind thus students will be in a better position to understand the course content because the brain becomes more alert when one exercises.

Report from the literature cites that two thirds of teachers believe that poor time management was the principal cause of cheating as a result of social engagement (Caroll, 2006 as cited in Wikipedia webpage). One respondent commented that students who participate in extracurricular and social activities spend the time they would have used to study away in these activities, leaving them not being prepared when examination time comes. This leads them to look for an option of cheating to pass the examinations. Students who plan their time well and start studying from the beginning of the term, perform well as they are not forced to rush to learn the content at the eleventh hour they supposed to have learnt throughout the term. There is need for students to set priorities and be disciplined so that they can better coordinate their activities.

Chinamasa et al. (2011:91) noted that students cheated for lack of orientation to university study methods. From the study results, it was clear that the two technical institutions did not have time set aside for students to study. There was also no lecture given to new students on how to study. Therefore it is left to the students to organize themselves on how and when to do their studies. The study shows that most students have poor study habits that hinder them from preparing effectively for their examinations. From the study, one of the reasons for cheating is unpreparedness. According to GSI (2011), ineffective or inadequate study habits influence cheating. Students' lack the skills of studying that would help them retain what they have read. This study shows that most students do not read their course material until they know the examination is near thus leaving them unprepared to tackle the examination with confidence. Due to unpreparedness, students resort to cheating to pass the examinations. Most of the students in regular courses spend most of their time in social and extracurricular

activities. Therefore, there is need for lecturers to counsel students from the beginning of the course to study hard and give them guidelines on how to study. There is also need for giving the schedules of tests and end of term examination so that students can prepare themselves accordingly.

From the results of the study, it was found that parents do not contribute much to cheating in technical institutions. Although they expect their children to have good grades, they do not have a great influence on the performance of the students. One respondent felt that parents would condemn cheating if they found that their son or daughter had cheated. Three respondents felt that parents would abet cheating in primary or secondary schools more than they would in tertiary institutions.

### **4.3.3 Methods used for cheating**

The respondents identified varied methods used in cheating in the interviews for this study. The results show that use of crib notes was the most common method in cheating. The notes were written prior to the examination as S4 commented, “before doing the examinations, someone writes notes expected to come in the examinations and then you carry it to the examination room and copy answers during examinations”.

Use of cell phones was the second most common method amongst students in the two institutions as per the data collected. It was found that invigilators who understand that cell phones should not be allowed in the examination room did not remember to ask the students to switch off their cell phones and keep them away. Cell phones were used to google answers from the internet, check answers saved in the message inbox; receive messages during examination while others saved answers in their e-mail inbox. Burke et al (2007) found that electronic devices such as cell phones, iPad, electronic calculators and personal data assistants are used for smuggling in formulas and other crucial information.

The collaborative methods commonly used were copying from friends by exchanging scripts and asking for answers to a question, use of codes and discussing with friends. In technical drawing course, students checked the work of the person in front since the desks are high and slanted. Other methods used but not very common were writing on body parts, walls, and desks. Literature reviewed supports the findings of this study as stated by Franklyn-Stokes & Newstead (1995); McCabe & Trevino (1996); William (2001) and Abiodun et al. (2011:278). They listed copying from each other, assisting each other, use of crib notes, asking for help, giraffing, and passing pieces of paper among the frequently used forms of cheating.

From the results of the study, it is clear that students plan in advance to cheat in examination and therefore prepare the materials to be used in answering examination questions. This supports the theory of planned behaviour (Ajzen 1991:181), which posits that a person's behaviour is determined by his or her intention to perform the behaviour and that this intention in turn is a function of his or her attitude toward the behaviour and his or her subjective norms. Some students may think they will not pass unless they cheat in examinations; others are driven by the knowledge that some of their invigilators are not keen to catch them while others copy their peers' work when exposed.

#### **4.3.4 Reasons for cheating in internal examinations**

The results of the study show that students cheat because they do not want to fail their examinations. Usually they fail because they were not well prepared for the examination, which happens when a student lacks the necessary ability or has failed to manage his or her time effectively. S6 commented, "They cheat because they were not well equipped and not ready for the examinations. Maybe they fear failing. They were not familiar with the course material".

Others would cheat to obtain better grades. It may be that they would like to be regarded as good or intelligent students. Crome & Marlow (1964) support this finding as they found that

college students with a high need for approval cheated more often than others because they are concerned about negative evaluation should they not succeed.

The other reason for cheating given by some respondents was advancement to the next level. S3 commented that “in this school after failing you do not get your results but you are asked to repeat again another year and this is wastage of time”. In the two institutions where the study was carried out, the pass mark for the end of stage examination is 40%. If a student does not attain that mark in any three subjects, their grade will be a “Fail”. They are required to either repeat the whole year or move to another institution. If they score below 40% in one or two subjects, the results show they are referred and therefore required to sit for supplementary examinations. It is only by passing the supplementary examination that they will be promoted to the next level. It is on the ground of this that students who are weak or not well prepared for the examination would resort to cheating in the examinations. The literature shows that school obsession with performance measures spurs cheating as it was found by Anderman, Griesinger & Westerfield, (1998); Waita (Daily Nation November 24<sup>th</sup> 2008: web page) and Aullo (2004).

The expectancy theory (Vroom, 1964) may be used to explain the reasons for cheating. Some students may decide to cheat because they are motivated by the prospect to pass the examination, to achieve better grades and to move to the next level thus avoiding failure.

#### **4.3.5 Strategies to curb cheating**

During the course of the interviews, respondents were asked what they thought should be done to prevent cheating in examinations. They offered measures that should be taken by the administration, the invigilators and the lecturers throughout the course of the student’s stay in the institutions. Those that occurred most frequently included: strict supervision, provision of adequate facilities, maintaining strict rules, strict class attendance, frequent administering of tests and assignments , orientation to academic policy and counselling of students as they

continue with their course. Discouraging sharing of materials was mentioned by one respondent.

The study found that there was need for strict supervision of examinations. It was observed that most invigilators are not alert and actively involved when supervising an examination. When asked why lecturers are not focused when invigilating, L1 stated, "I think it takes too long and you are not doing anything for 2-3 hours, too long and you are just seated there watching students. The teacher himself or herself is not being supervised by anybody, he or she is left by himself or herself, so it is up to him or her. I also realized there is no motivation like when we do supervision for KNEC, you get nothing from it". Aullo (2004) recommends a need for lecturers to be trained on invigilation and supervision of examination. This would help them to be able to recognize the importance of invigilation, identify signs of those cheating and be able to catch them thus inhibiting future cheaters.

There are rules that are laid down to be observed when administering an examination. The results of the study found that most invigilators do not adhere to some of these rules. Due to the fact that students know what invigilators do and not do, they are able to look for loop holes. From the study, it was observed that frisking was not done. Students were in the examination room by the time the invigilator arrived with the examination papers. Most of the respondents felt that invigilators should ensure all textbooks, note books are removed from the desks and they should check the entire room. It was agreed by most respondents that invigilators should remind students that cell phones are not allowed in examination rooms. The invigilators need to check that what is written on the desks and walls is not relevant to the particular examination being taken. As S10 commented, "students should be checked on hands, book, invigilators should be keen enough to observe students whether they have materials on them or operating their mobile phones". When those intending to cheat realize the invigilators are thorough in their work, they may be hindered from cheating.

Three respondents identified provision of adequate facilities as being necessary during the examination period so that there would be proper spacing and lecturers have room to move around the examination room. One respondent felt that the examination officer should allocate examination rooms according to the class size. There should be enough desks and chairs so that students can be well-spaced to hinder colluding with each other and for easy supervision. Ogumniyi, (1984) recommended that students should sit on alternative seats (that is, not their usual seats) when taking the examination. This may not be possible in the Kenyan situation but if there is enough room between students coupled with strict supervision, it would hinder students copying from each other and exchanging papers.

One respondent commented that course coverage was important in preventing cheating. Although most of the respondents indicated that they covered all topics in the course outline, there were those who felt that there should be strict class attendance on the side of both lecturers and students. This would enable those students who are equipped with the necessary abilities, to understand when the lecturer teaches and their motivation for good performance would be heightened.

Another strategy to curb cheating was frequent administering of test and assignments. The respondents who commented on this issue said that there was need to familiarize themselves with examination format and way of answering questions in order for their confidence to be boosted in preparation for the end of term or stage examinations. S14 commented, "Students should be shown how to answer examination questions to minimize examination cheating"; and another respondent said examinations help them to gain more knowledge by applying what they have been taught, for what they practice stays in the mind. It may be concluded that when students understand the course content well cases of cheating would decrease since they would feel confident and prepared to tackle what is expected in the examination.

Effective communication of academic policy and examination regulations is important so that all students are well versed in them before examinations. The study results show that three

respondents from one institution did not have an idea of what the academic policy was. Since respondents were chosen randomly, it may be that there are many others who do not know about the academic policy at that institution. Respondents from the other institution had adequate knowledge of the academic policy and the researcher observed that there were less cases of cheating at that particular institution. From this, it may be said that institutions should make sure that new students are oriented to the academic policy and copies of the policy be displayed at strategic positions within the institutions. Strict penalties should be set so that when one is caught cheating is punished; consequently others would fear to repeat the same mistake. No student would like to be disqualified or ordered to repeat a course while his or her colleagues continue to the next level.

Apart from orientation to the academic policy, seven respondents stated that students need to be counselled in order to enlighten them on the consequences of cheating. Counselling is important since it helps to instill self-discipline in students and self-disciplined students are not easily attracted by bad practices such as cheating. S3 said to prevent cheating, “students need to be counselled on the effects and consequences of cheating”; and another respondent, S5 commented that discipline should be instilled in the students as this may be a process of bringing change in their lives. Counselling that encourage students to work hard to internalize what they learn would go a long way in helping them (students) to discover their potential in their studies. Counselling may also help to instill moral values in students so that they become capable of distinguishing between what is wrong and what is right, as they lead their lives at colleges. If students work hard and pass their examinations without cheating, they will realize they possess the necessary capabilities, and therefore would feel empowered to desist from committing vices such as cheating.

#### **4.4 Summary**

The four research topics discussed above provide a viable framework for recommendations and directions for future research on the subject of cheating in examinations. In Chapter five the

recommendations derived from the findings of this research were outlined, and proposals for future research directions were identified and discussed.

## **CHAPTER FIVE: Conclusions, limitations and recommendations**

### **5.1 Conclusion**

It was observed that most lecturers do not wish to get involved in the bureaucratic process required to report and punish students accused of cheating and therefore they would rather not report a case to the academic committee. As such, students observed this indifference and were less inhibited to cheat.

Despite the continued appeal for utilization of counselling, the findings of this study show that students and their friends are cheating in examinations. Guidance and counselling departments have been created in the institutions to attempt to help students to benefit from their education, but still students cheat in a variety of ways, due to various factors, , and for a variety of reasons.

The study has identified the following three categories of factors contributing to cheating: contextual factors among which is poor class attendance where respondents felt that when lecturers do not attend classes, students feel less motivated, do not get guidance in their studies nor get the assessment they require to prepare for examinations. Good lecturer-student interactions, which are important because when there is harmony between lecturers and students, students, are able to approach lecturers for clarification of certain issues and their learning improves for the better, as a result. On the other hand when invigilators do not do their work properly, cheating becomes rampant since the students know the weaknesses of the invigilator. Personal characteristics that contribute to cheating greatly include these causative factors: lack of confidence, poor study habits and poor time managements.

Several methods of cheating were identified, the most common being use of crib notes, which were prepared prior to the examination and based on the course outline. The study identified cell phones as the second most commonly used method where respondents browse through

the internet for answers, send text messages or save answers in the memory card. Other methods include copying from each other, writing on body parts, wall desks, and use of books.

As seen in this study, students give reasons for cheating as being specifically to pass with better grades, move to the next level and being unprepared to sit for the examination. Some strategies suggested in this study that would help in reducing the vice of cheating were: ensuring strict supervision and adherence to rules set out by the academic committee. It is necessary for lecturers to check whether the stipulated rules are followed. The students' behaviour would signal whether students regard them (rules) as important; and whether active conscience has been engendered in them (students), to the extent that cheating as an option has become less attractive.

Cheating is at its highest levels in our institutions today. Students are taking advantage of technology and lecturers' reluctance to report cases of cheating. While cheating will likely never be eradicated completely, guidance and counselling may eventually weaken the urge to cheat among students.

## **5.2 Limitation of the study**

This study was limited to two technical institutions in Central region of Kenya. The study examined the perceptions of 16 students and 4 lecturers. While this number of in-depth interviews provided a generous source of data, it did not permit generalization that includes the larger population. College students in the Central region of Kenya do not represent the diversity that is found in most schools and institutions nor represent the lived experiences of others in secondary schools or universities. Therefore, the findings of this study are limited to the respondents studied.

Another limitation of this study is that the researcher intended to interview students in second year certificate and third year diploma; this was not possible since TIVET has changed the mode

of offering courses from full time to modular programs. Though not all technical institutions have embraced these changes yet, the two institutions where the study was carried out had implemented it. Therefore, the respondents who were interviewed were those in first year in certificate course and first and second year in diploma courses. Those in first year were in their first term and may not have been well versed in examination administration. By the time of the interviews, the respondents had previously done two tests and several end of term examinations.

In addition, the respondents may have wanted to project themselves in particular ways to the interviewer or they may have wanted to protect themselves. It is very possible that some respondents may have cheated or observed others cheating than they led the researcher to believe. Whether a former cheater or someone who was involved in cheating on a regular basis but desired not to be perceived as without integrity, there could have been respondents who wished to seem different from what they really were.

Another limitation of this study involves potential interviewer bias. Although strong measures were taken to avoid clouding the data collection and analysis, it is likely that some aspects of the personality of the researcher influenced the research process. One aspect to consider is the interview schedule, perhaps the interviewer's biases prevented the respondents from responding to the best questions on the research topic. All of these limitations are aspects for consideration and caution to be taken into account in future research.

### **5.3 Recommendations**

Poor invigilation is one of the major contextual factors identified in this study. This ought to be remedied through taking actions against those who fail to comply. In addition, rules should be laid down on invigilation where invigilators should be required to remain in examination rooms throughout examination sessions. There is need for the examination office to allocate two

invigilators per one examination room so that when one needs to go out; there will always be someone remaining in the room.

During the examinations, rooms should be allocated according to the number of students in particular classes so that those classes with many students are allocated to large classrooms. This will allow adequate spacing of desks to discourage collaborative cheating.

Attendance by learners should be monitored by use of class attendance registers in which attendance of every lesson is recorded. Every student should sign an attendance register of the lesson and the lecturer should sign after he or she has conducted his or her lesson indicating the number of students absent. At the end of the term, students who have not reached the recommended percentage should not be allowed to sit for examination. Lecturers who miss lessons should be asked to make up for the time missed and this should be confirmed with students.

For those students who have low self-esteem and lack self-confidence, lecturers should use positive reinforcement and encourage them to acquire a positive outlook of life.

Students should be taught study skills so that they hatch out of the school system of being taught everything instead of studying for a certificate or diploma. This would help students to develop skills to read texts with understanding, internalize the information, and develop abilities to retain information for future application.

Proper frisking of students before the examination papers are issued should be done. The invigilator should ensure that there are no written materials in the room, on the desks and no student should be allowed to come with a cell phone in the examination room. This will help to give those who plan to cheat a hard time to do so and give those who work hard confidence in the supervision process.

The lecturers should increase the number of assignments and tests from one assignment and two tests to include no quizzes and group work assignments. Frequent quizzes will help students to constantly read their course material, familiarize themselves with examination questions and ask for clarification early in the course. Students should be encouraged to participate in discussions to help open up their understanding and know other people's opinions.

There is need to display examination regulations at strategic places for lecturers and students to refer to if need arises. Lecturers should not assume that students know and behave according to the rules laid down by the academic policy. To reduce cheating, it is important for lecturers to constantly counsel students in line with the rules regarding examinations administration throughout the course period, and even to discuss the issue in forums where guidance and counseling experts are invited. This would help in developing good moral behaviours, which they will need in their everyday life as well as in their professional activities, which will in turn benefit the society as a whole.

Future research should look at the academic system to see whether it discourages or contributes to cheating in examination.

There is need to study the lecturers understanding of cheating behaviours as well as how the examination officer's respond to cases of cheating in order to uncover an understanding of why students are not fearful of consequences in response to their actions. It seems that the actions taken in the two institutions do not discourage cheating and therefore need to create an action that will curb cheating.

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## APPENDICES

### APPENDIX A: LETTER TO THE PRINCIPAL

The Principal,

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Dear Sir/ Madam,

RE: AN INVESTIGATION INTO FACTORS THAT CONTRIBUTE TO CHEATING IN  
EXAMINATION IN TECHNICAL INSTITUTIONS IN CENTRAL PROVINCE, KENYA.

My name is Jemimah Muchai. I am studying for a Master's Degree at the University of South Africa, South Africa. The purpose of this study is to investigate factors that contribute to cheating in Examinations in Technical Institutions with the aim of establishing strategies to curb the vice. Your Institution is of particular interest in this study. As the Principal, you will be purposely selected while the lecturers and students will be randomly sampled.

An interview will be sought with the Principal. The data will be collected through conducting interviews to lecturers and students, tape recording the proceedings, carrying out observation of examination administration and taking summary notes, and analyzing documents that are kept by the HoDs regarding cheating in examinations.

Permission is being sought to randomly select lecturers and students for research purpose. The participation is voluntary and the participants have the right to withdraw from the study without providing reasons.

The data from the interviews, observation and document analysis will be treated with strict confidentiality and will remain anonymous.

I hope that the information obtained from this study may be used as a guideline for decision-making and improvement of the quality and effectiveness of examination

administration in future. If you wish to get a summary of the study, it will be sent to you when the report is ready.

Your assistance and support will be highly appreciated.

Thank you for your cooperation.

Yours sincerely,

Jemimah Muchai

P.O. BOX 136 90100

MACHAKOS, KENYA

Mobile: 0721247437

E-mail: [jmmh\\_mch@yahoo.com](mailto:jmmh_mch@yahoo.com)

## **APPENDIX B: INFORMED CONSENT FORM**

I am a postgraduate student at University of South Africa. My name is Jemimah Muchai and I can be contacted at [jmmh\\_mch@yahoo.com](mailto:jmmh_mch@yahoo.com), cell phone +254721247437.

I am taking a course in Education Management. As a course requirement, I am working on a project whereby I need to collect information on Factors that contribute to cheating in examination in Technical Institution in Central Province, Kenya with an aim of coming up with strategies of curbing the vice. 22 participants will be used in this study and will be sampled randomly. I am therefore asking if you would agree to participate in my research by being an interviewee.

As a participant in this study, you will be interviewed which will take about 20 minutes of your time. During the interview session, audio recording and note taking will occur. The content will be coded so that no personal identifying information will be visible with responses to the questions to ensure that your participation remains confidential. The recordings will be erased after they are transcribed. Your response will be included in the report I will write at the conclusion of this assignment; however, your responses will be anonymous and nobody will connect your responses with you as an individual.

Your participation in this study is voluntary. It is up to you to decide whether to take part or not. If you decide to take part, you are free to withdraw at any time without providing reasons. You are also free to skip questions if you choose.

There will be no direct benefit to you for your participation in this study. However, I hope that the information obtained from this study may be used as a guideline for decision-making and improvement of the quality and effectiveness of examination administration.

The risks of this study are minimal. You may experience discomfort and unpleasant emotions when answering some questions. You are assured of anonymity and confidentiality on all the responses you will give and therefore you should not be concerned that your identity will be revealed and the information used against you.

If you have any questions or would like additional information on this research, please feel free to contact me at [jmmh\\_mch@yahoo.com](mailto:jmmh_mch@yahoo.com), +254721247237, or my supervisor Professor Mathipa at [mathier@unisa.ac.za](mailto:mathier@unisa.ac.za).

Participant signature

Date

Participant printed name

Researcher Signature

Date

## **APPENDIX C: INTERVIEW SCHEDULE FOR THE LECTURERS**

### **Background**

1. Lecturer information: Age, gender, qualification, teaching load per week, teaching experience.

### **Attitudes, beliefs and behaviour**

2. How often do lecturers counsel and sensitize students against examination cheating in a term?
3. What are the causes of cheating in internal examination among students in your institution?
4. What methods do students use to cheat in examination?
5. What percentage of students cheats in examination in your subject per term? Mention some of the methods students use to cheat in an examination. According to your observation, what behaviours are associated with cheating? How do students react after being caught cheating?
6. How do you handle cases of examination cheating in your subject? How do other lecturers handle the same?
7. Would you help your students to cheat in examination if you had the opportunity? Why? If yes, how would you do it?
8. How do you inform students on what they will cover through the term? Could you tell me what guides you in setting questions for examination?
9. Would you explain how a lecturer can teach the examination? What would be the reason for doing this?
10. What types of students are more likely to cheat in examination? Why?
11. What types of students are less likely to cheat in examination? Why?
12. There are lecturers who are unfriendly and less concerned with the students and vice versa. How does this contribute to cheating in examination?
13. What is your opinion about students study habits?

14. How adequate are the examination rooms regarding the number of students in a class and facilities?
15. Describe how involved lecturers are in invigilating examinations? Why are many reluctant to invigilate examinations?
16. What preventive measures do you put in place to ensure that cheating does not occur during examination in your subject?
17. Tell me what you think about the battle against internal examination cheating?

## **APPENDIX D: INTERVIEW SCHEDULE FOR THE STUDENTS**

### **Background**

1. Student information: Age, gender, level, on/off campus, course, ethnic background.

### **Attitudes, beliefs and behaviour.**

1. How many examinations do you do per term? Would you tell me more about the examinations?
2. What do you think of examinations as part of the course work?
3. Cheating in examination has become common in institutions. Would you tell me what you know of this in your class?
4. What is cheating in examination? I would be interested in knowing whether you have ever cheated. If yes, how did you do it? If no, what caused you not to?
5. Please describe some of the methods used to cheat in examination. What are the common methods used by students in your class?
6. What is the relevance of the unauthorized materials to the examination?
7. In your opinion, why do students cheat in examination?
8. Would you tell me some of the reasons students give for cheating in examinations?
9. How does attendance rate both for the lecturers and the students affect learning? How does this contribute to cheating in examination?
10. Is there adequate lecturer-student interaction in class? Would you explain how it encourage or discourage cheating in examination?
11. Would you tell me how lecturers perform the invigilation tasks?
12. What information are you given about the course for each subject at the beginning of the term? When you seat for the examinations what are your expectations on the questions to find in the paper?
13. Can you describe the course content of the subjects you have covered this term? How does the content contribute to cheating in examinations?
14. How does lack of confidence in students promote cheating in examination?
15. Can you describe how peer influence contributes to cheating in examination?

16. How does involvement in extra-curricular and social activities promote cheating in examinations?
17. How do parents contribute to cheating in examination?
18. Could you tell me how students who cheat are regarded by other students?
19. What precaution is given against involvement in examination cheating during the term?  
Who does is involved?
20. What is done to students who are caught cheating in examination?
21. What does the academic policy state on cheating in examination?
22. What do you think should be done to prevent cheating in internal examination?

## APPENDIX E: OBSERVATION SCHEDULE

To be used in observing activities that go on when examination is administered in a classroom. Detailed description of such activities will be recorded during and after the observation.

### General information.

Institution

Course/ Level

Subject

Date

No. of students present

Lecturer a) Male ( )

b) Female ( )

| ACTIVITY  | COMMENTS |
|---|----------|
| i) Introduction   |          |
| ii) Removal of all relevant materials:-<br>checking of desks, calculators etc |          |
| iii) Checking examination cards   |          |
| iv) Spacing of desks/ size of room<br>compared to number of students.         |          |
| v) Distribution of question papers and<br>answer sheets                       |          |

|   |  |
|---|--|
| <p>vi) Announcement of time at the beginning and progressively.</p> <p>vii) Lecturers' position during the examination.</p> <p>viii) Number of invigilators compared to class size.</p> |  |
|---|--|

Other observations:

What problems does the lecturer encounter in the course of examination?

**Observation notes guide.**

| Lecturer Activity | Student Activity |
|-------------------|------------------|
|                   |                  |

## **APPENDIX F: DOCUMENT ANALYSIS FORM**

1. Author/ Creator
2. Context (place and time when the document was created)
3. Intended audience
4. Purpose for the document's creation
5. Type of document (letter, crib note, policy document,)
6. Main points expressed in the document
7. General message of the document (what is it trying to say? What perspective does it represent?)
8. Significance (so what? Why is this document important?)