

**CURBING EXAMINATION MALPRACTICES AMONG
UNDERGRADUATE STUDENTS IN KENYAN UNIVERSITIES**

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**A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENT FOR THE AWARD OF THE DEGREE OF DOCTOR OF
PHILOSOPHY IN EDUCATIONAL MANAGEMENT
AND POLICY STUDIES**

**DEPARTMENT OF EDUCATIONAL MANAGEMENT AND POLICY
STUDIESSCHOOL OF EDUCATION
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2021

DECLARATION

DECLARATION BY THE CANDIDATE

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DEDICATION

This thesis is dedicated to my parents William and Grace Keter, daughters Patience and Prudence, Sister Rose Keter, Brothers Elijah Koech and the late Sammy Koech.

ACKNOWLEDGEMENT

The success of writing this thesis is owed to several players. It is not possible to acknowledge each person but minimum crediting would be in order. First and foremost is to the Almighty God for bringing me this far. Secondly I acknowledge my supervisors Associate Prof. Catherine Kiprop and Senior Lecturer Dr. Joseph K. Lelan for their support and direction during the thesis writing. Also to the departmental lecturers for their contribution towards enriching me with the knowledge more so Prof David Serem , Prof Laban Ayiro, Prof John Boit, Dr Joyce Kanyiri, Dr David Menjo and Dr Sammy Chumba.

Thirdly, to my colleagues that include, Ivy Kigen, Nicholas Sambu, Anne Tanui and Emeldhina Moraa for their support and not forgetting Lydia our department secretary for her continuous warm welcome and encouragement. May God bless all those who contributed in one way or another to the success of writing my research thesis.

ABSTRACT

Academic malpractices have posed a major problem in Kenya's education system from primary to university level. This menace poses a big challenge to the contemporary society since it contributes to the quality of graduands to the job market. In order to solve these challenges there is need to find possible intervening strategies to curb the malpractices. The main purpose of this study therefore, was to synthesize the intervention strategies employed by universities to curb examination malpractices among undergraduate students in Kenya. The following objectives guided the study; investigate the existing examination malpractices, explore existing cultural norms that contribute to examination malpractices, evaluate policy related challenges which contribute to examination malpractices and synthesize advocacy related measures to curb examination malpractices among undergraduate students. The study was guided by the theory of Planned Behaviour. The target population comprised all undergraduate students, lecturers, dean of students (DoSs), heads of departments (HoDs) and Examinations officers (HoDs). The sample size comprised 450 participants. Proportionate stratified sampling was used to select lecturers and students, simple random sampling for HoDs and further purposive sampling for DoSs and EOs. The study adopted a mixed methods design and data was collected using questionnaires, interview schedules, focused group discussions and document analysis. A pilot study was carried out to check on reliability of the research instruments and tested using Pearson Correlation Coefficient and items which had a reliability of more than 0.70 implied they were reliable for the study . Data was analyzed using both qualitative and quantitative statistics and results interpreted using frequencies, standard deviations, means and percentages. Pearson's Correlation Coefficient was employed to determine relationships that existed between the variables. Presentations were by use of tables. The study findings on forms of academic malpractices revealed that the most commonly used forms are cheating (mean Aggregate 4.24), collusion (mean Agg. 4.00) and fabrication (mean Agg 3.80). The existing cultural norms have positive and statistically significant effect on examination malpractices among undergraduate students ($r = 0.697$; $p < 0.05$). These cultural norms include; poor study habits, high parental expectations and missing classes. The policy related challenges which contribute to examination malpractices have positive and statistically significant effect on curbing examination malpractices ($r = 0.721$; $p < 0.05$). The advocacy related measures also have statistically significant effect on curbing examination malpractices ($r = 0.723$; $p < 0.05$). From the findings the study concludes that examination malpractices exist in Kenyan universities which need intervention strategies to curb and therefore the following recommendations are made ;universities to device means of detecting mobile phones before students enter examination halls, do regular sensitization on the importance of good study habits and enhance work study programs, students should be regularly acquainted with examination rules and regulations and install adequate CCTV cameras in examination halls. The findings therefore are hoped to contribute knowledge that would help universities and other institutions offering learning/education in Kenya to curb examination malpractices.

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LIST OF ACRONYMNS

ANOVA	Analysis of Variance
DoS	Dean of Students
EO	Examination Officer
HoD	Head of Department
ICT	Information Communication Technology
JAMB	Joint Admissions and Matriculation Board
KCSE	Kenya Certificate of Secondary
KNEC	Kenya National Examinations Council
NACOSTI	National Council of Science and Technology Institute
PBC	Perceived Behavioral Control
SPSS	Statistical Package for Social Sciences
TPB	Theory of Planned Behavior
WAEC	West Africa Examination Council

CHAPTER ONE

INTRODUCTION TO THE STUDY

1.0 Overview

This chapter presents the background to the study and statement of the problem. It also highlights the purpose of the study, its objectives and hypothesis, justification and significance of the study, scope, assumptions and limitations of the study, also the theoretical as well as conceptual framework and the operational definition of key terms.

1.1 Background of the Study

Examination cheating has become an overall issue all over the world with about 80% of high-accomplishing secondary school students and 75% of undergraduates agreed to have cheated in an examination, (Nyamwange, Ondima & Onderi, 2013). The rising rates of examination malpractices among the present young people represent major problem in contemporary society. Makaula (2018) regret that it is unfortunate, in many countries of the world, the examination system is contaminated with examination misconduct or bad behaviour. The act of examination malpractice has become an outcry from various education stakeholders.

The uncontrolled occurrence of examination malpractices today is an issue of growing concern and worry in worldwide education systems. Most examinations have been marked by several lamentations of different forms of malpractices, and in a large portion of these examinations, cheating is a very common and rampant practice

(Petters & Okon, 2014). Perhaps cheating is very common among undergraduate students because it is directly applied during a sit in examination and the overall results from this type of examination contribute more to the final grade.

Examination has two main concepts. According to (Kline, 2015) the first is to accomplish the reason for which it is planned and second is to be a solid predictable method for measurement. When notwithstanding, inconsistency or examination malpractice happens, at that point the validity and results become questionable. Examination malpractice is usually characterized as a conscious wrong doing that contradict to authentic examination rules intended to put a candidate at an unreasonable favourable advantage or disadvantage, (Onyibe, Uma, & Ibina, 2015). The meriting students who are dedicated are disadvantaged by the wrong doing of the cheating students on the grounds that the marks earned are not reasonable.

Akinrefon, Ikpah and Bamigbala (2016) explain that examination malpractice might be comprehended as an offense or inappropriate practice, previously, during or after any examination by examinees or others with the end goal of getting great results by fake methods. From these two definitions, it may be well reasoned that examination malpractice is a dishonest act since it supports un-remarkableness in that students who sail through such unusual strategies might be evaluated equivalent to the individuals who battle all alone to excel.

Comprehensively at the global level, examinations have been commonly acknowledged as the best methods for assessment. Lamentably, this exceedingly significant method for assessing students has gotten ineffective since all types of

examination malpractices have been introduced into the system. While such cheating on examination is treated as very normal and as harmless wrongdoing may not be viewed as intense, cheating on high stakes examinations assumes greater importance, (Riding & Rayner, 2013).

In Australia Bretag, Harper, Burton, Ellis, Newton, Rozenberg and Haeringen (2018) discovered that disappointment with the teaching and learning environment adds to examination cheating. To limit contract cheating, Bretag et al., (2018) recommended that universities need to support the development of teaching and learning environments which sustain solid student/teacher relationships, decrease chances to cheat through educational programs and assessment designs.

Another investigation by Ozturk, Kahriman, Bahcecik, Sokmen, Calbayram, Altundag and Kucuk (2017) in Australia, uncovered that nurses didn't generally supervise students during drug administrations and particularly the last year students. This circumstance can cause the student, their educators, their nursing schools and the health institutions to confront lawful issues. In addition, this can bring about heavy financial burden to the institutions, where the students who are in clinical practice, prolong their length of staying in hospitals prompting conditions, for example, demise and handicap among patients and claims of damages. In this way as expressed by Ozturk et al., (2017) medical errors and unexpected occurrences causing a break of patient's well-being ought to be resolved and broken down to prevent such practices.

Stiles, Wong, and LaBeff, (2018) found that in China, however reports of college cheating have reduced after some time, scholarly qualification is a huge predictor of

cheating in college. In Israel the situation is also similar as Kasler, Hen, and Sharabi, (2018) discovered that most of the students in seen academic misconduct as a serious issue. The individuals who announced high on academic misconduct were concentrated among the individuals who had not done national service, studied in the science faculty and were Arabic-speaking students.

In Saudi Arabia, Abdulghani, Hague, Almusalam, Alanezi, Alsulaiman and Ikshad (2018) detailed that students living with their families were bound to cheat in comparison with those who were living away from their families. The reasons students provided to legitimize their cheating behaviour included showing signs of improving their grades, passing the course and lack of preparation and yet they perceived cheating a mistake. In this way, it is suggested that the execution of severe punishments, requiring moral courses and making ethical awareness by exploiting the potential of Islamic Religion may assist with controlling this issue.

Correspondingly Salwa, Hana and Suhaiza (2018) uncovered that majority of the students in University in Malaysia had engaged in cheating, but mostly in quizzes and assignments that offer less weighting towards the final grade, and were dependent upon less monitoring and less extreme punishments. The individuals who had cheated continually blamed their teachers for their cheating behaviour. Regarding prevention, religion was referred to most often as the factor that can prevent students from cheating, especially by persistent reminding that God is continually watching.

Despite the fact that examination malpractice is on the increase everywhere throughout the world, the rate of occurrence in Nigeria is disturbing, (Ifijeh, Michael, Onuoha, Ilogho & Osinulu, 2015). It is presently so broad that it is turning into a norm instead of an exception. Nigerian Education system is directly in a condition of emergency and painful stress as a result of examination malpractices. Schools have flopped in their duty of creating citizens that are commendable in character and learning rather they have simply gotten meaningless certification, (Ifijeh et al., 2015).

Sorbari and Eremie (2018) outlined the significance of Guidance and Counselling in controlling examination malpractices in Nigeria. The findings of their investigation uncovered that the students' very own social, vocational and educational counselling were all notable in controlling the expanding pervasiveness of examination malpractices among male and female students in Rivers State. Consequently, it is suggested that measures ought to be intensified by the government to establish guidance and counselling units in all learning institutions in the state, while the concerned authorities should ensure that students and teachers avail themselves in these units for services.

Akinrefon et al., (2016) introduced a changing trend in events of examination malpractices in senior secondary school certificate examinations organized by the West Africa Examination Council (WAEC) somewhere between 2005 and 2009. Akinrefon et al., (2016) additionally explained that the National Examination Council in its May/June and November/December 2009 senior auxiliary school examinations

recorded one million and more than 263,000 instances of examination malpractices respectively.

Hence Mensah, Azila and Asimah (2018) uncovered that allowing another student to duplicate each other's answers during a test was the highest test dubbing technique among students in Ghanaian institutions of higher learning. Graduates were more probable than enrolled students to self-report higher examination cheating behaviour. Mensah and Gbetteor (2018) further noticed that fear of failure was the main explanation driving students' examination cheating behavior views of peer cheating was identified with levels of self-reported cheating while the students' religious inclination was uncorrelated with the self-reported cheating behaviour of the student.

Teachers play a major role in detecting cheating during an academic exercise and there is some proof in Evans and Craig's study that teachers don't pay attention to the issue of cheating as students as cited by Murdock, Stephens & Grotewiel (2016). One hypothesis to clarify this divergence is the likelihood that students exaggerate the cheating problem. This is unlikely, in any case, since all findings show that the majority of secondary school students have cheated and various studies project that more than three-quarters of secondary school students have cheated. Murdock et al., (2016) further explain that cheating is unavoidable among the country's top secondary school students. The outcomes demonstrated that about 80% admitted to some type of dishonesty, for example, replicating another person's work or cheating on an examination." Of the private school students, almost 60% showed that in their schools

cheating is either "fairly common" or "everyone does it." Therefore, it is hard to presume that student respondents are misrepresenting the cheating problem.

Madara and Namango (2016) assessed the view of cheating in examinations among engineering undergraduates. The study revealed that in spite of the fact that it is uncalled for to make generalizations of the seriousness of the cheating problem from one study, it must be pointed out that teacher vigilance is critical in controlling cheating. In the event that teachers don't understand the seriousness of the cheating problem, they won't be as conscious as they should be so as to prevent cheating. What's more, they probably won't be as keen to adopt practices or policies which would effectively prevent cheating.

In Africa, Nigeria specifically examination malpractices (leakages) were one of the serious problems institutions of learning and examining bodies were facing. Examination malpractices (leakages) have become household names among pupils or candidates with a passion for them, (Iwuala, Ejike, Anyanwu, Mezieobi & Ebiringa, 2016). Hence, a great number of researchers devote themselves to studies aimed at providing solutions to the problem. Iwuala et al., (2016) drew a significant part of the literature from the studies of Nigerian scholars who have written widely on the issue. Regardless of the nation, wherever examinations have been written, candidates have exhibited similar behaviour of engaging in cheating in one way or the other, (Iwuala et al., 2016).

Therefore, there is a need to prevent examination malpractices in schools because they are a threat to the essential mission and goal of education. Findings from studies

undertaken by various scholars in Nigeria revealed that examination malpractices were not a new phenomenon in that country and affirmed the first examination malpractice which was believed to have been reported in 1914 during the Cambridge Local Examination. It was reported that papers were leaked before the scheduled date of examinations. However, it was worrisome a trend that started slowly has reportedly become very pronounced not only in Nigeria but across the globe. Besides, cases of examination malpractices have become more advanced and sophisticated with time, (Onuka & Durowoju, 2013).

Likewise in Zimbabwe, the level of students' engagement in examination malpractice in higher education has gotten progressively stressing, tricky and threatening to the prosperity of the Zimbabwean educational system, (Chaminuka & Ndudzo, 2014). Question paper leakages, careless impersonation in examination centres, the urgency of school owners, paying off examination officials and parents purchasing leaked papers for their kids prior to the commencement of examinations are the major forms of examination malpractices and fraud. Examination malpractice and fraud ought not to be underestimated if academic institutions need to seek the best practices in examination management. Such events at last damage public confidence in the validity and authenticity of the examinations and results, (Chaminuka & Ndudzo, 2014).

A study done by Warren and Bigger (2017) in Nigeria showed that the practice that religion and moral education are no longer compulsory subjects in schools has greatly contributed to the problem of indiscipline among the students. For schools to curb

indiscipline among students there is need for full restoration of moral and religion education in the school curriculum as well as activities such as morning and afternoon devotions. There is equally the need to employ teachers that are morally sound and disciplined who would assume their full responsibilities as role models to their students. Schools should equally appoint disciplined students to participate in the governance and administration of their schools.

The uncontrolled occurrence of examination malpractice has become an issue of growing concern and worry in worldwide educational systems. Most examinations are normally faced by various forms of malpractices. In most of these examinations, cheating is a common practice. In most countries of the world certificates and diplomas are the sole indices of educational growth. Examinations are the only means of obtaining these certificates and students seem to see examinations as a war of survival and therefore cheating is an effective means of winning the war, (Petters & Okon, 2014).

Udim, Abubakar and Essien (2018) assessed policy-related strategies to curb examination malpractices among undergraduate students and they established that examination malpractices happen both inside and outside the examination halls. It is executed by students, staff and other external agents previously, during and even after examinations. Numerous strategies applied to curb examination malpractices within the university system have proven ineffective. Actually, new devices for executing examination malpractices quickly and greatly making such strategies look as though they are tending to the symptoms rather than the root causes. Udim et al., (2018)

further explain that the situation might not be unconnected with the fact that student culprits are usually targeted by these strategies, brushing aside the contributory roles of other university members in the eventual act.

Starovoytova, Namango and Katana (2016) contend that in Kenya, the circumstance isn't any-better; cheating in examinations is on the increase, among students in secondary schools, colleges, and universities. They further clarify that over 60% of the students in colleges and universities in Kenya conceded having cheated in examinations. A study by Akaranga and Ongong (2013) in view of two Kenyan-public universities, revealed the following self-report examination- malpractice patterns; diverse forms of synoptic notes-96%; using cell phones and calculators 74.7%; leaking the examination papers by lecturers 28%; writing projects or proposals for others for a charge 16%, among others.

Opiyo, Aloka, Raburu and Aomo, (2018) focused on parenting style as a contributing factor to cheating among learners in Kenya. They established that lenient child-rearing influences examination cheating tendencies ($r=0.641$, $p<0.05$). From these findings, they recommended that the Kenyan Teachers' Service Commission (TSC) should prepare more teacher counsellors in schools to cope with the large number of students who have varied parental backgrounds. From the various researches done the world over, it is evident that academic malpractice is becoming a big threat to the education systems. In order to address these concerns it is necessary to find possible intervening strategies to curb this vice from higher institutions of learning.

1.2 Statement of the Problem

Examination malpractices have become rampant especially among undergraduate students in Kenyan universities. My personal interaction with students from various universities indicates that rampant cheating in examination is a norm and remains a major problem. As one listens to students from institutions of higher learning converse there is no doubt that examination malpractices exist in an alarming rate. This is evidenced by presence of various forms of malpractices during examinations and continuous assessments as the lecturers invigilate and mark the examinations.

Further interaction with stakeholders in various forums, in many circumstances employers complain of varsity students' incompetence and they prefer to employ diploma holders because they feel they are adequately prepared than their counterpart undergraduate students. This act of cheating is a bad habit that appears to have gone past university examinations regulations and policies set up by different institutions of learning. A significant number of the occurrences of cheating in examinations are sometimes attributed to various factors that require to be established. The persistent occurrence of examination malpractice has been a major concern to educational stakeholders. Common observations have shown that there is mass cheating in all the universities both public and private. Nothing concrete has been done to reduce the problem except the cancellation of results or the withholding of results in certain courses.

However, despite various efforts and measures put in place by various universities, examination malpractices are still increasing. For example in 2014 Kenyatta University suspended 78 students from school of Education over alleged engagement in various forms of irregularities during a past end of semester examination (Thuku, 2015). University authorities seem to be in dilemma as cases of examination malpractice increase day by day. This undermines the quality of graduands and their preparation into the job market, which results to the loss of credibility and purpose of examinations. Therefore there is dire need to explore intervening strategies to curb the examination malpractices in institutions of higher learning if quality of graduands is to be upheld.

1.3 Purpose of the Study

The main purpose of this study was to synthesize the intervention strategies to curb examination malpractices among undergraduate students in Kenyan universities.

1.4 Objectives of the Study

The following were the specific objectives of this study

- i. To determine the existing examination malpractices among undergraduate students in Kenyan universities.
- ii. To explore existing cultural norms which contribute to examination malpractices among undergraduate students in Kenyan universities.
- iii. To evaluate policy related challenges which contribute to examination malpractices among undergraduate students in Kenyan universities.
- iv. To synthesize advocacy related processes to curb examination malpractices among undergraduate students in Kenyan universities.

1.5 Research Questions

The following research questions guided this study;

- i. What are the existing examination malpractices among undergraduate students in Kenyan universities?
- ii. How do the existing cultural norms contribute to examination malpractices among undergraduate students in Kenyan universities?
- iii. What are the challenges related to policy implementation which contribute to examination malpractices in Kenyan universities?
- iv. What advocacy measures can be put in place to curb examination malpractices in Kenyan universities?

1.6 Hypotheses

- H₀₁: There is no statistically significant relationship between the existing cultural norms and examination malpractices among undergraduate students in Kenyan universities.
- H₀₂: There is no statistically significant relationship between the policy related challenges and examination malpractices among undergraduate students.
- H₀₃: There is no statistically significant relationship between advocacy related strategies and examination malpractices among undergraduate students in Kenyan universities.

1.7 Justification of the Study

The issue of examination malpractices isn't just in tertiary institutions but also in primary and secondary schools. In the past some examiners have fallen victims in their bid to discharge examination regulations and several students expelled for being involved in different forms of examination malpractice. Ogbo (2018) explains how examination malpractice is an educational pandemic that ought to be killed no matter what and quick as well. Cheating in examination ought to be harshly debilitated in light of the fact that it negatively affects the future of society. Because when students participate in examination cheating there is a negative effect in the workplace as explained by Amua-Sekyi (2016) who confirmed that dishonesty in the workplace is influenced by dishonesty while attending university.

1.8 Significance of the Study

Significance of the study refers to the importance drawn from study findings, usually because it will have an effect on a situation or shows something about a situation. This study is hoped to increase to the body of knowledge to the scholars of Educational Management and Policy Studies and the entire University Managements by contributing to debate on issues of examination administration and more so, on the aspect of academic malpractices. The findings of this study act as a contribution to existing literature database on academic malpractices to institutions offering higher learning in Kenya.

In its applied dimension, the study is meant to benefit several stakeholders. These stakeholders groups include: Kenyan Universities' top managers and Academic staff. Top management can use the findings in making sound strategic decisions on the way forward on curbing academic malpractices at the universities. The staffs who deal with examinations on a direct basis can be able to understand the process better and hence lead to improvement on the administration of examination. Other Universities can replicate the study and find out the barriers to efficient administration of examinations without incidences of academic malpractices.

The study findings also, will be able to benefit other stakeholders in education system most preferably secondary and primary schools who can borrow the same knowledge on strategies of curbing examination malpractices. Colleges, secondary schools and primary schools are experiencing similar challenge facing university examination body. Thus the findings of this study has shared a wide knowledge on how stakeholders can synthesis the policies that will enable reduce examination malpractices for the good of improving quality of education performance.

1.9 Scope of the Study

Scope of the study refers to the area and subject matter that the study deems to be relevant to its investigation. This research focuses on synthesizing the intervention strategies to curb examination malpractices among undergraduate students in selected universities in Kenya. The guiding objectives in this study are; to determine the existing examination malpractices among undergraduate students in Kenyan universities, to explore existing cultural norms which contribute to examination

malpractices among undergraduate students in Kenyan universities, to evaluate policy related challenges which contribute to examination malpractices among undergraduate students in Kenyan universities and to synthesize advocacy related strategies to curb examination malpractices among undergraduate students in universities in Kenya.

The geographical scope of the study included location of all the universities in Kenya both Public and Private. Furthermore, the study solicited opinions from undergraduate students, lectures, Heads of Departments (HoDs), Dean of Students (DoSs) and Examination Officers (EOs) of the selected Universities. The study sample comprised four hundred and fifty participants (450). The study was conducted from September to December, 2019.

1.10 Limitations / Delimitations of the Study

Limitation of the study is the controlling factor that restricts or reduces effectiveness of the study progress. This research was not without limitations. In the process of collecting data, the researcher encountered the following limitations;

The population was highly heterogeneous. As such the study adopted random sampling method to give chances to all the members of the population to be chosen to be members of the sample. Target groups included students, lecturers, EOs, HoDs and DoSs. Additionally the issue of examination malpractices is very sensitive and respondents were suspicious as to why they were chosen while others were left out. As a result, the researcher was open with the students on the reasons for the study and assured them that the information provided was strictly for academic purposes.

There was a possibility that the study could not get accurate responses from the students and thus were complemented from the lecturer's responses. Some respondents who were supposed to be interviewed could not be available and when finally interviewed they evaded some questions. The questions were therefore rephrased to enable the respondents to answer them in a positive way. The study also could have faced hostile respondents who could not be willing to fill questionnaires. Since the information was sensitive, the researcher sensitized the research assistant on how to assure the respondents of confidentiality. This included guarding their identity.

Administering interviews with HoDs, EOs and DoSs could have been constraining because of the structured nature of the interview schedule that would have provided possibilities for lack of reliability. In addition, the successful outcome of the interviews doesn't just rely on the bond of trust between the interviewer and the HoDs, EOs and DoSs but also on the interviewer's values. For this reason, data was critically assessed to eliminate the possibility of interviewer bias.

1.11 Assumptions of the Study

This study took the following assumptions;

- i) All respondents will be honest and accurate in providing the required information.
- ii) All participants will be available at any point in time for interviews as required.
- iii) Sampled lecturers have supervised undergraduate examination.
- iv) Students' respondents are aware of examination malpractices.

- v) All students have and have read policies related to examinations at the university.

1.12 Theoretical Framework

This study was guided by Ajzen's models of the Theory of Planned Behaviour (1991). As indicated by Agata, Abby, Joana, Daniela, Hapon, Anna and Denis (2015), the theory contemplates that individuals intend to behave in a particular manner out of the attitude towards that behaviour, for example from suppositions with respect to the way in which others will react to the manner an individual behaves. The Theory of Planned Behaviour (TPB), which defines the components that add to a person's choice to carry on in a particular way, has been recently utilized in researches that sought to establish the determinants of academic dishonesty and academic misconduct discussed by Alleyne and Phillips (2011) as cited by Agata et al.,(2015).

As noted by Meng, Othman, D'Silva and Omar (2014), currently there is proof that this theory is highly helpful in explaining an individual's variation in the intention to behave in a dishonest manner and which include the intentions by students to engage in academic cheating. Agata et al., (2015) clarify that despite the fact that there is concurrence with respect to what academic cheating is, there are huge inconsistencies across societies as far as how the occurrence is seen. (Kobierski, 2006) explains that though in certain parts of the world cheating is seen as a genuine type of offense and seriously punished, in others it is respected with tolerance, and in some cases even considered as a sign of creativity and inventiveness. This is a clear indication that perspectives toward cheating vary altogether across social settings and that these

disparities account for the variation in the degree to cheat by students in different countries. Ajzen's theory of planned behaviour (1991) highlights three factors as the causes of an individual's intention to behave in a dishonest manner which include; individual's attitudes towards the behaviour, subjective norms and the perceived control over that behaviour (Meng et al., 2014). These factors according to Ajzen are viewed as a determinant to an individual's future conduct.

Revelations from O'Neill and Pfeiffer, (2012) findings indicate that the apparent probability of being discovered cheating is the main factor that accounts for behavioural action than the university policies regarding academic dishonesty. This fact is attested by findings by Keter (2012) which observed that majority of the students disagreed respectively that there are no severe penalty for malpractices. This implies that students continue to engage in academic malpractices despite the penalties that are in place. Whereas, Carrol (2002) discovered that enhanced punishment for academic misconduct has little relationship with cheating behaviour since students with varied interpretations of what the seriousness of the punishment for cheating were all liable to cheat since they believed that increased punishments were insignificant since their cheating could never be found.

In spite of the general accomplishment of the TPB, the conceptualization of perceived behavioural control (PBC) has been disputed. An indicator of this dispute is the inconsistency in the labels used for the PBC components. Significantly, a difference in definitions and operationalization may contemplate that empirical research is precedent to theory in this area. As of late, many PBC studies have tended to the

likelihood that PBC is a multidimensional construct as seen in Trafimow, Sheeran, Conner and Finlay's (2002) diagram. On another related line of enquiry, scientists have evaluated the discriminant legitimacy of PBC. In particular, some scientists have inquired whether PBC is not just an interrelated way of measuring attitude (Leach, Hennesy & Fishbein, 2001; Trafimow & Duran, 1998). While some have had doubts about it and differentiated from intentions, (Fishbein, 1997; Rhodes & Courneya, 2003).

The theory of TPB has been excessively critiqued. The writers persuasively contend, in their new book that just as somewhere else, the TPB doesn't expect that behaviour is rational (Fishbein & Ajzen 2010). They concede that people may hold illogical, unjustifiable, untrue or any other types of beliefs. Further, they contend that individuals may form resolutions to carry on in manners that are groundless. The Prototype/Willingness model, an elective model talked about at some length in Stone, Jawahar and Kisamore (2010) latest book, was planned explicitly to apply to unplanned behaviour, for example , adolescent smoking, (Adedimeji, 2016).

Therefore in this model, behaviour is socially responsive as opposed to planned. Adedimeji (2016), contend that intentions do not spearhead one's mind in taking some specific decisions. Or maybe, they assert for prototypes and willingness. Truth be told, the Prototype/Willingness model has been applied to early childbearing, for instance, the degree to which a teenager's image of being an adolescent parent is like the teenager's own mental self-image as positively related to willingness to engage in unprotected sex, beyond the desire to use contraceptives (Adedimeji, 2016).

In spite of the fact that people may not plan to participate in unsafe practices, they may find themselves in circumstances where the chance to do so emerges. Applied to unintended childbearing, at that point, as opposed to asking, "Do you aspire to have a birth?" this model asks, "Would you be willing to take part in sex without contraception?" The essential difference they endeavor to make is reactive instead of intentional nature of the choice (Adedimeji, 2016). In any case, at last, this model distills down to something like the TPB recognition that others take part in the conduct and would approve of the conduct (subjective norms), just as a positive attitude toward the behaviour, increase in intentions to participate in the behaviour (sex without contraception). Indeed, Fishbein and Ajzen (2010) put forth an enticing defense that "willingness", especially as estimated by Gibbons and colleagues, is essentially another approach to quantify intentions.

Having discovered what intentions are and how they strongly relate to behaviour, it can be concluded that intentions may be unreasonable or irrational, hence the time has come to direct our concentration toward detailed investigation and to detect when and why intentions are not converted into behaviour. The encounter between intentions and the physical, social or psychological constraints that keep people from their realization is a long-standing subject of theoretical inquiry in sociology (Coleman 1994). Stone et al., (2010) point to a wide scope of areas that, upon more profound examination, may give productive responses to these questions. This interest isn't conflicting with the rich proof that, in the total, aims and practices are profoundly related.

The aspect of the theory of planned behaviour is appropriate for this study since the intentions of examination malpractices towards academic excellence by students is well reasoned against consequences of failing in examination by the same students which are condemned by the parents and the school administration. The intentions to behave in a particular way results from attitudes towards that behaviour and from subjective norms, for example the manner in which students practice examination malpractice is respond to the behavior expected by the parents to academically excel without limitations in their performance. In conclusion, the theory explains the factors that influence a person's choice to act in a specific manner and which have been previously used in research concerning the determinants of academic dishonesty and academic misbehaviour. This study was justified as it sought to determine cultural norms and policy related challenges which contribute to academic malpractices and come up with strategies that would curb the vice from higher institutions of learning.

1.13 Conceptual Framework

A conceptual framework is a schematic or a diagrammatic presentation of the theory which is presented as a model where research variables and the relationship between them are translated into visual picture to illustrate the interconnections between the independent and dependent variables (Onen, 2016). In this study the independent variables are the strategies in place to curb examination malpractices whereas dependent variable is examination malpractices. The independent variables of the study discusses on the strategies related to the dependent variable which include;

Forms of malpractices; which refer to the means in which students use to cheat in examinations that include; Cheating, Collusion, Leakage and Dubbing. Whereas Cultural Norms refer to the existing culture that the students at the university have adopted during examination and they are Bad Company, Peer Pressure management, Proper invigilation of examinations and Good study habits.

Existing Policies refer to the principles guiding practices when performing examinations and they include Malpractice unit, Customize examination booklets, Biometric registration system and Commitment by invigilators. Advocacy Related Processes are formulated ways used to curb or solve the problem of examination malpractices. These ways include examination canceling, proper training in education, encouraging excellence through hard work and Adequate funding to schools.

Dependent variable refers to examination malpractices, in which the study sought to find solutions on examination malpractice that is ruining our education system. The study assumes that students should go and read hard to avoid cheating in examinations, Opt out and wish to join Christian youth Fellowship, at no reason continue cheating, contact to old friends with cases of examination malpractice, and attend school counselling. The relationship between the Independent and Dependent variables is illustrated in the figure 1.0 below;

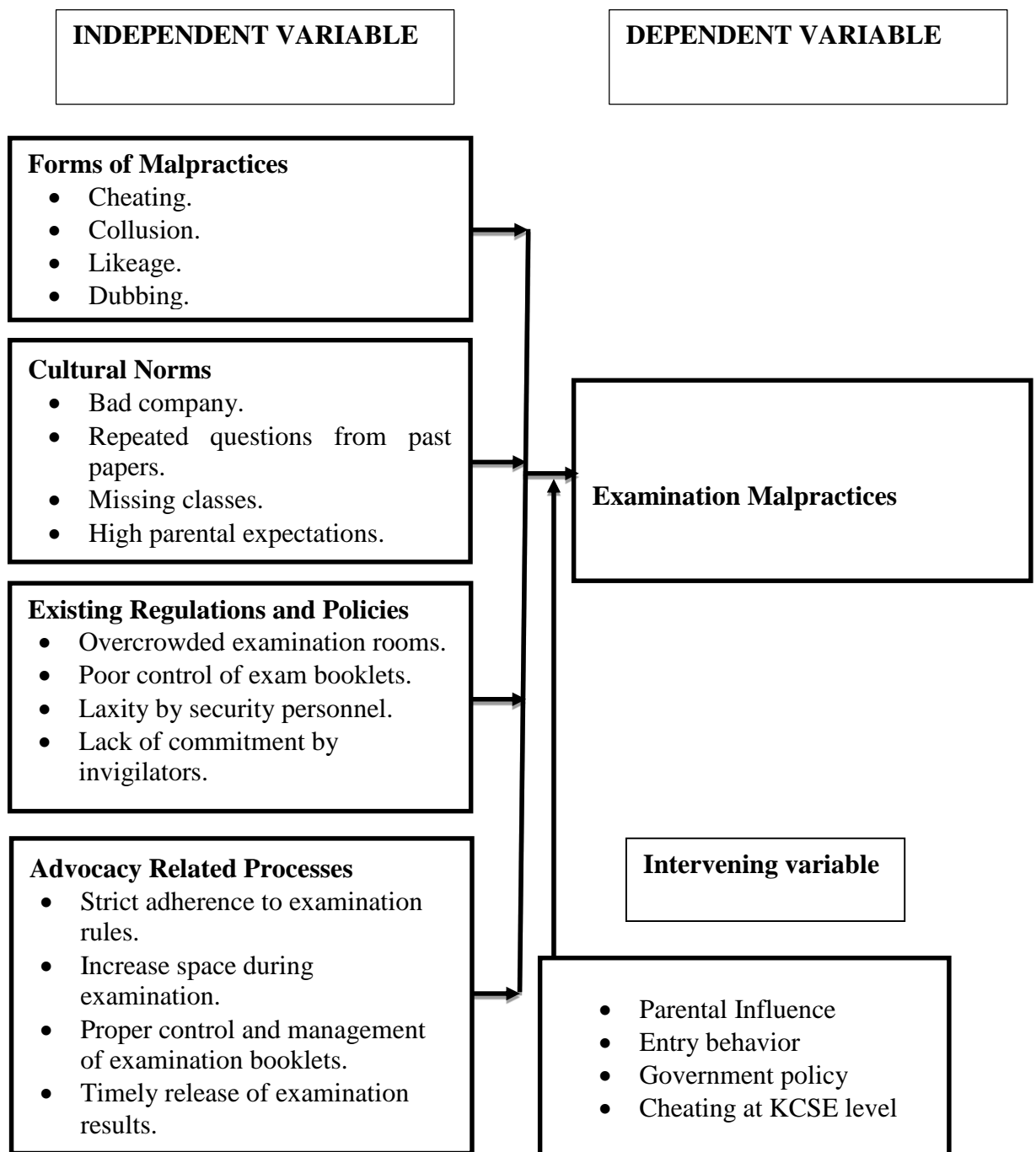


Figure 1.0 Conceptual Framework

Source (Author 2021)

1.14 Operational Definitions of Terms

Advocacy: This refers to the way of addressing examination malpractices.

Advocacy related strategies: Refers to the ways of solving a particular problem.

Cheating: It involves an attempt to give or obtain assistance in an examination process.

Cultural Norm: Refers to behaviour that has been adopted by students that influence their social and academic life.

Cultural norms: A particular pattern of behaviour used by undergraduate students at the university during examinations.

Cultural: Refers to the traditions or habitual forms of behaviour adopted by undergraduate students.

Culture: Refers to attitudes and patterns of behaviour at the university.

Curbing: It is the attempt of eliminating undesirable behaviour in an academic setup.

Examination Refers to the formal test that is given to a student to show his/her knowledge or ability in a particular subject or course.

Examination malpractice: Is any form of misconduct that enables a student to cheat in the process of being evaluated.

Existing policies: It is the current plans or action adopted by the university in curbing examination malpractices.

- Forms of Malpractices:** These are ways in which students use in order to gain unfair advantage over the others in order to pass in an examination.
- Norms:** They are the ways things are done at the university.
- Policy:** It is principle of action adopted by the university.
- Strategies:** It is a plan chosen to bring about a desired solution to a problem.
- Undergraduate student:** Refers to a college or university student who is undertaking a degree programme and yet to graduate.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The literature relevant to this study is reviewed with the aim of determining the intervention strategies employed by Universities to curb examination malpractices among undergraduate students in Kenya. This is the second section of the thesis and it is divided into the following sections; the concept of examination, the concept of examination malpractices, the existing examination malpractices among undergraduate students, the existing policies on examination execution in Universities, Cultural norms that contribute to academic malpractices, curbing hi-tech examination malpractice and finally summary of reviewed literature and the gap therein.

2.2 The Concept of Examinations

Since the emergence of education in Kenya, examinations have been the major instrument used for evaluation of learners or student's achievement. It is a means of assessing the quality of performance that an individual has accumulated at the end of a teaching process which spreads over a period of time. Maina (2015) explains that the nature of training framework is critical and essential to the financial turn of events and social strength of any nation. Further, it brings about the attainment of the necessary knowledge and skills that are required for country's national development. One of the major indicators of the quality of education is the national public examinations. In broad perspective, examination is an instrument for testing, assessing, evaluation and

accreditation (Aliero, 2014). It is thus a process of measuring how much knowledge a student has acquired in an institution of learning after exposing him/her to define course of instruction. Examination is a common means of evaluating learning achievement and improvement. Onuka and Durowoju (2010) add that examination is a means to ascertain whether learners have mastered what they have been taught.

Education is that integral key to socioeconomic progress of every country of which Kenya is one of them. Badejo and Gandonu (2010) justify why most people want to get fully educated and added will to attempt to do everything to understand their goal. This wish appears to have a support due to the fact that reputable organizations have put more weight on certificates before placement to any job. Miranda and Freire (2011) accept the primary point of each educational system to produce responsible and respectful citizens.

Examination may be a very fundamental part of any educational system. Today, educational institutions such as schools, colleges, and universities are geared to preparing students for examinations. This is the reason why examination systems need to be evaluated since it reveals the efficiency and purpose of the teaching process. Towards examination season here in Kenya, majority of parents may have to employ a coach to assist their children for the said examinations with the understanding that educators at the schools additionally are doing their bit. At one time the concern for private tuition was almost getting out of hand and the Ministry of Education had to step in to protect parents from the exploitation by self-appointed experts.

According to Ifijeh, et al., (2015) there are many causes connected to the predominant instances of examination malpractice. They recognized poor preparation for examinations, low ethical quality and poor school facilities as reasons for examination malpractices. In addition, fear of failure, fever for certificate authentication, higher expectations from parents to have their children in professions of their choice and college to study in, pressure of undergraduates to do a course that they do not have the ability in, pressure on teachers who want to earn favour of student and overcrowded sitting arrangement. Existence of examination malpractice has serious implications for the stakeholders at large for example the education system itself, students, teachers, parents and the school inclusive.

Ifijeh, et al., (2015) further lament that Nigeria has been evaluated with dependability of incompetent graduands who cheat in examination, low productivity, poor employment execution and certificate authentication racketeering. These compromise the credibility of their certificates internationally. It is arguably pointed that occurrence of examination malpractices at all levels of education in Nigeria has not only posed a threat to the entire educational system but to the socio- economic development too.

Akaranga and Ongong, (2013) affirm that the most commonly used tool is examination that revolve around the entire education system. Further, they note that almost all education systems incorporate some type of evaluation as a marker of the said education system. Assessment is an instrument used to conclude who is promoted to the following scholarly level. It is through assessment results and educators'

decisions which structure the grading system where all the undergraduates are classified every year or as the need be (Siddiqui & Bukhari, 1991 cited by Iqbal Khan et al., 2011). Other than being an evaluation of undergraduate's advancement assessment; additionally motivates and encourages them to know their scholarly strengths and weaknesses and give instructors chances to attempt new techniques for in teaching, (Akaranga & Ongong, 2013). This legitimizes why numerous students would do everything conceivable to pass in an examination even when their capacities are questionable.

Examination hence, is the tool used to inform decision making on the performance, educational advancement and job opportunity for a person, (Shohamy, 2014). In most Kenyan Universities, undergraduate examinations comprise a sit in assessment test marked out of 15 marks, a take away assignment marked out of 15 marks and end of semester examination marked out of 70 marks. For an undergraduate student to pass in a given course or subject; the three assessments are summed and the student must score a total of 40% and above. However, if the student does not attain this mark then he/she is subjected to a supplementary examination.

2.3 The Concept of Examination Malpractices

World Bank (2001) characterizes examination malpractice as an intentional demonstration of wrong doing which aids a student gain unfair advantage or disadvantage. Onyibe et al., (2015) characterize examination malpractice as the demonstration of omission or commission expected to make an undergraduate pass through examination without depending completely on their independent ability. This

manner suggests that examination malpractice is committed by a candidate independently or as a team with others, for example , other higher education students, parents, lecturers, supervisors, invigilators, printers and anybody or group of people before, during or after examination in order to obtain undeserved marks or grades. For this case, Desai, Pathari, Raut and Solavande (2018), define malpractice as an intentional practice so as to gain unfair or unlawful gain so as to enhance material advantage or to harm the interests of others.

The concept of examination malpractice is very broad in scope, for instance it includes every illegal act related to examinations that may occur before, during and after examinations such as what happens during the preparation stage, storage, invigilation, marking and releasing of examination results. Examination malpractices may include impersonation, leakage, swapping of scripts, smuggling of answer scripts into the examination room or hall, direct copying, verbal or physical assault on examination invigilators and forging of results and certificates,. They tend to contradict highly with any government's intentions to provide its citizens with the quality education necessary for the positive development. From the above definitions therefore, it becomes clear that examination malpractices seriously undermine the credibility of any nation's quality of education being offered to its citizens. In other words, the implication is not only for the education system but rather for scholars, instructors, guardians, and the school or worse still to the socio-economic progress of the nation, (Best, 2012).

Akaranga and Ongong (2013) assessed the phenomenon of examination malpractices between two colleges in Kenya and they attested that examinations ought to be dependable and predictable as methods for estimating students' accomplishment. In any case, on account of anomalies or examination malpractice occurs, then validity and resulting outcomes become questionable. Their study in this way presumed examination malpractices an unscrupulous demonstration since it supports average quality as in undergraduates who prevail through such irregular techniques might be rated equally to the individuals who battle all alone to excel, (Akaranga & Ongong, 2013).

Ifijeh et al., (2015) explained examination malpractice as an unscrupulous practice that encompasses any activity by an individual or a group of undergraduates to increase an undue advantage in any type of assessment, be it coursework, tests, or examinations. Makaula (2018) views examination malpractice as an ill-advised and exploitative act with the end goal of getting unmerited advantage. Further, Bruno and Obidigbo (2012) characterized examination malpractice as any activity done by stakeholders, for example , administrators, teachers, guardians/parents or students that is probably going to offer examination or assessment ineffective or useless.

Cree and Clapton (2015) recognize that various classes of examination malpractices infiltrate writing in the scholarly world. The most widely used among them is plagiarism, which is seen as utilizing someone's work without due acknowledgement. This practice is common among lazy students and scholars, who don't have ability to do research on their own capacity. Be that as it may, the practice

isn't constrained to students and lecturers, journalists and lawmakers are similarly included. Besides plagiarism, another well-known type of scholarly dishonesty is fabrication, which Adeyemi, (2010) characterizes it as making up information through unapproved ways to and introducing them as pure. In many organizations, it shows in change of grades in any academic assessment.

Madara and Namango (2016) in their investigation on Faculty Perceptions on cheating in Examinations see examination malpractice as an ill-advised and unscrupulous act related with examination, with the end goal of acquiring an unmerited advantage. Examination malpractice as indicated by Madara and Namango (2016) alludes to a demonstration of wrong doing completed by an individual or a group of candidates or some other individual with the aim to cheat and increase uncalled for advantage in an examination.

Kuntz and Butler (2014) describe examination malpractice as exploitative practice which includes any activity by an individual or a group of students to increase an undue favourable position in any type of evaluation, be it coursework, test or examination. Starovoytova and Namango (2016) lament how examination malpractices in Kenya have achieved a startling extent and the way wherein these acts of malpractices are getting complex and institutionalized. As indicated by Starovoytova and Namango, (2016) different attempts by the government and education stakeholders to curb this menace have not yielded any better results. Suskie, (2018) still affirm that despite all the challenges encountered examination is still a

significant instruments for objective assessment and evaluation of what people have accomplished after a time of training/preparation.

Corruption has quickly developed in developing nations Kenya included. Starovoytova and Namango (2016) clarify how corruption is wide-spread and has become part of everyday life. They characterize corruption as a procedure through which people in authority violate the law in quest for their personal gains. The most-widely noticeable types of corruption include bribery and extortion. Education sector is not free from corrupt practices either, where the idea of academic dishonesty is a strange term. There is a positive connection between scholarly malpractices at college and the nation's corruption index, (Starovoytova, 2016). Students will consistently take part in academic rackets since they copy from their role models in the society.

As per Akaranga and Ongong (2013), the gravity of examination as the essential end of formal education at the institutions of learning can never be underestimated. Notwithstanding, Akaranga and Ongong (2013) observe that passing examinations and receiving certificates are fundamental to the achievement of the students in the present competitive world. They further note that the obtaining of certificates isn't satisfactory but achievement of good grades is key. This is on the grounds that, for one to join any respectable training programme or college, a standard grade is required. Because of this desire or requirement for success, students get inclined to examination irregularity. Tragically, the negative effect of examination malpractice frequently leads to discontinuation of a student from an academic institution.

While trying to control examination malpractices, all universities have set up measures and processes for managing it at whatever point they are deemed to happen. For instance, Kenyatta University 2011/2013 catalogue, concerning examination irregularity expresses that a student who is found engaging in any examination irregularity will be suspended immediately by the Registrar in charge of academics upon receipt of instant report, pending appearance before the disciplinary committee. While at the University of Nairobi, an update from the Acting Registrar Academic dated December 30, 2011 addressed to all students, reminded them of the gravity of cheating in examinations, in regard to both Senate Resolutions Numbers 1913, and 1914 dated 12th July, 1978.

Akaranga and Ongong (2013) saw that in Kenyatta University, the memo illuminates the grave outcomes of examination malpractices which incorporate expulsion from the university. From the findings, the two universities firmly advised students against sneaking illegal materials into examination halls which include cell phones and engagement in other different types of examination cheating. Presence of examination malpractices in institutions of learning can never be doubted. The dilemma is presently on whether the severe guidelines and regulations set up by higher institutions of learning can stop examinees from the bad habit!

The act of examination malpractice can be traced back to the colonial period during which formal education was introduced into the country in early part of nineteenth century. Orim (2016) uncovers that the first major incidence of examination malpractices was in 1914, when there was a leakage in Senior Cambridge local

examinations. Solidly, Petters and Okon (2014) contend that in spite of punishments, for example, suspension, strategies for cheating keep increasing in strength and sophistication. They further express their concern that examination may never again be a genuine picture of one's ability since most students are not serious with their studies and participate in examination malpractice as an easy way to progress.

In spite of the challenge of cheating in examinations, Royse, Thyer and Padgett (2015) confirm that to date examination remains the best instrument for objective assessment and evaluating students' acquisition after a period of schooling. In this way any improper activity leads to compromise in validity, reliability and authenticity of examination results and certificates. Royse et al., (2015) confirm that examination malpractice has many negative effects which include expulsion of students from academic institutions.

The impact of examination malpractice as indicated by Akaranga and Ongong (2013) are decaying trust in the education system, loss of credibility in the education assessment and loss of trust in examination bodies, which leads to loss of confidence in the certificates that are given by examination bodies and increasing costs of conducting examinations, particularly in regions where leakage has been witnessed. Petters and Okon (2014) lament that despite several efforts made by governments, school administrations and individuals to eradicate this menace, mostly have proven unsuccessful. Examination malpractice is becoming a problem in several education systems.

There are several reasons that may be given for the continued prevalence of examination malpractices and causes are deemed to be complex. Asante, Kyei and Nduro (2014) outlined some of factors that lead to examination malpractice which include; cultural practices, school programs, teaching or learning environment and characteristics of teachers and students. They noticed that culture of cheating has become a sign of a serious failure/ collapse in the cultural set up because of the disarray between social norms and goals verses the ability of individuals to respond as per it. Findings by Keter (2012) uncovered the following; fear of failure, insufficient arrangement before assessments inadequate preparation before examinations and peer pressure as some of the factors contributing to academic malpractices among undergraduate students.

Anzene (2014) plots a few underlying drivers to examination malpractice which incorporate the following; emphasis on paper qualifications of certificates, insufficient teaching and learning facilities such as classrooms, libraries, laboratories, high students/teacher ratio which influence teaching and learning, poor raising at childhood of some of the students by their parents or guardians, and students' vices for example, cultism, drug abuse, sexual promiscuity and truancy. As indicated by Keter (2012) poor syllabus coverage, repetition of questions from past examinations and poor coordination of examination time tables are among the lecturer factors contributing to examination malpractices.

As per Onah (2010) examination malpractice is anything done by the examination candidate that is probably going to render the assessment useless. Examination malpractice is along these lines anything done by the stakeholders, for example , examination administrators, teachers, parents or students that is probably going to make the assessment or examination ineffectual or pointless. Then in addition, Umaru (2005) defines it as any type of deceitful action that aims at enabling a candidate achieve better results than the actual candidate's intelligence and performance. It can likewise be viewed as any corrupt demonstration displayed previously, during and after any examination by the following; typists, students, invigilators, principals, communities, teachers/course instructors and so forth.

Olusola and Ajayi (2015) define examination malpractice as any unlawful or unsuitable conduct by anybody against examination rules and guidelines at the time he /she is being tested. Hence, it is the non-adherence to the rules and guidelines controlling the conduct of an examination. Examination malpractice can moreover be characterized as any untrustworthy or insincere act by a candidate(s) or any person(s) to break existing rules/regulations so as to acquire unmerited reward or disadvantage anyone in any form of assessment of examination in the education system. In other words, when rules and regulations controlling the administration of examination are broken, it is said that examination malpractice has been executed. Subsequently, any ill-advised activity completed previously, during and after the examination with the aim of cheating or having advantage comprise examination malpractice, (Starovoytova & Arimi, 2017). It is called by different names and depictions including examination offense, cheating, and examination extortion, etc.

Researcher's experience also attests that examination malpractices are carried out before, during and after the examinations. Surprisingly, during marking of the examinations some strange booklets may be found. This is witnessed by the presence of examination booklets with serial numbers beyond the range used during that examination period. It is an indication that some students do their examinations elsewhere and bring the answer booklets for submission to examination room. There must be collusion between the students and other university staff whereby the students are given the questions and booklets before the examination date at a fee. Therefore it is evident that the concept of examination malpractice is indeed a norms which may involve several parties but not students alone.

2.3.1 Forms of Academic Malpractices

Forms of academic malpractices refer to the ways in which students use in order to gain unfair advantage over the others in order to pass an examination. Students in various universities have devised different ways of engaging in academic malpractices. Mokula and Lovemore (2014) affirm that there are several forms of academic malpractices among students today. They assessed the formation, elements and outcomes of Cheating in University Examinations. Their findings concluded the ability of cheating in examination is advancing, extending from physical ownership of unapproved materials to the utilization of technology. From the findings the most prevalent form of academic malpractices among undergraduate students is cheating. The written notes are an old type of cheating wherein students carry unlawful materials into the examination halls. Similar revelations are echoed by Keter's (2012)

findings which established that the most prevalent form of academic malpractices among undergraduate students in Kenyan public universities is cheating.

Cheating has dominated in Kenyan universities and use of *mwakenya* reported to be the common form used. *Mwakenya* was initially a record distributed by classified Kenyan political class fighting for social change during the one party regime of Kenya African National Union before transition to multi-party leadership. The ruling government restricted possession of the document and individuals possessing *mwakenya* faced prosecution in a court of law. In this regard, university students who prepare and carry synoptic notes into the examination halls as *mwakenya*, intentionally do it knowing the consequences. Also cheating is through the possession of illegal material before the day of writing examination which is originally identified as leakage, (Kipkoech, 2017).

In Malawi, Makaula (2018) evaluated apparent causes and methods of examination malpractice in learning institutions. The discoveries of the investigation showed various reasons and methods of examination malpractice. For instance, cheating students are related to laziness in class and the longing to pass examinations at all costs. Teacher/examination official- related causes entails insufficient preparations of teachers to students before examinations and inadequate syllabus coverage. On students related methods for cheating include carrying prepared answers to examination halls and writing on body parts. Teacher/examination official- related methods for cheating encompasses school administrations that make arrangements with examination officials to help students and leak examination papers.

Further Makaula (2015) findings revealed that the symptoms of collapsing education system as a result of a widespread corruption and poor public service delivery contribute to engagement in academic malpractices by various stakeholders. Other than blaming students the government and teachers are also to be blamed in this menace. In this regard the government is seen to have failed to create a conducive and favourable teaching and learning environment and also failing to reinforce the teaching ethics resulting in irresponsible teachers' behaviour. Therefore Makaula (2015) affirms that educational leaders need to look at the issue of student cheating holistically if the problem has to be tackled. The way to deal with change can employ more current, bolder, and increasingly reasonable techniques that can assist in curbing cheating, (Starovoytova & Namango, 2016).

Accepting students cheating as a corruption as opposed to basic bad conduct will create techniques that are less about curbing cheating and increasingly about institutionalizing academic integrity. Consideration, along these lines, should be given to strengthen and restore a culture of honesty by increasing public awareness of the impacts of corruption and fraud, (Gallant, 2015). A study by Makaula (2018) on perceived causes and methods of examination malpractice confirmed that examination malpractice varied from leakage of question papers to copying, changing answer books, impersonation, wrongdoing in examination centre, compromising invigilators/examiners, making false entries in award list/examination registers and giving counterfeit certificates/degrees and so on.

Balogun (2017) mentioned that reasons for examination malpractices are low moral values, excessive emphasis on examination results and certificates, pursuit for material riches, poor teaching/learning styles, poor conditions under which examinations are managed, mismanagement of school heads and examiners, lack of proper planning for examination, the desire to fulfill parents' aspiration, unpreparedness of students for examinations, students lack self-assurance, peer influence, benefits determined by sellers of examination papers, unfairness in the punishment of guilty offenders, persistent staff strikes that frequently interfere school program and lecturers threats to fail students.

Types of examination malpractices as indicated by Udim et al., (2018) involve the use of someone else to sit for an examination on behalf of a candidate, bringing lecture notes or textbooks, laboratory specimens or some other instructional materials sneaked into the examination halls, teaming up with an invigilator to cheat in the examination halls, conversing between or among students, copying or trying to copy other student's work, presenting already filled booklet as an alternative to issued booklets, failing to submit an answer script at the end of an examination and unlawful transfer of answer sheets from the examination room.

Sideridis, Tsaousis and Al Harbi (2016) on a study predicting academic dishonesty on national examinations described the forms, factors and consequences of cheating in university examinations by UNISA Open and Distance learning students from unreliable information. The outcomes indicated that the culprits generally utilized crib materials, ruler and calculator. The variables that affected cheating in examination

were gender, age and regional locations of students, the punishments, financial fines and suspension from school. Sideridis et al., (2016) findings gave some recommendations to the Registrars of universities that will increase knowledge to straighten out examination guidelines and rules to enable only deserving students be awarded with degrees.

Fabrication according to Premium Times (2014) is another form of examination malpractice which includes; altering answer scripts so as to negotiate for better grades or duplicating answers from another student, cribbing, (which means the utilization of restricted materials) or study aids in an academic exercise and substitution which means using representative in any academic work. In the opinion of Archibong (2012), intimidation is another type of academic dishonesty notable among students. It includes candidates or their colleagues participating in a demonstration planned to instil fear, either verbal or physical or mental assault, to the examination officials. Nevertheless, the most threatening among the three is mental assault since it involves uncovering a weapon to invigilators cautioning them the consequences of not cooperating with them, (Archibong, 2012).

Different kinds of academic malpractices featured by Omonijo, Oludayo, Uche and Rotimi, (2014) entail networking, macro chips and conspiracy. Most students carry illegal materials to examination rooms via jeans, bra and pockets. Researchers also consider obstruction or impediment to be another solid kind of academic dishonesty among undergraduates. Impediment/obstruction is seen as any plan for hindering examination malpractice. Some unscrupulous school authorities use small classes

rather than using large study lecture halls to oversee examinations so as to perpetuate their ill motives of cheating.

Bruno and Obidigbo (2012) inferred that examination malpractice presents in numerous sorts and it ranges from simple to complex techniques. The most widely recognized type of malpractice is coming into examination rooms/halls with little bits of papers filled with tiny writings called 'Pengo' or 'Mgbo' (shot) in Nigerian universities in the Eastern Nigeria called it 'OmoKirikiri', when undergraduates replicate answers on various parts of their bodies or their babies if it occurs to be ladies. Another form of academic malpractice is by 'giraffing' or keeping an eye on the neighbour's work, murmuring answers, jotting answer on work areas, tables, walls of diagnostic rooms, roof, and fabrics. A few students participate in impersonation, trade of answer contents inside the examination room and concealing information concerning the examination in their hairs or shoes.

Katoch (2013) presents another renowned sort of academic dishonesty as fabrication, which is the making up information through approved or unapproved gain and introducing them as authentic. In many institutions, it presents in changing of grades in any academic assessment. Katoch (2013) presents types of fabrication as; changing answer sheets so as to transact for better grading or replicating answers from colleagues, cribbing materials that is use of prohibited material, and third is using a representative when doing examination.

Chaminuka and Ndudzo (2014) discovered in their research that learners frequently smuggle prohibited materials to examination rooms. The students sneak in charts, answer booklets and “crib notes” into these rooms which are often sneaked by learners through pants, shoes, hems of clothing or parts of the body. Again, incidences of learners have been caught in colleges being impersonated during examination periods. Examination process has also been commercialized with some learners trading for money thus writing examinations on behalf of their colleagues. In large examination rooms where invigilators are few, students can sneak out the question paper and the booklet and do the examinations in their rooms and later sneak in again when the rest of the students are submitting their tests.

Mokula and Lovemore (2014) point out that situation in Uganda is not different as leaking of examination can happen in particular phases when administering examination, for example, compiling of question papers, typesetting, editing, printing, distribution, examination centre, marking of scripts and grading process. These malpractices of leaking examination materials now and then begin from personnel in the examination administration line selling papers to enhance their low pay rates, (Mokula & Lovemore, 2014).

Examination malpractice is a menace that is experienced in all educational institutions. Okolie, Nwosu, Eneje and Oluka (2019) found that buying and selling of live question papers is another type of examination malpractice. In addition, individuals are employed to sit for examination for others with full awareness of the invigilators. The refined technique for acts of malpractices like: computerized

manipulation of students' scores or grades to favour the student and issuance of fake result slips of forged certificates, (Okolie et al., 2019). During marking of examinations some type of malpractice has been witnessed. Bruno and Obidigbo (2012) opined that marking malpractices include favouritism of lecturers to learners because of personal reasons best known between the culprits. Some examination administrators or school management take part in examination malpractices by adjusting submitted results or giving out results to non-cleared (and multiple times non-registered) students. The said administrators additionally admit non-qualified candidates since they are family members or friends.

The study by Udim et al., (2018), reviews on the current forms of academic malpractices among students and reveals that the most prevalent form of academic malpractices among undergraduate students is cheating. Other perceived forms include insufficient teacher preparation for examinations, examination officials assisting students, leakage of examination papers, inadequate coverage of the syllabus and collusion. In this case collusion involves engagement of students and examination officials where a prior arrangement is made to leak the examination to the intended candidates. Some examination officials may sell the actual examination papers to the candidates or to their parents, (Udim et al., 2018). In Kenya through media reports, some KNEC officials have also been accused of leaking examination papers for a fee and suspicious sex grades at higher institutions of learning

Osisioigu and Mamman (2017) in their study 'the nature of examination malpractice in a tertiary institution' did not verify any incidence of impersonation; however, a few lecturers mentioned it as a type of conceivable examination malpractice which can't be overlooked. Despite the fact that it is an uncommon type of examination malpractice in Kenyan universities, the use of examination cards is presumably overseen to verify the identity of the candidates. Nonetheless, the use of examination cards for identification presents a challenge to the invigilators. This is because of the large numbers sitting for examinations at a time and the invigilators may not have adequate time to verify all the learners doing the examination. It can only work where the learners are few in an examination hall. In addition, the most unsuspecting sharp students could even exchange examination cards or replace the genuine student's photo found in their identity card with theirs.

Emmanuel (2017) in his study on students 'awareness of examination rules and regulations in Obafemi Awolowo University found that common forms of examination malpractices are written notes on desks in examination halls, walls, palms, garments and electronic gadgets. Emmanuel (2017) further saw that, sitting plan in the examination halls are rearranged before examination time. Nonetheless, if the room isn't locked, candidates enter the hall and scribble short notes on surfaces where they will be sitting, be it on walls, chairs and tables so long as they can use it. Furthermore, they will compose short notes in their palms, handkerchiefs, toilet papers, hems of their garments or even on petticoats and refer to them during an examination. Some inventive students will hide cell phones secretly in their bodies which they can use to send instant messages on the questions to individuals outside

the examination rooms, who will then, send answers back, (Teshome, 2016). Strangely, similar students save lecture notes on their cell phones and use to them during examinations.

Giraffing is a type of cheating which takes its name from one of the African wild animals with an amazingly long neck, legs and a little head. Kenyan students are exceptionally acquainted with this articulation regarding examination cheating. It is a procedure where an examinee loosens up his/her neck beyond what many consider possible to scout and see what a colleague has recorded for a given question. In spite of the fact that it is an extremely normal malpractice among candidates in the lower classes of the education system, it's anything but a remote technique even at the university! This clarifies why during examinations, lecture rooms are rearranged and space between students is made more extensive than on the usual class hours, (Akaranga & Ongong, 2013).

Onyibe, Uma and Ibina (2015) observed that submission of more than one answer booklet as a type of examination irregularity is exceptionally attractive in an overcrowded examination room with less examination invigilators. Most students utilize this type of anomaly to overcome examination guidelines and function admirably where the student has made an early plan with the examiner or invigilator and the learner prior know the examination questions. In such a case the learner brings a previously answered booklet which is sneaked into the examination room to be submitted with the other submitted scripts. Thereafter the candidate removes the one which was pretentiously written during in the room. This legitimizes the

significance of guarding candidates during examinations against moving the answer booklets from the examination room.

Undergraduates have additionally created coded communication through signing which is regularly used to cheat in examination, (Mwalongo, 2017). One may purposefully drop a ruler or a pen to draw the attention of the colleague in order to provoke their communication and quicken the arranged planned method of cheating. Comparable coded language might be utilized in a calculator or computer and the invigilator may not speculate the understanding.

Bribery is another form which can be used to reinforce teacher- student conspiracy. It makes a monetary viewpoint in examination malpractices. In this case a student may pay an examination official to be permitted to utilize unlawful materials sneaked into the examination room or be allowed more time during examination (Udim et al., 2018). The payment may not necessarily be used to purchase the question papers. Further, Udim et al., (2018) explains another form of academic malpractice involving the exchange of answer booklets. To facilitate this, students would make prior arrangements and read on the areas they are well versed and then make prior strategic sitting arrangements so as to enhance exchange of the booklets (Udim et al., 2018). This form of malpractice is common if the spacing is poorly done and the invigilator is not keen.

Emmanuel (2017) affirms that examination malpractice is a challenge confronting education systems the whole world. This is on the grounds that the various types of examination malpractices make it hard for strict invigilators to effectively recognize

and prevent innovativeness of students in examination malpractices. Perpetrators of this educational menace incorporate parents or guardians, who may purchase examination papers, pay off examiners or invigilators. Head teachers or principals are likewise turning out to be guilty parties as they may get cash from the learners to choose not to see unlawful practices in the examination room. Lazy students who infrequently contemplate and don't pay attention to their work may likewise pay the examiners who set and mark the papers, the individuals who print the question papers and supervisors or invigilators, (Emmanuel, 2017).

For sure all these parties are answerable for the different types of examination irregularity. This is the reason why Emmanuel (2017) points out that the vice is a complex phenomenon which requires several participants in order to eradicate from an education system. Cheating in an examination is a serious academic malpractice that dilutes the strength of education. Many scholars engage in coordinated forms of cheating for example apart from writings in the small booklets, writings in their body parts (hands, thighs and legs), and writings in the clothes, they also steal examination booklets and write answers prior entry to examination time. Mobile phones also if taken to class rooms can serve as a source of googling answers and reading soft-copy notes. Most of the students save a soft copy of the notes given to them by their lecturers and this serve as a reference material during examination.

During invigilation one time, the researcher intercepted a student who was referring to the notes in his phone. When asked why he was doing so but the student answered that he was not cheating but simply confirming what he had wrote. This is a clear

indication that the students assume to be a norm to use their mobile phones in cheating. With the ever growing population in Kenyan universities it makes it very difficult to prevent the students from entering to examination rooms with their mobile phones because of the lecturer: student ratio which has also increased significantly. Despite this big challenge the intervention strategies should be sought to save the credibility of our education system.

2.3.2 Cultural norms that contribute to academic malpractices

Cultural norms refer to attitudes and patterns of behaviour in a given group or society. Students at the universities develop cultures that will direct them in their academic behaviour. Hirt and Mohammad (2013) on cultural norms cited that anomie in this context without a doubt describes the breakdown in cultural framework due to separation between cultural norms and objectives and the socially structured capacities of participants of the grouping to act in accord with them. This contributes to aberrant habits and non-conformity, symbolizing dissociation between culturally prescribed objectives and the desirable potential ways for realizing these objectives. They additionally state that a society that over-emphasizes on goal attainment dismissing corresponding emphasis on institutionalized ways of accomplishing these desires pressurizes some individuals of society to use the final result to justify whatever methods that look expedient to them, even if it channels to examination malpractices.

Almond and Verba (2015) examined on civic culture and they described culture as the attitudes and patterns of behaviour in a given group or society, whereas norms refer to attitudes and behaviours that are viewed normal, common or acceptable within that group. Lack of a usual social ethics from individual's character leads to a confusion between cultural values and objectives within individuals as opposed to the society norms.

Further, Iyengar (2014) describes cultural values as norms within the society that are acceptable and candidates adopt in general living. Lack of normal social standards is the genesis to questionable character and nonconformity to simple rules that society prescribe as social norms that is required of members of the society. Although Kofi and Nduro (2014) argue that a society that attaches more emphasis on goal attainment and ignoring the institutionalization of means to achieve these goals promote malpractices irrespective of whether the means used are acceptable or not.

Mokula and Lovemore (2014) examined forms, factors and consequences of cheating in university examinations. The findings revealed that due to the high attachments related with examinations, leakages can as well be organized at different government levels. For instance, the OSYM which is a Measuring, Selection and Placement Centre conducts the country wide examinations whose outcomes are used for admission to Turkish universities, employment in public sector along with state ministries and the police academies.

An investigation into undergraduate's perception contributing to examination malpractices in Osun State University in Nigeria was done by Yusuf, Olofunke, and Bamgbose (2015). Their study sample comprised 200 undergraduates and the collected data were analysed using frequency counts, mean scores, t- test and ANOVA. The findings of their study established lack of good study habits, minimal attention to lecturers and bad company as major contributing factors to examination malpractices. Recommendations from the study included establishments of functioning counselling sections in tertiary institutions to give guidance to students on educational matters and other related challenges. Also school management ought to impose harsh punishments to students engaging in examination malpractices.

Asante-Kyei and Nduro, (2014) point out the society we are living in appears to put emphasis on success goals neglecting the means of achieving them. This results in de-link between the institutionalization and methods of attaining objectives. Reactions of the individuals that regularly occur in the society show degradation of norms. Social indecencies upsetting the general public these days seem to have penetrated the entire fragments of our education system. The resultant impact is the moral erosion, loss of family values, cultism, improper dressing and examinations dishonest. It appears the attention laid by the general public on success regardless of the ability engaged, have attracted a few people venture to pressure towards unusual norm. Today's university students stay in a society where there are few role models or leaders in prominent positions such as in the media, sports, business and government who demonstrate honest behaviour, (Way, 2016).

Hsu and Wu (2015) evaluated education as cultivation in Chinese culture, the findings confirmed that education system that rewards success in examinations, traditions of memorizing concepts and utilizing them have been prioritized by some students. Advancing in examination working skills enables candidates to attract higher grades and such abilities limits individuals with low cramming power to demonstrate excellent achievement through the examinations.

Gorski (2017) presents a concern about secondary school admission requirements and also that a new emphasis on testing which has resulted in cramming and memory drills. In addition, poor teaching and absence of sufficient course books deny students a chance for holistic learning. Further, Gorski (2017) gives justifications why students perform better in disciplines that necessitate rote learning nonetheless poorly in disciplines that need understandings, ideologies and application. As a result, learners end up engaging in examination malpractices because memorization has failed, (Gorski, 2017).

Abugre (2018) established cultural norms that contribute to examinations malpractices and the investigation takes note that an education system that rewards 'examinocracy', a culture of cramming and low application ability in students has been perfected. That is, the system rewards the individuals who developed good examination skills and score highly while it denies an opportunity to the individuals who were bad at exhibiting their achievement through the medium of examinations. This has been blamed on the undue influence of secondary admission requirements

and in addition the new emphasis on testing that has led to increased cramming and memory drills.

Further, poor teaching and lack of adequate textbooks deny the students an opportunity for holistic learning. No wonder students seem to perform better in subjects that require memorization but perform poorly in subjects that require an understanding of relationships, principles and application. When students fail to memorize they resort to examination malpractices like cheating.

Today's parents and the society have failed to instill in their children traditional values of uprightness, hard work, fair-mindedness, decency in the family as well complements from the school. For these children, enticing in such illegal educational practices receives the approval from their societies. Zakka (2014) explains how parents' make contributions direct to this social evil that is ravaging the Nigerian academic sector. The findings mentioned that a former West Africa Examination Council (WAEC) boss indicated that, most of the examination malpractices perpetrated through college students had been inspired by way of parents.

Omede (2018) surveyed some probable reasons to examination malpractices. The study findings showed examination misconduct in the hall can take the culture or the form of giraffing / peeping from another person's examination papers, writing on the palms, desks and piece of papers, smuggling of examination booklets and so on and so forth. Outside the halls, the misconduct can take the shape of sorting of the already written examinations either through the teachers or their agents, (Omede, 2018). This

‘cankerworm’ has eaten deep into the fabrics of the Nigerian educational system, thereby, rending the educational institutions in despair. They are so unsightly that if nothing is done and no time too, secondary school education and other levels of education will be in a mess.

According to Hosny and Fatima (2014), various factors have been identified as having an influence on cheating behaviour. These factors include; Social factors, curricular factors, peer pressure and teachers’ practices. The study thus focused on these variables. Nevertheless there are other factors influencing the cheating behaviour including; situational factors, cheating culture, motivational factors, gender, grade point average (GPA), work ethics, self-esteem, honor code, age, race, school management styles, technological advancement, severances of punishment for the cheaters among many others.

Murdock, Stephens and Grotewiel (2016) assessed learner dishonesty in the aspect of assessment. The findings showed that although most of the undergraduates recognize that dishonesty is contrary to the rules, they regularly check out on their friends for guidance as to what behaviours and attitudes are normative at their institutions. Thus peer pressure constitutes the belief that other students are cheating while others believe cheating to be acceptable. Further Murdock et al., (2016) established that the approximate number of cheating on a college campus is higher for students who had admitted cheating than their friends who had not cheated.

Redding (2017) posits that the biggest confrontation in an attempt to influence adolescents is their sub-culture called a code of secrecy which binds them while some

call it student code. Most students admitted that they hardly criticize the peers who engage in cheating and do not disclose fellow colleagues seen cheating but instead they protect them. A thirty year study on cheating behaviour by Schab shows that a few students expressed willingness to report cheating but the trend has been declining. This implies that students have resolved to keeping to themselves any witnessed cases of cheating because of their sub-culture to keep it as secrecy.

Currently in Kenya, our universities together with our colleges, secondary and primary schools have adopted cheating culture as part of the success in the academic performance. Students tend to be careless because the education system is not seriously taking desired steps to shape the wanting behaviours that are emerging among the students. Students are given more freedom that if not regulated, they end up ruining their bright academic future with cheating in examinations and thus make them incompetent in the society. Today's society presents a cultural composition consisting of separation between cultural norms and goals and peoples' ability to work together. These results in behaviour deviation and non-conformity which represents disconnect between culturally set objectives besides desirable processes aimed at achieving these objectives. The society we are in should therefore create and practice cultures that would enable the youth to emulate the role models that are found within the same societies and the nation as a whole.

2.3.3 Existing policies on examination execution in universities

Universities have formulated policies on execution of examinations but, examination malpractices are still witnessed. Patrick (2016) examined Non-formal Education and

the Promise of Development. Results discussed that in view of the previous mention, efforts by examining bodies and their elaborate policies though formidable enough seem to be quite inadequate. Tambuwal (2015) asserts that candidates produced in the system of examination malpractice will themselves grow up and become teachers or examination officers who will not see anything wrong with the sophisticated and high class examination fraud which only favours certificated illiterates. Eradicating examination malpractices needs engagement in enquiry driven reform and probing teaching and learning and schooling realities so as to highlight what to be done and how.

Otieno (2016) assessed effectiveness of Kenya National Examinations Council (KNEC) measures in curbing national examination malpractices. Study findings established collusion as a predominant type of abnormality in examination whereas major reason to engage in examination irregularity was inadequate individual preparation before examinations. Additionally, foremost contribution through school administrators to curb examination irregularities is by taking part in active supervision during examinations. Further, Otieno (2016) cited shame to the students and lowering of school image as some of the effects of examinations irregularities. The study further identified proper student preparation as a major strategy to curb examination anomalies in KCSE. In conclusion, school administrators have potential to strongly eradicate examination irregularities with consideration that they handle it effectively hence attaining country's education goals.

The study made the following recommendations; KNEC to give full assistance and prepare examination officials on examination matters and how to deal with examination misconduct. Secondly is for the school administrators to facilitate intensive preparations of candidates for examinations to enhance their confidence to face it. Thirdly, KNEC was advised to remunerate school administrators for their roles throughout examination period. Fourthly, KNEC should fully enact penalties to persons and centres found guilty of cheating as outlined by the KNEC Bill 2012 so as to prevent others from such malpractices. Finally the study recommended to the Ministry of Education to develop an action plan to aid in elimination of examination irregularities within a specified period of time. Otieno (2016) thus proposed a further research to be done on alternative form of assessment in place of high stake KCSE examination. From these findings, universities can embrace some of the recommendations in order to curb examination malpractices.

In the past, education policies were drawn and the needs of the disadvantaged individuals were not captured, (Bovaird, 2014). Recently, there are advances in designing educational policies that meet the needs of the varied representations of groups within the education system. Because of the donor agenda female students have received more attention in the current policies. The past and the current policies have rarely given attention to the exceptional children, street children, dropout youths, orphans and children from poor backgrounds.

Rahman, Dangi, Jamaluddin, Mustafa and Yusop (2016) assessed Students' Cheating Behaviour in Higher Education System. Findings established that every learning

institute has policies/guidelines guiding the administration of examinations. Moi University for instance has guidelines/policies regulating the administration in addition to conduct of students (undergraduate/postgraduate) examinations. Guidelines specify categories of examination irregularities, procedures for dealing with the irregularities and the punishments related to each examination irregularity for example, one or a combination of actions like giving a warning, cancellation of examination results, suspensions for a given time span, or expulsion from the university, depending on the nature of the irregularity committed. The rules and regulations highlight areas that constitute an examination irregularity and consequently, caution students against committing the stated offenses.

Private universities have also developed their examination rules and regulations. For instance University of Eastern Africa, Baraton revised examination rules and regulations 2009, the following among others are well stipulated; that all examinees are expected to be in the examination hall 15minutes before the indicated time for commencement of the examination, no examinee allowed to have any electronic device in the examination hall and any examinee who breaches the examination rules and regulations shall be required to leave the examination hall, an F grade will be recorded for the course and in addition to the disciplinary action decided by the Academic Standards Committee.

The study by Rahman et al., (2016) reviewed on strategies used in curbing examination malpractices. Findings revealed that universities have formulated concrete and achievable goals, provided the necessary lecturer and support staff, set

up monitoring devices for detecting non-compliance with goal attainment activities and provision and application of a fair and free policy network for dealing with non-compliance to set standards which in this case regards to the issue of examinations. It is evident that all universities have formulated policies highlighting rules and regulations to govern the conduct of examinations. Therefore there is need for all the concerned parties to ensure that these policies are adhered to enhance credible administration of examination in order to eradicate cases of examination malpractices.

2.3.4 Curbing examination malpractices

In order to retain credibility and efficiency in our education system, there is need to curb the hi-tech examination malpractice. Prevention strategy comprises of computerized and non-advanced moves taken to limit or properly quit cheating previously, in the course of and after examinations. Some of such movements include; securing examination question papers and answer booklets before and after the assessment, varying the order and versions of questions and ensure students seated close by are issued separate versions of the question papers. In so doing students will have the same questions but the numbering is different.

Another approach may involve the setting of random multiple choice test from test bank and students to answer online. Because of randomization, each student shall have a different test and no two students shall receive similar questions. An experiment done by Sunday (2014) on the Joint Admission and Matriculation Board (JAMB) on admission examinations to the universities, Polytechnics and Colleges in Nigeria indeed proved to minimize examination malpractices.

Abubakar and Adebayo (2014) explored the use of computer based approach in the process of examinations. The findings revealed that regardless of the extensive research work on examination malpractice, there is nevertheless the dire need to give more attention to studies on curbing examination malpractices in tertiary institutions. Presently, institutions curb examination irregularities by use of invigilation, proper arrangements in examination halls besides punishing the examination offenders. However, the mentioned strategies do not materialize in curbing examination malpractice due to the fact that they do not direct to the factors that influence students' engagement in examination malpractice.

The main objective of this particular research by Abubakar and Adebayo (2014) was once to discover efficacy in stopping examination misconduct via means of referring students on schooling and through the use of a community strategy in its prevention. Previously most researches have consulted students, highlighting major aspects influencing their engagement in examination malpractice, besides proposing solutions to them through their voices. Surprisingly, scholars' voices have not been heard as a method for checking acts of examination malpractice in schools. Studies have continuously used questionnaires to collect students' opinions on examination malpractice and in this manner underestimating, students' emotions, values, translations and encounters of their individual and school settings that influence examination malpractices. The areas which have not been examined need to be explored.

Qualitative dominance in mixed methods was advocated by Abubakar and Adebayo (2014) in order to capture the teachers' and students' perspectives regarding examination malpractices and get views from students about education programs. Case studies were carried out in three secondary schools in Nigeria and the objectivity of the research was to explore perspectives of teachers and students on examination malpractices. Data collection involved the use of various techniques including focus group discussions, interviews, observations and questionnaires.

Information was once broke down by utilization of interpretative and deductive methodologies. The significant revelations of the studies uncovered that examination malpractice persistent in high schools and principally dictated by academic and institutional factors. The findings from the studies concluded that because of their experience in schooling, students will improve on their commitment to education if they are consulted about schooling and about curbing examination malpractice. Also, by consulting them they will take responsibility in curbing examination malpractice and improve the teacher and student relationship for enhanced integrity in examination.

Smith (2018) revealed that in Turkey there is prevalent cheating in Personnel Examination which resulted in the government to shift from centralized to decentralized system of examination. However, this shift received criticism in that the decentralized system would lead to biased selections besides nominations in the public service. Arguably, successful decentralization would create fears that the ruling party's politicians will utilise government's arms and assist their supporters to access

examination credentials earlier. In the centralized system of examination, OSYM which is a Measuring, Selection and Placement Centre which is in charge of the whole examination in Turkey, this body is responsible for organising the national level university entrance examinations, student selection and placement system and other large scale examinations. Cheating in the Personnel Examinations included selling of question papers by OSYM and the workers of the organization that print them. Cheating in Turkey therefore has been possible in that the employees of the organising body participate in the menace and also the aiding role of technology to complement the other varied forms of cheating in examinations.

Board (2017) affirms that examination legal guidelines and rules ought to be executed effectively, thus scholars responsible for assessment malpractices ought to get harsh penalty in accordance to examination regulations and policy to act as warning to fellow students. Learners need rough frisking as they enter into respective examination halls by introducing a finger-print device used to identify genuine students from personification and also enhance the invigilators and supervisors-student ratio in the examination halls.

Li (2013) researched on technological advancements designed to fight crimes in international examination. The findings established the technological infrastructure needed to initiate, enforce and manage the global crimes but however, Li (2013) admitted that the infrastructure identified to curb these digital crimes is very expensive. The infrastructure needed include; installations of internet facilities in examination venues, stable supply of electricity and employment of technical and

professional staff. Funding this infrastructure has been a major challenge to the academic institutions and examinations bodies of Nigeria because each Centralized and State-owned Systems have frequently approved 9% yearly funds to education sector. Technological infrastructure may additionally be a challenge to Kenyan universities too because of the huge financial implications on its implementation to curb examination malpractices.

Additionally, most examination bodies lack adequate finances to curb the ever increasing cases of examination malpractices. This is so because the majority relies on payments from students in form of registration fees to cater for expenses such as; production, personnel and other miscellaneous payments. Besides the costs of these examinations, corruption in most of the developing countries have been growing every day and thus negatively affecting the execution of some duties like curbing examination malpractice. In Nigeria for example Gadre and Shukla (2016) posit that corruption has widely spread and education sector is at risk too because they are not resistant to it. Worrying growth in corruption presents a big challenge in curbing examination malpractice, both the traditional and hi- tech. Corruption has been networked among several stakeholders like students, teachers, government officers and examination bodies. In order to attain good grades, students who fail to prepare for examinations have fallen major culprits in examination malpractices. To achieve this some of them present monetary gifts to invigilators to be permitted to enter examination rooms with customized or online portable phones and tablets. Some pay a fee for their grades to be altered and be enhanced.

Another form of corruption that undermines the effort of curbing examination malpractice is sexual seduction. Some female students seduce to lure and compromise male officials so as to be allowed to cheat (Nilson, 2016). However, few guardians/parents strangely send money to tutors so that they can breach examination in specified examination centres because it is believed examination regulations and policies are compromised in such centres. On the hand when teachers do not go to class as expected then students are left with no option but to cheat. According to Nilson (2016), unethical government officers employ teachers with inadequate requisite qualifications who lack the needed skills and ability to prepare students for examination and because of inadequate preparedness students opt to cheat. Some teachers additionally go as long way as accumulating cash or requesting sex from learners for the sake of compromising examination policies and ethics.

Otieno (2016) advocates that school principals and teachers to do thorough audit and malpractices during examinations. Second, KNEC should execute the measures it has set up to the later by having the culprits arraigned as specified in order to restore confidence in all the stakeholders and to show that it is focused on actualizing its strategies. Likewise, awareness crusades ought to be done on the impacts of education malpractices. This should be enhanced through having courses for teachers each term so they are enriched with abilities that can assist them with skills to transfer knowledge that will impact on moral virtues in the students.

Further, Otieno (2016) emphasized that the Ministry of Education should revise its promotion criteria to allow other indices to form a base of promotion but not relying

on academic performance only. Additionally, ranking of schools ought to be done away with because it pushes the principals to participate in examination malpractice with the goal that their schools can be among the top schools. Lastly, the council ought to consider having the national examination set and printed by a contracted firm ideally from outside the nation.

Olatoye (2013) ascertained outcomes of examination malpractices. The study explored the sources of examination malpractice among secondary school students, the impact of examination malpractice and solutions to examination malpractice in secondary schools in Nigeria. In this study the sample comprised of twenty (20) teachers and one hundred (100) students who were picked using simple random sampling methods from five (5) secondary schools in Mushin Local Government. The research instruments used for the research were the teacher's and student's perception questionnaire and the data collected were presented with distribution tables and simple percentages. The study findings revealed that the major causes of examination malpractices were parental pressure for good grades and value attached to certificates. Recommendations from the study urged parents not to put too much pressure on their children for good grades and avoid over emphasis on the value of the certificates.

Muchemwa and Alice (2017) researched on practical ways that can be used to curb examination malpractices in African countries using content analysis technique. The study findings showed that examination malpractices are variegated. There are official perpetuating malpractices such as examination leakages, illegally assisting candidates, poor invigilation and fabricated student coursework. Also students' acts like, taking

foreign assisting materials into the examination room, using programmable calculators, body writing, impersonation and stealing of examination question papers before the set date. Students' anxiety, undisciplined and uncommitted students, poor examination related facilities and lack of enforcement of examination laws cause examination malpractices.

The study concluded that possible ways to curb examination malpractices at all examination related levels, (student, teacher, examination boards, examination storage and transportation) is through provision of necessary facilities, establishment of firm examination policies, proper training to all involved in examination process, awareness campaigns and workshops, arresting and terminating the culprits and abolishing ranking of schools per examination results. Curbing examination malpractices is a major concern to all education stakeholders because if the menace continues uncontrollably the quality of our education systems is at risk. It is in this view that this study sought to explore the techniques that can be employed by universities and other learning institutions in order to eradicate the menace.

2.4 Summary of Literature Review

In summary, observations have been made and the academic researches show insufficient works have been done and came up with ineffective approaches for curbing examination malpractice from diversified sampled populations. The reviewed literature has introduced a number of hi-tech techniques for perpetrating examination malpractices to lime light. It additionally aided in the understanding of a number of methods for addressing the hi-tech malpractices through the latest electronic means.

The reviewed theory established that aims to carry on in a specific way emerge from mentalities toward that conduct and to a large extent the subjective norms. Therefore if morality is instilled in the mentality of Kenyans including all partners who are ready to offer solutions into management of examination malpractices, then the examination malpractice menace can be curbed. Therefore the role of the researcher was to find out these new strategies used in the perpetration of examination malpractices and then suggest effective techniques for curbing the new and remote forms of examination malpractices. All stakeholders ought to display commitment, dedication and sincerity of purpose, for advanced approaches for curbing examination malpractice so as to make any remarkable impact in deterring examination malpractices in universities and other higher learning institutions in Kenya.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter presents the research design and methodology which is the blue print for the entire study. The following subsections are discussed; the study area, research design, research paradigm, target population, sample size and sampling procedures, instrumentation, a description of the type of tools that were used along with the requisite validity and reliability considerations, data collection procedures including setting the boundaries for the study, instruments that were used to collect data as well as the data analysis rationalization in view of the design of the study. Considering the sensitivity of the subject under study, due attention was paid to ethical issues and confidentiality aspects in relation to the respondents.

3.2 Study Area

This study was conducted in Kenya. It focused on all the universities, both private and public universities. Both universities are chartered and regulated by the Commission for University Education (CUE) in line with the provision of University Act (2012).

3.3 Research Design

Creswell and Creswell (2017), define research designs as plans and the procedures for research that span the decisions from broad assumptions to detailed methods of data collection and analysis. This study adopted mixed methods research design. A mixed

method research design is an approach to inquiry that combines both qualitative and quantitative forms (Creswell, & Clark, 2017). It involves integration of philosophical assumptions, the use of both quantitative and qualitative approaches and the mixing of both approaches in a study. It is thus more than simply collecting and analysing both kinds of data but also involves the use of both approaches in tandem so that the overall strength of a study is greater than either one of the two approaches, (Creswell, & Clark, 2017).

Sequential explanatory type of mixed methods research design was adopted for the study where both quantitative and qualitative data were collected in different phases and results from qualitative data were related to the outcomes from the quantitative data. Quantitative data was given more weight since it enhanced the collection of numeric data from a large number of respondents (354 respondents) utilizing instruments with pre-set questions and responses. After collecting quantitative data the study additionally utilized qualitative data which as indicated by Creswell and Creswell, (2017) empowers the researcher to investigate the issue and build an understanding of the phenomenon.

The design was considered appropriate for the study since it focuses on collecting, analysing and mixing both quantitative and qualitative data in a single study, (Creswell & Clark, 2017). The combination of both approaches provides a better understanding of research problem than either approach alone. In addition, this research design was viewed as suitable since the two types of data were collected in one visit to the field and that the two types of data had equivalent value for

understanding the research problem on existing strategies and curbing examination malpractices in Kenyan universities.

3.4 Research Paradigm

Research paradigm represents the general way to deal with research design and explain the strategy that connects methods and to outcomes. The choice and appropriateness of the methodology that was utilized in this research to investigate the intervening strategies to curb examination malpractices among undergraduate students is embedded in the underlying assumptions or beliefs the researcher holds about the underlying nature of the research objectives. Therefore such beliefs were summarized by the researcher's orientations related to ontological and epistemological nature of the society. Ontology refers to to assumptions held about the nature of the social reality, (Creswell & Creswell, 2017). Whereas epistemology is the theory of knowledge, especially with regard to its methods, validity and scope, and the distinction between justified belief and opinion.

According to Antwi and Hamza (2015) ontology implies assumptions held about the nature of social reality that is whether reality is objective and external to the individual or whether it is subjective and cognitively built on an individual basis. It is a system of belief that reflects an interpretation by an individual about what comprises a reality (Burrell & Morgan, 2017). Subsequently ontology can be described as the investigation claims and assumptions that are made about the nature of social reality, claims about what exists, what it looks like, what units make it up and how these units

interconnect with each other. Hamilton and Taylor (2017) add that the research on ontology depends on what we mean when we state something exists.

Though Ontologists study what we mean when we state something exists, an epistemologist considers what we mean when we state we know something. Epistemology is described as the knowledge embedded in the theoretical viewpoint and thus in the methodology. Both, ontological and epistemological assumptions make up a worldview (paradigm). The matter of investigating about intervening strategies to curb examination malpractices among undergraduate students is an epistemological one.

The epistemological and ontological underpinnings of the research questions presented in this study required an understanding of the respondents' knowledge about examination malpractices in Kenyan universities. Post positivists hold a deterministic philosophy in which causes probably determine effects and outcome. Thus, the problems studied by post positivists reflect the need to identify and assess the causes that influence outcomes, as found in experiments. In this study, there are intervening strategies employed by various universities to curb examination malpractices among undergraduate students. In addition post positivists explain that in scientific research an individual begins with a theory, collects data that either supports or refuses the theory finally makes necessary revisions before additional tests are made, (Creswell & Crteswell, 2017).

In this way, the methodology, design and implementation of the research was situated in the researcher's own world view and learning experience which resonated in a space between quantitative and qualitative methodologies. Therefore, this research used pragmatist paradigm since it combined the quantitative and qualitative approaches in the research process. According to Scott (2016), pragmatist researchers focus on the 'what' and 'how' of the research problem. Because pragmatism paradigm provides the underlying philosophical framework for mixed methods research then it was deemed appropriate for this study. The researcher tried to make a fix of the two methodologies introducing them separately before illustrating their convergence and how they were applied.

In this study, opinions were sought from undergraduate students and lecturers in order to understand about existing examination malpractices among undergraduate students, gain insight about the cultural norms that contribute to examination malpractices based on the assumptions of the theory and also the policy related challenges which contribute examination malpractices. The findings were then tested which enabled explanations to be made on their existence and come up with advocacy related strategies to curb examination malpractices. Qualitative data were also collected from undergraduate students, HoDs, DoSs and EOs and the main purpose was to complement the findings from quantitative data. The use of both methodologies enabled the researcher utilize the pragmatic framework in the study.

3.5 The Target Population

Levy and Lemeshow (2013) define the target population as the absolute number of subjects or all out number of conditions important to the analyst. Yin (2017) includes that the target population defines as that reference population for which the researcher wishes to draw generalizations and from which the study population is drawn.

The target population comprised all the undergraduate students, Dean of Students (DoSs), Lecturers, Examination Officers (EOs) and Heads of Department (HoDs) from 31 Public and 33 Private Universities. All the universities have a siting capacity of over 800,000 students per academic year. Table 3.1 shows the target population of this study. Population size of each university was not presented so as maintain anonymity of the sampled universities.

Table 3.1 Target Population

	PUBLIC UNIVERSITIES		PRIVATE UNIVERSITIES
1	Chuka University	1	Adventist University of Africa
3	Dedan Kimathi University of Technology	3	Africa International University
2	Co-operative University of Kenya	2	Africa Nazarene University
4	Egerton University	4	African Leadership University
5	Garissa University	5	Catholic University of Eastern Africa
8	Karatina University	8	Daystar University
6	Jaramogi Oginga Odinga University Of Science And Technology	6	Genco University
7	Jomo Kenyatta University Of Agriculture And Technology	7	Great Lakes University Of Kisumu
9	Kenyatta University	9	Gretsa University
10	Kibabii University	10	International Leadership University
11	Kirinyaga University	11	International University of Professional Studies
12	Kisii University	12	Kabarak University
13	Laikipia University	13	KAG East University
14	Maasai Mara University	14	KCA University
15	Machakos University	15	Kenya Highlands Evangelical University
16	Maseno University	16	Kenya Methodist University
17	Masinde Muliro University Of Science And Technology	17	Kiriri Women's University of Science & Technology
18	Meru University Of Science And Technology	18	Lukenya University
19	Moi University	19	Mount Kenya University
20	Multimedia University Of Kenya	20	Pan Africa Christian University
21	Murang'a University of Technology	21	Pioneer International University
22	Pwani University	22	Regina Pacis University College

23	Rongo University	23	Riara University
24	South Eastern Kenya University	24	Scott Christian University
25	Taita Taveta University	25	St Paul's University
26	Technical University Of Kenya	26	Tangaza University College
27	Technical University Of Mombasa	27	The East Africa University
30	University of Kabianga	30	The Management University Of Africa
28	University Of Eldoret	28	The Presbyterian University Of East Africa
29	University of Embu	29	Umma University
31	University of Nairobi	31	United States International University
		32	University Of Eastern Africa, Baraton
		33	Zetech University

Source: Kenya Universities and Colleges Central Placement Service (2019)

3.6 The Sample Size and Sampling Procedures

As indicated by Martínez-Mesa, González-Chica, Duquia, Bonamigo and Bastos (2016), sampling is the procedure used to pick a piece of the population for study. It includes the strategy or method of choosing a subgroup from a population participate in the study. Moser and Korstjens (2018) further defines sampling as the process of selecting a number of individuals for a study in such a way that the individuals selected represent the large group which they were selected. Martínez-Mesa et al., (2016) affirms that it is the selection by the researcher, of participants for a particular study he/she deems in the best position to provide the relevant information needed for such a study. This section provides the sampling process adopted for the study.

3.6.1 The Sample Size

Anderson, Kelley and Maxwell (2017), define a sample as that target population that has been procedurally selected as representation. As advocated by Mugenda and Mugenda (2003), sample size of 10% of the population size is viewed as satisfactory for a study. Therefore, 10% of the researcher's population size was 6 Universities, which were picked from the 64 Universities in Kenya and had similar characteristics of respondents.

$$\text{University sample} = 10\% * 64$$

$$= 6.4$$

$$= 6 \text{ Universities (Truncated)}$$

Mugenda and Mugenda (2003) further mentioned that a sample size of between 10% and 30% is a good representation of the target population and hence 10 % was adequate for analysis. The study targeted a sample from three (3) public and three (3) private universities. These universities were randomly selected to represent the rest of the universities from the Republic of Kenya. Because of ethical considerations the names of the selected universities remained anonymous. They were assigned letters A, B, C, D, E, and F. The accessible target population of the study was undergraduate (DoSs), Lecturers, (EOs) and (HoDs) from each of the sampled universities. Table 3.2 shows the accessible target population.

Table 3.2 Accessible Target Population of the study

Universities	Students	lecturers	HODs	DOS	Eos
A	47458	875	2	1	1
B	4760	273	2	1	1
C	3600	140	2	1	1
D	8152	175	2	1	1
E	9468	352	2	1	1
F	10310	310	2	1	1
Total	83748	2125	12	6	6

The sample size was chosen in acknowledgment of the five sets of study units (students, lecturers, HoDs, DoSs and EOs). For the purpose of this study Raosoft, Inc. online sample size calculator was used to determine the sample size of students; at confidence level of 95% and a margin of error of 5% was accepted since it is a common choice, and a response distribution at 50% as explained by Omair (2014). Since the students' target population was 83,748 the sample size from Raosoft, Inc. online sample size calculator was 383 respondents. From the students' sample size, twelve (12) students from each university participated in focus group discussions. Therefore a total of 311 students were issued with questionnaires. The lecturers target population was 2,125, 20% of the target population was used.

Mugenda and Mugenda (2003) justifies that 10%-30% as a representative target populace and for this study 20% was used because it will give the study a reasonable

presentation of the lecturers in the six universities. One (1) DoS and one (1) EO from each of the six universities were purposely selected. Further two (2) HoDs were selected from each university. Therefore the total sample size for this study was four hundred and fifty (450) respondents as indicated in Table 3.3.

Table 3.3 Sample Size

U	S	n	FGD	LEC	n	DoS (n)	E O (n)	HoD (n)	Total (n)
A	47458	176	12	875	18	1	1	2	209
B	4760	18	12	273	5	1	1	2	40
C	3600	14	12	140	3	1	1	2	33
D	8152	30	12	175	4	1	1	2	50
E	9468	35	12	352	7	1	1	2	58
F	10,310	38	12	310	6	1	1	2	60
TOTAL	83748	311	72	2125	43	6	6	12	450

* Where *U* - University, *S*-students, *FGD*-Focus Group Discussion, *Lec*- Lecturers, *DoS* - Dean of Students, *HoD* -Heads of Department & *n*-sample size.

Source (Author, 2020)

3.6.2 The Sampling Techniques and Procedures

Sampling techniques refer to the specific process by which the sample has been selected. This process should ensure selected persons characterize entire population targeted (Alvi, 2016). This research employed a number of sampling techniques so as

to come up with a representative population that enhanced generalization of the research findings since it was not possible to seek the views of everyone for generalization of results. The sampling techniques that were used in this study included; stratified purposive, simple random and proportionate sampling techniques. Stratified sampling was used to select 3 public owned and 3 private owned to participate in the study. The procedure involved was to allocate numbers to universities. Stratified sampling technique ensured that each stratum was assigned the proportionate number of respondents as per the target population in each university and were selected using simple random sampling.

In addition, random sampling was used to select individuals from each department in the selected universities. This method ensured that each person or item had an equal chance of being drawn during each selection round (Levy & Lemeshow, 2013). Further, systematic sampling was used to pick the students to participate from the selected schools. The researcher randomly selected the HoDs and purposively interviewed the DoSs and EoOs in each university.

3.7 Research Instruments

Research Instruments are measurement tools designed to obtain data on a topic of interest from research subjects (Taber, 2018). According to Mohajan (2018), the commonly used research instruments in social sciences are the questionnaires, interviews, observational structures and standardized test as research instruments. The various methods used to collect data are discussed below.

3.7.1 Research Questionnaires

A questionnaire is a data collection instrument consistent of a series of questions and other prompts for the purpose of gathering information from respondents (Oppenheim, 2000). Questionnaire is the most convenient instrument especially where large numbers of subjects are involved and information can be gathered within a limited time and is obtained easily, (Kombo & Tromp, 2006). Since quantitative research approach was given more weight in this study, questionnaires were the main data collection tool from the undergraduate students and lecturers in the public and private universities.

According to Gruber, Fuß, Voss and Glaser-Zikuda (2010), questionnaires are suitable for collecting data because of the following reasons; they are free from the interviewer's bias because answers are in respondent's own words, respondents have adequate time to give well thought out answers, they also save time and information can be collected from a very large sample within a short time. The choice of using questionnaires in this study therefore was based on the fact that they are free from bias of the interviewer and respondents had adequate time to give well thought out answers and suitable for the literate population. In this study, a total of 354 questionnaires were administered that is, 311 to the undergraduate students and 43 to the lecturers.

The questionnaires were prepared on the basis of the objectives of the study and as captured in the literature review. Each of the respondents as clarified in the sample size was issued with a questionnaire to fill and thus the respondents interacted with the questionnaires but not the researcher.

The questionnaire contained five parts. Part one contained background information of the respondents. Part two was existing examination malpractices among undergraduate students, part three was the cultural norms that contribute to examination malpractices, part four was policy related strategies to curb examination malpractices while part five was advocacy related processes to curb examination malpractices.

The questionnaires were structured since it had definite, concrete and pre-determined questions. They contained closed ended questions and a few open ended questions. The closed ended questions contained alternatives which required the respondents to choose the responses that fit the situation. Open ended questions required the respondents to give their opinions in regard to their personal view over the study requirements.

3.7.2 Interview Schedule/ Interview Guide

According to Orodho (2009), many people are willing to communicate orally than in writing and they would provide data more readily and fully than on a questionnaire. In this regard, an investigator is able to encourage subjects and probe them deeply into a problem to give detailed information. In this study 24 structured interviews were

administered to HoDs, DoSs and EOs in order to understand better on the intervening strategies to curb examination malpractices among undergraduate students. This process entailed a face to face meeting between the researcher and the respondents in which the researcher (interviewer) asked the individuals a series of questions as the research assistant recorded the whole process and thus making it an interaction of the researcher (interviewer) and the respondent (interviewee). Regardless of whether formal or informal discussions, a lot of qualitative material originates from conversing with individuals, (Rubin & Rubin, 2011).

This method became appropriate because by their training and job placement the interviewees provided the most knowledgeable information possible on the topic of study. In addition, the responses from the interview schedules complemented the responses from the students and lecturers since the subject under study was very sensitive and there were chances that students could not open up to tell the truth. As a result, the key informants for this study were 6 DoSs, 6 EOs, and 12 HoDs of the various departments in the universities.

3.7.3 Document Analysis

Document Analysis is the critical examination of public or private recorded information related to the issue under investigation (Chow & Liu, 2008). This technique was preferred because it enables the researcher to access data at his/ her convenient time and obtain data that is thoughtful in that the informants have given attention to compiling them. In the study the researcher utilized documents on examination malpractices from the examinations office to check on the existing forms

of malpractices and also examination policies. Some information in the documents were incomplete and inaccurately collected hence the researcher combined with other methods of data collection.

3.7.4 Focus Group Discussions

Nyumba, Kerrie, derrick and Mukherjee (2018) define focused group discussion as a method to obtain data from purposively selected group of individuals rather than a statistically representative sample of a broader population. Krueger (2014) advocates for 6 to 12 people for an organized focus group discussion and further justifies that focus group discussions provide participants with a space to discuss a particular topic, in a context where people are allowed to agree or disagree with each other. The study used focused group discussions to collect qualitative data. Focus groups were used because they have the potential of revealing insights and nuances that other research methods, such as surveys, can't. They can help discover hidden feelings and motives. Therefore students had the opportunity to volunteer information and express detailed feelings, opinions and attitudes about the subject matter, (Green & Thorogood, 2018).

As suggested by Krueger and Casey (2000), there was one focus group discussion in each university with each focus group consisting of 12 students and the discussions lasted for 20 minutes. Therefore a total of 72 students participated in focus group discussions. The researcher was the lead moderator assisted by six co-moderators that is one from each university. The moderator was responsible for facilitating discussion, while the co-moderators took notes and recorded during the focus groups.

3.8 Validity and Reliability of the Research Instruments

The research instruments were tested for validity and reliability to ensure that information collected could yield data the researcher could use accurately to answer questions and relevant to the research hypotheses. Presentation on how validity and reliability was obtained is explained in this section.

3.8.1 Validity

Kothari (2008) defines validity as the accuracy, correctness, meaningfulness of inferences and soundness of conclusion, which is based on research findings. To guarantee content and construct validity of the research instruments, the researcher looked for expert opinion and remarks to improve the research instruments before starting data collection.

Chen and Yang (2018) declare that content is a non-statistical kind of validity that includes the systematic examination of the test content to ascertain if it covers a representative sample of behaviour domain measured. In this regard, content validity evidence involves the degree to which the content of the test matches a content domain associated with the construct. A test has content validity built into it by careful selection of each items to be included. Items were chosen so that they comply with the test specification which was drawn up through a thorough examination of subject domain.

Therefore to test validity of the instrument used in the study, experts were contacted to review the number of items and made comments on whether the items covered a representative sample of the behaviour domain. The experts included the researcher's supervisors with a panel of experienced researchers of Moi University. For final instrument revision, results from piloting incorporated with experts' opinions were used to upgrade validity of research instruments.

3.8.2 Reliability

According to Taber (2018) reliability refers to the consistency that an instrument exhibits when applied over and over under similar conditions. Consequently it is the level of consistency or whether it tends to be depended upon to create similar outcomes when administered in at least two attempts to gauge theoretical concepts. To determine the reliability of the instruments, a pilot study was done by administering 30 questionnaires to students from a university which was not part of this research study. The researcher administered questionnaires at an interval of two weeks and the scores from the first and the subsequent test were recorded. Pearson's Product Moment formula was used to obtain the correlation co-efficient (r).

A reliability coefficient of 0.70 or more showed that the instruments were dependable enough to be adopted for the study as demonstrated by Orodho (2009). Statistical Package of Social Sciences (SPSS v.20) was used to compute and run the reliability of research instruments. In the case of item number two, where reliability was below 0.7, the researcher made corrections to reflect the correct questions as intended for the study. Results on reliability test are presented in Table 3.4.

Table 3.4 Reliability test results

	Cronbach's Alpha	N of Items
Existing examination malpractices among undergraduate students	.809	10
Cultural norms related to academic malpractices among undergraduate students	.659	11
Policies related to curbing examination malpractices among undergraduate students	.805	12
Advocacy related to strategies to curb curbing examination malpractices among undergraduate students	.739	11

To ensure the trustworthiness of qualitative findings, the researcher utilized a variety of data collection methods (triangulation) and articulated the basic assumptions and personal biases of the researcher.

3.9 Data Collection Procedures

The researcher acquired an introductory letter from Moi University through the School of Education which was then used to seek for a research permit from the National Council for Science and Technology Innovations (NACOSTI). Upon obtaining the research permit, the researcher sought permission from the respective universities to conduct the study. Data was collected in phases where research

assistants were identified and inducted on how to administer the questionnaires and focus group discussions. In the first phase training of research assistants was done for two days to highlight on ethical issues among other technicalities in data collection.

The second phase involved administering of questionnaires to 311 undergraduate students and 43 lecturers. In the third phase followed the administration of focus group discussions where 72 students participated from the three public universities and three private universities with the aid of research assistants. Finally in the fourth phase was administration of interviews. Interviews were conducted for thirty minutes (30) to HoDs, DoSs and EOs in the six universities with the help of research assistants recording the process and making short notes.

3.10 Data Analysis

Grbich (2012) describes data analysis as the organization, interpretation and presentation of collected data in order to reduce the field information to a usable size. Data obtained was analysed using both quantitative and qualitative techniques. In analysing data, objectives 1, 2, 3 and 4 was analysed descriptively. Further, inferential statistics were done on objectives 2, 3 and 4 in relation to the dependent variable.

The received questionnaires were first examined for completeness. Further, the same questionnaires were subjected to preliminary processing through validation, coding and tabulation in readiness for analysis with the help of the SPSS v 20 computer package as a 'toolbox' to analyse data related to objectives. Frequencies, percentages, mean and Standard deviation were used to analyse quantitative data. Pearson

Correlation Coefficient was employed to determine relationship that exists between the independent variables and dependent variables.

Green and Thorogood (2018) point out that the strength of qualitative research is its ability to provide complex textual descriptions of how people experience a given research issue. This provides information about the human side of an issue that is, the often contradictory behaviours, beliefs, opinions, emotions, and relationships of individuals. Nardi (2018) adds that when used along with quantitative methods, qualitative research can help us to interpret and better understand the complex reality of a given situation and the implications of quantitative data.

Although findings from qualitative data can often be extended to people with characteristics similar to those in the study population, gaining a rich and complex understanding of a specific social context or phenomenon typically takes precedence over eliciting data that can be generalized to other geographical areas or populations. In this sense, qualitative research differs slightly from scientific research in general, (Swinton & Mowat, 2016).

The study used in-depth interviews and focus group discussions to obtain qualitative data. Each method is particularly suited for obtaining a specific type of data. In-depth interviews are optimal for collecting data on individuals 'personal histories, perspectives, and experiences, particularly when sensitive topics are being explored. Focus groups are effective in eliciting data on the cultural norms of a group and in generating broad overviews of issues of concern to the cultural groups or subgroups

represented. The types of data these methods generated were field notes, audio recordings and transcripts, (Silverman, 2015).

An interview schedule questionnaire that was used to collect qualitative data was aligned to the research objectives. Responses were summarized into most occurring in categories according to research objectives. Findings from focus group discussion were first transcribed into comments and rearranged to have answers together for each interview protocol question. For each questions the main ideas were noted and reviewed to classify the same basic ideas which occurred in answers to multiple questions. Further from these questions themes were identified and described in narrations. These qualitative findings were presented and discussed by integrating with the quantitative findings in the discussions.

The study also used inferential statistics apart from descriptive statistics and thematic analysis. This included correlation analysis and regression analysis. As indicated by Mugenda and Mugenda (2003), correlation is utilized to analyse the level of relationships between two variables. The calculation of a relationship coefficient yields a statistic that ranges from - 1 to +1. A correlation coefficient (r) shows the connection between two variables and the greater the relationship the more grounded the coefficient between the two variables being looked at.

The direction of the relationship is likewise significant in that if positive (+) it implies that there is a positive connection between the two variables and this implies when one variable increases the other variable decreases or when one variable decreases the other variable also decreases, (O'Sullivan, Berner, Taliaferro & Rassel, 2016). A negative

relationship (-) implies that as one variable decreases the other variable increases and vice versa and therefore an inverse relationship is said to exist between the two variables. A zero coefficient implies there is no relationship between the two variables. Pearson's Product Moment Correlation coefficient was used to determine the strength and the direction of the relationship between dependent and the independent variables, (O'Sullivan et al., 2016).

3.11 Data analysis Matrix Table

The study used 4 variables which are defined and measured as shown in appendix IV. Methods of analysis are also presented in the same table as per the type of data collected.

3.12 Ethical Considerations

Leavy (2017) brings up, that notwithstanding conceptualizing the writing of a thesis, a researcher needs to maintain the moral issues that may emerge during a study. Research includes gathering information from individuals and about individuals and in this way researchers need to ensure their participants, develop trust with them, foster integrity of research, guard against misconduct, and indecency that may affect the reputation of the researcher and the university, and cope with new challenging problems (Israel, 2017). Thus the following ethical issues helped to enhance ethics during the study;

The researcher first sought permission from (NACOSTI) after getting approval by the Board of Examiners of School of Education, Moi University. Thereafter, the

researcher sought permission from the Deputy Vice Chancellors (DVCs) in charge of academics to conduct research in the selected universities and made appointments from the various HoDs, DoSs and EOs prior to the interview dates.

Secondly, the researcher ensured that the respondents' participation was voluntary and free. To ensure the respondents' participation was free from bias the researcher made no promises of benefits for their participation and also sought informed consent. Further, the researcher disclosed to the participants the nature and the purpose of the study and what the participants would benefit from the findings of the study.

Thirdly, selected universities and all respondents' identities in this study remained anonymous. This is because their identities were not salient features in the study.

Fourthly, as part of the ethical requirements during the focused group discussions in the research, participants were provided with relevant information regarding the study and consent was sought before the moderator proceeded.

Fifthly, the information obtained from participants was kept private and confidential for the purpose of academic purpose. This was done by instructing them not to indicate their names on the questionnaires and students assigned numbers for identification during focus group discussions rather than calling them by their names. They were likewise educated that they were allowed to pull back from the investigation whenever they esteemed to.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSION

4.1 Introduction

The main purpose of this study was to synthesize the intervention strategies to curb examination malpractices among undergraduate students in Kenyan universities. The analysis, presentation and interpretation of data were guided by the following objectives;

- i. To determine the existing examination malpractices among undergraduate in students in Kenyan universities.
- ii. To explore existing cultural norms which contribute to examination malpractices among undergraduate students in Kenyan universities.
- iii. To evaluate policy related challenges to examination malpractices among undergraduate students in Kenyan universities.
- iv. To synthesize advocacy related strategies to curb examination malpractices among undergraduate students in Kenyan universities.

Data was presented in the following subsections; the response rate of the sample size, back-ground info, the descriptive statistics and inferential statistical findings of each objective. The quantitative data were obtained through questionnaire schedule for lecturers and students, and qualitative data obtained through interview schedule for

the HoDs, DoSs, EOs and Interview guide for focused group discussions. In this study data was analyzed using percentages, frequencies, means, standard deviation, Pearson Correlation Coefficient, Multiple Regression Analysis and ANOVA output analysis. Findings from quantitative and qualitative data were integrated for discussions. This chapter begins by presenting the response rate of the data collected.

4.2 Response Rate

Response rate emerged from the sample size of the Students', Lecturers', Heads of Departments' (HoDs), Dean of Students' (DoSs) and Examinations Officers' (Eos) respondents. The research study involved administration of 311 questionnaires to students and 43 to lecturers. A total of 284 questionnaires from students and 38 from lecturers were completely filled and returned for data analysis. This represents a response rate of 91.3% and 88.4% respectively.

A total of 6 focused group discussions were conducted each with 12 members and 5 focused group discussions were successful to complete the discussion from the 6 universities. Further a total of 24 interview schedules were conducted from HoDs (12), DoSs (6) and EOs (6) from the 6 universities and 21 interviews were successful. This represents a response rate of 83.3% and 87.5% respectively. The response rate of the research instruments were appropriate for the study analysis based on Van Buuren (2018) who asserted that the response rate of 70% and above is satisfactory to conduct acceptable data analysis. The study response rate is summarized in Table 4.1.

Table 4.1 Response Rate

Instruments	Response	Frequency	Percentage
Questionnaires to undergraduate students	Administered to students	311	100
	Returned	284	91.3
Questionnaires to lecturers	Administered to lecturers	43	100
	Returned	38	88.4
Interviews to HoDs, DoSs and EOs	Scheduled	24	100
	Successful	21	87.5
Focused Group discussions	Scheduled	6	100
	Successful	5	83.3

4.3 Demographic information of the respondents

The study sought to find out demographic information of the respondents both lecturers and students. Table 4.2 and Table 4.3 show demographic information of students and lecturers respectively.

Table 4.2 Demographic Information of Students

Universities	Gender	Frequency	Percent
Public University	Male	120	48.3
	Female	129	51.7
	Total	249	100.0
Private University	Male	16	45.7
	Female	19	54.3
	Total	35	100.0
	Year of Study	Frequency	Percent
Public University	2	69	27.7
	3	92	37.0
	4	88	35.3
	Total	249	100.0
Private University	2	10	28.6
	3	14	40.0
	4	11	31.4
	Total	35	100.0

From Table 4.2 it is clear that almost equal percentages of students were drawn from the two genders. This is shown by female (51.7%) and male (48.3%) from public universities; female (54.3%) and male (45.7%) from private universities. This implies that opinions were sought from almost equal representations of both gender and thus minimizing chances of gender biasness.

Table 4.2 also reveals that students in public universities were drawn from almost equal percentages from the three years of study. Third years were (37.0%), followed by fourth years (35.3%) and lastly second years (27.7%). Similarly, in private universities third years were (40.0%), fourth years (31.4%) and second year (28.6%). First year students were not part of the study because at the time of carrying out the research they had not sat for any university examination and hence they could not provide valuable information to the study. The equal representation implies that the sample was a representative of the entire population of the undergraduate students.

Table 4.3 Demographic Information of Lecturers

Gender	Frequency	Percent
Male	29	74.4
Female	10	25.6
Total	39	100.0
Period of Teaching		
1-5 Years	30	76.9
6-10 Years	5	12.8
11-19 Years	3	7.7
Above 20 Years	1	2.6
Total	39	100.0

The summary findings on demographic information of the lecturers in both public and private universities show that majority of the respondents were male lecturers (74.4%) and the remaining were female (25.6%). This shows that there are more male than female lecturers in both public and private universities. Therefore universities need to embrace affirmative action of a third gender rule where one gender should not exceed two thirds as stipulated in the constitution of Kenya, 2010, Article 27 (8).

Further the study sought to find out teaching experience of the lecturers and the findings showed that majority of the lecturers had taught for a period between 1 to 5 years (76.9%), those who had taught for a period between 6-10 years were 12.8%, 7.7% had taught for 11 to 19 years and finally 2.6% had taught over 20 years. This implies that the lecturers had a diverse knowledge on examination malpractices and thus the data collected was precise for data analysis.

4.4 Forms of Academic Malpractices

The study sought to elaborate the existing forms of examination malpractices among undergraduate students in Kenyan universities. The study used questionnaires to sought responses from undergraduate students and lecturers in public and private universities table 4.4 show the findings.

Table 4.4 Existing Examination Malpractices in Kenyan Universities

Forms			SD	D	UD	A	SA	Mean	Total	Std. Dev	Mean Agg.	Ranking
Cheating	A	F(%)	4(1.6)	17(6.8)	8(3.2)	103(41.4)	117(47.0)	4.25(85.1)	249	0.927	4.24	1
	B	F(%)	2(5.7)	6(17.1)	3(8.6)	12(31.4)	13(37.1)	3.77(75.4)	35	1.285		
	C	F(%)	0(0.0)	0(0.0)	0(0.0)	11(28.9)	27(71.1)	4.71(94.2)	38	0.460		
Fabrication	A	F(%)	6(2.4)	24(9.6)	21(8.4)	114(45.8)	84(33.7)	3.99(79.8)	249	1.014	3.80	3
	B	F(%)	0(0.0)	1(2.9)	9(25.7)	19(54.3)	6(17.1)	3.86(77.1)	35	0.733		
	C	F(%)	2(5.3)	6(15.8)	3(7.9)	23(60.5)	4(10.5)	3.55(71.1)	38	1.058		
Collusion	A	F(%)	1(0.4)	14(5.6)	22(8.8)	114(45.8)	98(39.4)	4.18(83.6)	249	0.844	4.00	2
	B	F(%)	2(5.7)	2(5.7)	7(20.0)	20(57.1)	4(11.4)	3.63(72.6)	35	0.973		
	C	F(%)	0(0.0)	4(10.5)	1(2.6)	17(44.7)	16(42.1)	4.18(83.7)	38	0.926		
Leakage	A	F(%)	10(4.0)	42(16.9)	24(9.6)	84(33.7)	89(35.7)	3.80(76.1)	249	1.207	3.30	6
	B	F(%)	3(8.6)	7(20.0)	5(14.3)	18(51.4)	2(5.7)	3.26(65.2)	35	1.120		
	C	F(%)	5(13.2)	10(26.3)	11(28.9)	9(23.7)	3(7.9)	2.87(57.4)	38	1.166		
Dubbing	A	F(%)	43(17.3)	34(13.7)	39(15.6)	77(30.9)	56(22.5)	3.28(65.5)	249	1.403	3.65	4
	B	F(%)	1(2.9)	6(17.2)	2(5.7)	20(57.1)	6(17.1)	3.69(73.7)	35	1.051		

	C	F(%)	1(2.6)	5(13.2)	0(0.0)	20(52.6)	12(31.6)	3.97(79.5)	38	1.052		
Impersonation	A	F(%)	48(19.3)	76(30.5)	57(22.9)	34(13.7)	34(13.7)	2.72(54.4)	249	1.299	2.82	8
	B	F(%)	9(25.7)	14(40.0)	1(2.9)	8(22.9)	3(8.6)	2.49(49.7)	35	1.337		
	C	F(%)	3(7.9)	6(15.8)	8(21.1)	20(52.6)	1(2.6)	3.26(65.3)	38	1.032		
Procuring answer booklets prior to examination	A	F(%)	65(26.1)	42(16.9)	28(11.2)	77(30.9)	37(14.9)	2.92(58.3)	249	1.455	2.59	9
	B	F(%)	2(5.7)	28(90.0)	2(5.7)	2(5.7)	1(2.9)	2.19(44.0)	35	0.796		
	C	F(%)	9(23.7)	11(28.9)	5(13.2)	10(26.3)	3(7.9)	2.66(53.2)	38	1.321		
Assaulting supervisors/invigilators	A	F(%)	11(4.4)	63(25.3)	14(5.6)	107(43.0)	54(21.7)	3.52(70.4)	249	1.208	3.01	7
	B	F(%)	0(0.0)	23(65.7)	1(2.9)	7(20.0)	4(11.4)	2.77(55.4)	35	1.140		
	C	F(%)	3(7.9)	15(39.5)	11(28.9)	7(18.4)	2(5.3)	2.74(54.7)	38	1.032		
Sneaking answer booklets out of examination room	A	F(%)	23(9.2)	53(21.3)	11(4.4)	108(43.4)	54(21.7)	3.47(69.4)	249	1.292	3.43	5
	B	F(%)	3(8.6)	8(22.9)	3(8.6)	14(40.0)	7(20.0)	3.40(68.0)	35	1.288		
	C	F(%)	2(5.3)	10(26.3)	2(5.3)	18(47.4)	6(15.8)	3.42(68.4)	38	1.200		
Procuring examination question papers before the examination date	A	F(%)	68(27.3)	73(29.3)	34(13.7)	54(21.7)	20(8.0)	2.54(50.8)	249	1.310	2.37	10
	B	F(%)	3(8.6)	26(74.3)	3(8.6)	2(5.7)	1(2.9)	2.20(44.0)	35	0.797		
	C	F(%)	10(26.3)	11(28.9)	10(26.3)	0(0.0)	7(18.4)	2.37(47.4)	38	1.076		

Key: F=frequency, %=Percentage, SD=1, D=2, U=3, A=4, SA=5, Std Dev=Standard Deviation, A=Undergraduates in Public Universities, B= Undergraduates private universities, C=Lecturers

The mean scores were computed for each examination malpractices to determine whether results were really representative of the data and to reveal the range in which data is spread. Further, standard deviations were computed to measure how values deviated from the mean. The larger the values of the standard deviation, the more the individual observations are spread out around the mean. The lower the standard deviations, indicates that the values are closer to the mean. Ranking of the examination malpractices was based on how the values were closer to the mean.

4.4.1 Cheating

The findings from table 4.4 reveal that cheating is an existing examination malpractice in public universities in Kenya. This is evidenced by majority of the respondents 88.4% who agreed, 8.4% who disagreed and 3.2% who were undecided that cheating is an existing examination malpractice. Means and standard deviations were calculated to show how values from public and private undergraduates and lecturers were spread around the mean. The study findings show that at 85.1% (mean=4.19 and Std Dev=0.974) respondents viewed that cheating is an existing examination malpractice.

Descriptive statistics of the private university students also reveal that majority of the respondents 68.5% agreed, 22.8% disagreed and 8.6% were undecided that cheating is an existing examination malpractice. Respondents accepted at 75.4% (mean=3.77 and Std Dev=1.283) that cheating is an existing examination malpractice. This

implies that cheating is a malpractice that is common in both the private and public universities in Kenya. This signifies a common culture among students who wish to pass in examinations through dubious means and therefore cheating has become a disease which is uncontrollable.

Lecturers' findings on existing examination malpractices among undergraduate students reveal that 100% agreed that cheating is an existing examination malpractice. Respondents accepted at 94.2% (mean=4.71 and Std Dev=0.460) that cheating is an existing examination malpractice. Besides teaching lecturers have the responsibility to invigilate undergraduate examinations. This implies that all lecturers who have invigilated examinations have encountered cheating students and therefore dire solutions to this menace should be developed to enhance integrity in examination process. These findings are supported by Muchemwa and Alice (2017) who found out that students take foreign assisting materials into the examination room, using programmable calculators, body writing and stealing of examination question papers before the set date. Similar revelations are echoed by Keter's (2012) findings which established that the most prevalent form of examination malpractice among learners in Kenyan public institutions is cheating. All the interviewed respondents and views from focus group discussions revealed that the most commonly used form of academic malpractice is cheating.

4.4.2 Fabrication

Table 4.4 shows that examination fabrication in public universities exist and descriptive statistics indicate that majority 79.5% agreed, 8.4% were undecided and 12.0% disagreed that fabrication is an existing examination malpractice. Respondents at 79.8% (mean=3.99 and Std Dev=1.014) accepted that fabrication is an existing examination malpractice.

Respondents from private universities are also of the opinion that fabrication exist and the descriptive statistics show that 71.4% of the respondents agreed, 25.7% were undecided and 2.9% of the respondents disagreed that examination fabrication is an existing examination malpractice. Respondents accepted at 77.1% (mean=3.86 and Std Dev=0.733) that fabrication is an existing examination malpractice in private universities.

Lecturers were also asked to give their views on existence of fabrication as a form of academic malpractice. The respondents' views reveal that majority 71.0% agreed, 21.2% disagreed and 7.9% were undecided on the statement that fabrication is an existing examination malpractice. The study reviews indicate that at 71.1% (mean=3.55 and Std Dev=1.058) fabrication is an existing examination malpractice. This form of academic malpractice is common among students as they write their assignments in continuous assessment tests (CAT). Katoch (2013) support the findings by mentioning that another popular form of academic malpractice is

fabrication, and he defined it as making up data through authorized or unauthorized access and presenting them as pure. This type of malpractice manifests in alteration of grades in academic assessment in most institutions.

4.4.3 Collusion

Students from public universities in Kenya gave their opinion on collusion and that majority 85.2% agreed, 8.8% were undecided and 6.0% disagreed that collusion is an existing examination malpractice. The study findings revealed that respondents accepted at 83.6% (Mean=4.18 and Std Dev=0.844) that collusion is an existing examination malpractice. There is collusion among candidates themselves and between them and officials in charge of examinations. It may involve a prior arrangement where an official handling examination materials leaks the same to the intended candidates.

On the other hand students from private universities in Kenya gave their opinion on collusion and findings revealed that majority 68.5% agreed, 20.0% were undecided and 11.4% disagreed that collusion is an existing examination malpractice. Respondents accepted at 72.6% (mean=3.63 and Std Dev=0.973) that collusion is an existing examination malpractice. Although collusion exists in private universities it is evident that more cases are experienced in public universities. This could be attributed by the large populations experienced in public universities compared to

private universities. As a result, strict invigilation may not be achieved because of the high student- lecturer ratio.

In addition lecturers gave their opinion on existence of collusion in Kenyan universities. Majority of the respondents 86.8% agreed, 10.5% disagreed and 2.6% were undecided on the statement that collusion is an existing examination malpractice in Kenyan universities. The respondents' views reveal that at 83.7% (mean=4.18 and Std Dev=0.926) collusion is an existing examination malpractice in the Kenyan universities. The findings support Gadre and Shukla (2016) who found that majority of the culprits are the students who failed to prepare for examinations and want to have good grades at all cost. Some invigilators are offered monetary gifts by the students so they could allow them to come into the examination hall with programmed or web based mobile tablets and phones. Some pay a fee for their grades to be enhanced. This implies that some students pass in their examinations unfairly and therefore pose a great challenge when the same students enter into job market and are unable to apply the skills and knowledge in their work places.

4.4.4 Leakage

Table 4.4 shows descriptive statistics of students in public universities that responded to the existing forms of examination malpractices. Leakage was mentioned as one of the examination malpractice by majority of the students 69.4% who agreed, 20.9% disagreed and 9.6% were undecided on the statement that leakage is an existing

examination malpractice in public universities in Kenya. The study findings revealed that respondents accepted at 76.1% (Mean=3.80 and Std Dev=1.207) that leakage is an existing examination malpractice in public universities in Kenya.

Similarly, majority of the students from private universities reveal that majority 57.1% agreed, 28.6% disagreed and 14.3% were undecided on the statement that leakage is an existing examination malpractice. Respondents accepted at 65.2% (mean=3.26 and Std Dev=1.120) that leakage is an existing examination malpractice.

Also lecturers gave their opinion on leakage as an examination malpractice in Kenyan universities. The study responses show that majority 39.5% disagreed, 31.6% agreed, and 28.9% were undecided on the statement that leakage is an existing examination malpractice in Kenyan universities. Respondents accepted at 57.4% (mean=2.87 and Std Dev=1.166) that leakage is an existing examination malpractice. The findings of this view indicate that students agree there are examination leakages whereas the lectures disagree. This implies that this particular malpractice exists but the lecturers are not well aware about it. It could mean that students use other personnel in the examinations department to gain access to question papers prior to examination date. No wonder findings by Mokula and Lovemore (2014) revealed that in Uganda, leaking of examination materials sometimes originate from examination personnel for example selling papers to complement their own low remuneration packages. This is a practice which could be practiced in Kenya universities too.

4.4.5 Dubbing

The findings in table 4.4 show that majority of the students from public universities 53.4% agreed that dubbing is an existing examination malpractice, 31.0% disagreed that dubbing is an existing examination malpractice whereas 15.6% were undecided on the same statement. The study findings revealed that respondents accepted at 65.5% (mean=3.28 and Std Dev=1.403) that dubbing is an existing examination malpractice.

Private universities students' view on dubbing shows that majority 74.2% agreed, 5.7% were undecided and 20.1% disagreed that dubbing is an existing examination malpractice among undergraduates in private universities. Respondents accepted at 73.7% (mean=3.69 and Std Dev=1.051) that dubbing is an existing examination malpractice.

Majority of the lecturers (84.2%) agreed and 15.8% disagreed that dubbing is an existing examination malpractice. Respondents accepted at 79.5% (mean=3.97 and std dev=1.056) that dubbing is an existing examination malpractice. This particular malpractice is common both in CATs and the main examination. In some instances a similar assignment may be submitted by several students with the only difference being the registration numbers but the content is the same. During the main examination, the close proximity of students and lack of adequate invigilators provide conducive environment for students to copy from one another.

Udim et al., (2018) concurred that copying or attempting to copy other student's work/answers in examinations, submitting or attempting to submit a new prepared answer script as a substitute for the original script after an examination, non-submission of answer script at the end of an examination and illegal removal of answer scripts from the examination hall is a common academic malpractice among undergraduate students.

4.4.6 Impersonation

Students from public universities were asked to give their opinion on impersonation as examination malpractice. The study findings revealed that majority 49.8% disagreed, 27.4% agreed and 22.9% were undecided on whether impersonation is an existing examination malpractice. The study respondents accepted at 54.4% (mean=2.72 and Std Dev=1.299) that impersonation is an existing examination malpractice.

Students from private universities also gave their opinion on impersonation and the study findings showed that majority 65.7% disagreed, 31.5% agreed and 25.7% disagreed that impersonation is an existing examination malpractice. Respondents accepted at 49.7% (mean=2.49 and Std Dev=1.337) that impersonation is an examination malpractice.

Lecturers further were asked to give their views on impersonation as an existing examination malpractice in Kenyan universities. Majority of the respondents 55.2%

agreed, 23.7% disagreed and 21.1% were undecided on the statement that impersonation is an existing examination malpractice. Respondents accepted at 65.3% (mean=3.26 and Std Dev=1.032) that impersonation is an existing examination malpractice.

The findings are in agreement with Udim et al., (2018) who posit that impersonation or misrepresentation has been embraced in other parts of the world for example the programme of continuing education in its learning institutions. In Kenya, things are not different either because almost all Kenyan universities compete for admission and registration of students in their Institutional Based Programme (IBP) Outreach or External Degree Programme (EDP). These students only come to the institutions during the vacations when regular students are away from the university. Students therefore may hire others to sit for examinations on their behalf because they are not well known by the lecturers. Sisiogu and Mamman (2017), also contend that impersonation is a rare examination irregularity though lecturers mentioned that it cannot be ignored.

4.4.7 Procuring Answer Booklets Prior to Examination

In table 4.4, undergraduate students from public universities were asked to give their opinion on procuring answer booklets prior to examination. The study findings shows that majority 45.8% agreed, followed by 43.0% who disagreed and 11.2% who were undecided on the statement that procuring answer booklets prior is an existing

examination malpractice. The study findings revealed that respondents accepted at 58.3% (mean=2.92 and Std Dev=1.455) that procuring answer booklets prior examinations is an existing examination malpractice.

Undergraduate students also from private universities were asked to give their view on procuring answer booklets prior to examination. Majority of the respondents 82.9% disagreed 8.6 were undecided and 8.5% agreed with the statement that procuring answer booklets prior is an existing examination malpractice. Respondents accepted at 44.0% (mean=2.19 and Std Dev=0.796) that procuring answer booklets prior is an existing examination malpractice.

Lecturers gave their opinion on procuring answer booklets prior to examination as an existing examination malpractice. The study findings indicated that majority 52.6% disagreed, 34.2% agreed and 13.2% were undecided that procuring answer booklets prior is an existing examination malpractice. Respondents accepted at 53.2% (mean=2.66 and Std Dev=1.321) that procuring answer booklets prior is an existing examination malpractice.

The findings are supported by Onyibe, Uma and Ibina (2015) who established that many scholars engage in coordinated forms of cheating for example apart from writings in the small booklets, writings in their body parts (hands, thighs and legs), and writings in the clothes, they also steal examination booklets and write answers prior entry to examination time.

4.4.8 Assaulting Supervisors / Invigilators

Another form of examination malpractice in universities is assaulting supervisors/invigilators. Statistical responses from undergraduate students in public universities revealed that majority 64.7% agreed, 29.7% disagreed and 5.6% were undecided on the that assaulting by supervisors/invigilators is an existing examination malpractice. The study findings revealed that respondents accepted at 70.4% (mean=3.52 and Std Dev=1.208) that students assault supervisors / invigilators during examination. This happens when a student is caught cheating in an examination process and tries to escape not to be forwarded for the offence. As a result he/she uses defense mechanism to scare the invigilator and run away.

Responses from undergraduate students in private universities show that assaulting supervisors/invigilators is a rare examination malpractice in private universities. The descriptive statistics revealed that majority 65.7% disagreed, 31.4% agreed while 2.9% were undecided on the statement that assaulting supervisors/invigilators is an existing examination malpractice. Respondents accepted at 88.0% (mean=4.40 and Std Dev=0.554) that assaulting supervisors/invigilators is an existing examination malpractice.

Lecturers view that assaulting supervisors/invigilators is a limited examination malpractice in Kenyan universities. Their responses revealed that majority 47.4% disagreed, 23.7% agreed and 28.9% were undecided that assaulting

supervisors/invigilators is an existing examination malpractice. Respondents accepted at 54.7% (mean=2.74 and Std Dev=1.032) that assaulting supervisors/invigilators is an existing examination malpractice but not commonly practiced. However, findings by Robinson and Cussen (2017) established that misconduct, carrying offensive weapons, refusing/resisting the lawful orders of supervisory staff, creating disturbance, instigating other candidates, threatening or assaulting the invigilating staff, impeding the progress of examination, in or outside the examination is a common malpractice among undergraduate students. Although the findings reveal that it is not a common practice in Kenyan universities, it can still not be ignored because students may advance in doing the act.

4.4.9 Sneaking Answer Booklets out of Examination Room

In table 4.4, undergraduate students participated in informing the study on forms of examination malpractices that exist. Sneaking answer booklets out of examination is a form of examination malpractice and 65.1% of the students agreed, 30.5% disagreed while 4.4% were undecided with the statement that sneaking answer booklets out of examination is an existing examination malpractice. The study findings revealed that respondents accepted at 69.4% (mean=3.47 and Std Dev=1.292) that sneaking answer booklets out of examination is a common examination malpractice among students.

Undergraduate students from private universities also informed the findings of this study that sneaking answer booklets out of examination room is an examination

malpractice that exists. Statistics show that majority 60.0% agreed, 31.5% disagreed and 8.6% were undecided on the statement that sneaking answer booklets out of examination is an existing examination malpractice. Respondents accepted at 68.0% (mean=3.40 and Std Dev=1.288) that sneaking answer booklets out of examination is an existing examination malpractice.

Lecturers further informed the study that sneaking answer booklets out of examination is an existing examination malpractice. Their responses revealed that majority 63.2% agreed, 5.3% were undecided and 31.6% disagreed that sneaking answer booklets out of examination is an existing examination malpractice. Respondents accepted at 68.4% (mean=3.42 and Std Dev=1.200) that sneaking answer booklets out of examination is an existing examination malpractice.

The findings are supported by Onyibe et al., (2015) who established that sneaking answer booklets into examination room is a form of examination irregularity which is very attractive in a crowded classroom or hall with fewer examination officials or invigilators. Such a candidate will have answered all the necessary questions in a separate answer booklet which is smuggled into the examination hall to be handed in with the rest of the collected scripts. The candidate will however, take away the one which was pretentiously written in the examination hall.

Onyibe, Uma and Ibina (2015) added that submission of multiple scripts, as a form of examination irregularity is very attractive in a crowded classroom or hall with fewer

examination officials or invigilators. Onyibe et al. (2015) further report that this form has occasionally been used by some students to defeat examination regulations and works well where the candidate has a prior arrangement with the examiner or invigilator and has in his or her possession the examination questions. This form of examination malpractice becomes very difficult to be detected where the rooms are crowded. At the time of submitting the booklets there is a lot of movements which becomes very difficult for the invigilators to detect any material being sneaked into examination halls.

4.4.10 Procuring Examination Question Papers before the Examination Date

Undergraduate students from public universities in Kenya explained that procuring examination question papers before the examination date was an existing examination malpractice although rarely practiced within the universities. This was shown by responses where 56.6% disagreed, 29.7% agreed whereas 13.7% were undecided on the statement that procuring examination question papers before the examination date is an existing examination malpractice. The study findings revealed that respondents accepted at 50.8% (mean=2.54 and Std Dev=1.310) that procuring examination question papers before the examination date is an existing examination malpractice.

Also undergraduate students from private universities reckoned that procuring examination question papers before the examination date was rarely done in private universities in Kenya. This was proved by the responses where majority 82.9%

disagreed, 8.6% were undecided and 8.6% agreed that procuring examination question papers before the examination date is an existing examination malpractice. Respondents accepted at 44.0% (mean=2.2 and Std Dev=0.797) that procuring examination question papers before the examination date is an existing examination malpractice.

Finally lecturers gave their opinion on procuring examination question papers before the examination date. Their responses revealed that majority 55.2% disagreed, 26.3% were undecided and 18.4% agreed that procuring examination question papers before the examination date is an existing examination malpractice. Respondents accepted at 47.4% (mean=2.37 and Std Dev=1.076) that procuring examination question papers before the examination date is an existing examination malpractice. Interviewed EOs disagreed with the statement that students procure examination question papers prior to examination date. They emphasized the fact several measures have been put in place to secure examination question papers before students sit for their respective examinations.

The study results on this objective revealed that majority of the respondents (undergraduate students from public universities) accepted that Cheating, Collusion, Fabrication and Leakage are the most common examination malpractice among undergraduate students. While fabrication, impersonation, procuring answer booklets prior to examination, leakage and procuring examination question papers before the examination date are the least forms of examination malpractices. On the other hand,

findings for private universities reveal that majority of the respondents (undergraduate students from private universities) accepted that fabrication, cheating, leakage and collusion were the most common forms of examination malpractices while, dubbing, sneaking answer booklets out of examination room and assaulting supervisors/invigilators, procuring examination question papers before the examination date and procuring answer booklets prior to examination was the least forms of examination malpractices among students in private universities. This implies that students from both public and public universities engage in examination malpractices but the prevalence rates in the use of these forms differ.

The study results revealed that majority of the respondents (Lecturers) accepted that cheating and collusion were the most common examination malpractices among students while dubbing, fabrication, leakage, sneaking answer booklets out of examination room, impersonation, assaulting supervisors/invigilators, procuring answer booklets prior to examination and procuring examination question papers before the examination date were among the least examination practices based on lecturers opinion. The findings are also supported by views held by the DoS, HoDs, and EOs who acknowledged the presence of examination malpractices every semester in their institutions. The most rampant forms of examination malpractices reported are mobile phones and 'mwakenya' (the use of prepared notes). One of the Dean of Students explained that,

‘When students predict examination to come from the content taught in class then they save the notes in their mobile phones. These notes will then be used during examinations to copy answers. Students use ‘mwakenyas’ that is, they bring some short notes hidden in their pockets or in other parts of the body’.

Besides the forms of academic malpractices stated in the questionnaire, respondents were asked to state other forms of academic malpractices which are common in their institutions. According to the lecturers other forms of academic malpractices include the following; students missing classes, lecturers failing to teach as they should, use of mobile phones (saved notes, texting and Google search) , writing on walls and sits before examinations, writing on body parts, using toilets as an avenue of cheating where students hide their cheating materials for referral purposes. The other form of examination malpractice reported is the use of designated signs for specific answers and corded sign language which is unique among few students.

Students on the other hand, stated other forms of academic malpractices in addition to the mentioned forms in the questionnaire as ; writing answers on desks/walls before examinations, exchange of answer booklets, sexual demands for marks between lectures and students, using money to attain marks from some lecturers, writing on body parts , wearing provocatively, talking during examination, lecturers giving free marks to students who are known to them, plagiarism, awarding marks to students who have not sat for examinations, use of mobile phones and bribing examination officers. In addition students stated that some lecturers use discouraging remarks to students for example *‘this course is very difficult’*, which instil fear in them as they

face examinations. This is an implication that the forms of academic malpractices are becoming so diverse that the invigilators may not discover some of these malpractices and that some malpractices are practiced by the lecturers themselves.

These findings are supported by Mokula and Lovemore (2014) who found out in their study that the art of cheating in examinations is increasing in sophistication, ranging from physical possession of unauthorised materials to the use of technology. The most prevalent form of academic malpractices among undergraduate students reported was cheating. There is dire need to device better intervening strategies to curb examination malpractices in order to enhance quality of education in universities and other higher institutions of learning.

4.5 Cultural Norms that Contribute to Academic Malpractices

The study explored the existing cultural norms that contribute to examination malpractices among undergraduate students in Kenyan universities. Respondents were asked to give their opinions whether they Strongly Disagreed (SD), Disagreed (D), Undecided (U), Agreed (A) or Strongly Agreed (SA). Key: *F=frequency*, *%=Percentage*, *Std Dev=Standard Deviation*. Their responses are presented in section 4.5.

4.5.1 Bad Company as a Cause of Examination Malpractices

The respondents were to express their opinion on whether bad companies are the cause of examination malpractices. Their responses are contained in table 4.5.

Table 4.5: Bad Company is the Main Cause of Examination Malpractices

Respondents	Undergraduates Public	Undergraduates Private	Lecturers
	F(%)	F(%)	F(%)
SD	16(6.4)	0(0.0)	0(0.0)
D	28(11.3)	6(17.1)	0(0.0)
UD	22 (8.8)	2(5.7)	3(7.9)
A	104(41.8)	21(60.0)	14(36.8)
SA	79(31.7)	6(17.1)	21(55.3)
Mean	3.81(76.1)	3.77(75.4)	4.47(89.5)
Std. Dev	1.193	0.942	0.647

The table shows that majority of undergraduate students in public universities agreed with 73.5% that bad companies are the main cause of examination malpractices, 8.8% were undecided with the statement and 17.7% disagreed with the statement. Undergraduate respondents from public university accepted at 76.1% (*Mean=3.81 and Std Dev = 1.193*) that bad companies are the main cause of examination malpractices in learning institutions.

Similarly undergraduate students in private universities agreed with 77.1% that bad companies are the main cause of examination malpractices, 5.7% were undecided with the statement and 17.1% disagreed with the statement. Study findings shows that

undergraduate respondents from private universities accepted at 75.4% ($Mean=3.77$ and $Std Dev = 0.942$) that bad companies are the main cause of examination malpractices.

The lecturers' findings further revealed that bad companies are the main cause of examination malpractices among undergraduate students. This is evidenced by 92.1% who agreed 7.9% who were undecided and none of the lecturers disagreed with the same statement. Study findings showed that lecturers respondents accepted at 89.5% ($Mean=4.47$ and $Std Dev = 0.647$) that bad companies are the main cause of examination malpractices. This implies that some student's intentions to engage in academic malpractices is out of his/ her perception of his peers' relationship with academic malpractices and thus when a student sees his/her friend cheat in an examination then the probability of this student to cheat is high. Also some engagement in other nonacademic activities might be out of peer pressure leading to missing classes and lack of preparedness before examinations leading to engagement in academic malpractices.

4.5.2 Taking Mobile Phones to Examination Halls

Respondents expressed their views on taking mobile phones to examination halls. Their responses are presented in table 4.6.

Table 4.6: Taking mobile phones to examination halls encourage students engage in examination malpractices

Respondents	Undergraduates public	Undergraduates private	Lecturers
	F(%)	F(%)	F(%)
SD	10(4.0)	4(11.4)	0(0.0)
D	28(11.0)	1(2.9)	0(0.0)
UD	13(5.0)	3(8.6)	1(2.6)
A	137(55.0)	13(37.1)	15(39.5)
SA	61(25.0)	14(40.0)	22(57.9)
Mean	3.85(77.1)	3.91(78.3)	4.55(91.1)
Std. Dev	1.038	1.292	0.555

Table 4.6 shows that majority of the undergraduate students from public universities; 80.0% agreed that taking mobile phones to examination halls is a culture of examination malpractice, 15.0% of them disagreed and 5.0% of them were undecided with the statement. Study findings shows that respondents accepted at 77.1% (Mean=3.85 and Std Dev = 1.038) that taking mobile phones to examination halls is an examination malpractice.

The findings from undergraduate students in private universities revealed that 77.1% agreed that students take mobile phones to examination halls, 14.3% disagreed and 8.6% were undecided with the statement. Study findings shows that respondents

accepted at 78.3% (Mean=3.91 and Std Dev = 1.292) that students take mobile phones to examination halls.

Lecturers also gave their views and majority of them 97.4% were in agreement that students take mobile phones to examination halls and 2.6% were undecided with the statement that students take mobile phones to examination halls. This findings showed that respondents accepted at 91.1% (Mean=4.55 and Std Dev = 0.555) that students take mobile phones to examination halls. This implies that in both public and private universities students take their phones to examination halls.

Findings from interviews and focus group discussions also reveal that use of mobile phones is common among undergraduate students. One HoD reported that,

‘Students prepare notes in soft copy and save in their mobile phones. During examination these students will come with these mobile phones and refer to the notes to answer. In some cases the same mobile phones are used to google answers from the internet’

In their focus group discussions students admitted that some of their colleagues come to examination room with mobile phones to aid them in cheating. These findings are in agreement with Teshome (2016) who found that some ingenious students will hide mobile phones in secret parts of their bodies which they can use to send text messages on the questions to people outside the examination hall, who will then text the

answers back. This affirms that indeed the use of mobile phones during examinations is becoming a common phenomenon among undergraduate students.

4.5.3 Repeated Questions from Past Papers

Respondents were asked to give their opinion on whether repeated questions from past papers contribute to academic malpractices. . The responses are presented in table 4.7.

Table 4.7: Repeated Questions from Past Papers Motivates Students to Engage in Examination Malpractices

Respondents	Undergraduates public	Undergraduates private	Lecturers
	F(%)	F(%)	F(%)
SD	18(7.2)	3(8.6)	0(0.0)
D	29(11.7)	1(2.9)	10(26.3)
UD	26(10.4)	3(8.6)	5(13.2)
A	130(52.2)	12(34.3)	14(36.8)
SA	46(18.5)	16(45.7)	9(23.7)
Mean	3.63(72.6)	4.06(81.1)	3.58(71.6)
Std. Dev	1.128	1.211	1.13

The findings in table 4.7 shows that repeated questions from past papers contribute to examination malpractices. Responses from undergraduate students in public universities reveal that 70.7% agreed with the statement that repeated questions from past papers were common, 18.9% disagreed and 10.4% were undecided with the

statement. Study findings showed respondents accepted at 76.6% (Mean=3.63 and Std Dev = 1.128) that examinations include repeated questions from past papers.

On the other hand undergraduate students in private universities were of the opinion that repeated questions from past papers are a contributing factor to examination malpractice. This is evidenced by 80.0% of the respondents who agreed with the statement, 11.5% disagreed and 8.6% were undecided with the statement. Study findings showed that respondents accepted at 81.1% (Mean=4.06 and Std Dev = 1.211) that repeated questions from past papers were common.

Sixty percent (60%) of the lecturers also agreed that there is repetition of questions from past papers, 26.3% disagreed and 13.2% were undecided with the statement. Study findings showed that respondents accepted at 71.6% (Mean=3.58 and Std Dev = 1.130) that repetition of questions from past papers. This implies that replication of questions from past papers is a common practice in all universities both private and public. When students learn the patterns of the settings of examinations then they prepare written notes related to the content they think it will come in examination.

4.5.4 Missing Classes Contribute to Examination Malpractices

The study sought to find out from respondents on the statement of missing classes. The responses are presented in table 4.8.

Table 4.8: Missing Classes Contribute to Examination Malpractices

Respondents	Undergraduates public	Undergraduates private	Lecturers
	F(%)	F(%)	F(%)
SD	14(5.6)	3(8.6)	0(0.0)
D	17(6.8)	10(28.6)	0(0.0)
UD	14(5.6)	3(8.6)	1(2.6)
A	132(53.0)	13(37.1)	10(26.3)
SA	72(29.0)	6(17.1)	27(71.1)
Mean	3.93(78.6)	3.26(65.1)	4.68(93.7)
Std. Dev	1.06	1.291	0.525

Missing classes is one of the existing student cultures that contribute to examination malpractice. Findings in table 4.8 above reveal that 82.0% of undergraduate students in public universities agreed that some students have developed the habit of missing classes, 12.4% disagreed and 5.6% were undecided with the statement that students have developed the habit of missing classes. Study findings showed respondents accepted at 78.6% (Mean=3.93 and Std Dev = 1.060) that students missing classes contribute to examination malpractices. This is because the same students since they attempt to take class material to examination classroom.

Findings also reveal that undergraduates in private universities agree students have developed the habit of missing classes. This is evidenced by 54.2% who agreed that some students have developed the habit of missing classes, 37.2% disagreed and

8.6% were undecided with the statement that students have developed the habit of missing classes. Study findings showed that respondents accepted at 65.1% (Mean=3.26 and Std Dev = 1.291) that missing classes by students contribute to examination malpractice. The findings from public universities and private universities indicate that there is a disparity between the cultures of missing classes. The higher percentage agreed by the public universities students compared to private universities shows that this culture could be more rampant in public universities than in private universities. This could be attributed to the presence of large classes in public universities making it difficult for the lecturers to trace individual students.

Lecturers' views on students missing classes indicate that it is a common culture among undergraduate students. Majority of the lecturers (97.4%) agreed that most students miss classes and 2.6% were undecided with the statement. The study findings showed that respondents accepted at 93.7% (Mean=4.68 and Std Dev = 0.525) that missing classes.

4.5.5 Not Taking Continuous Assessment Tests Seriously

The respondents gave their opinion on the statement 'not taking continuous assessment test seriously' and the responses are presented in table 4.9.

Table 4.9: Not Taking Continuous Assessment Tests Seriously Contribute to Academic Malpractices

Respondents	Undergraduates public	Undergraduates private	Lecturers
	F(%)	F(%)	F(%)
SD	18(7.2)	0(0.0)	0(0.0)
D	22(8.8)	2(5.7)	0(0.0)
UD	21(8.4)	3(8.6)	0(0.0)
A	128(51.4)	16(45.7)	24(63.2)
SA	60(24.1)	14(40.0)	14(36.8)
Mean	3.76(75.3)	4.20(84.0)	4.37(87.4)
Std. Dev	1.13	0.833	0.489

The study further sought responses on continuous assessment tests. From table 4.9 majority (79.4%) of the undergraduate students in public universities agreed, 16.0% disagreed and 8.4% were undecided with the statement that students do not take continuous assessment test seriously. Study findings showed respondents accepted at 75.3% (Mean=3.76 and Std Dev = 1.130) that students are not taking continuous assessment tests seriously.

Responses from undergraduate students in private universities also confirm that students do not take continuous assessment tests seriously. This is evidenced by a majority 85.7% who agreed, 8.6% who were undecided and 5.7% who disagreed with

the statement. Study findings showed that respondents accepted at 84.0% (Mean=4.20 and Std Dev = 0.833) that students do not take continuous assessment tests seriously.

Lecturers also agreed that students do not take continuous assessment tests seriously. This is revealed by 100% of the lecturers who agreed with the statement. Study findings showed that respondents accepted at 87.4% (Mean=4.37 and Std Dev = 0.489) that students do not take continuous assessment tests seriously. This implies when students realize that they have not performed well in CATs majority of them will try to device means of compensating what they think they missed out during CATs. As a result these students will prepare notes and sneak in to examination rooms to enable them cheat in an attempt to compensate the failures in the previous CATs.

4.5.6 Engaging in Non- Academic Activities as a Contributing Factor to Examination Malpractices

This study sought to establish whether engagement in non-academic activities contributes to examination malpractices among undergraduate students. The responses are represented in table 4.10.

Table 4.10: Engaging in Non- Academic Activities Contribute to Examination Malpractices

Respondents	Undergraduates public	Undergraduates private	Lecturers
	F(%)	F(%)	F(%)

SD	33(13.3)	0(0.0)	2(5.3)
D	33(13.3)	3(8.6)	10(26.3)
UD	19(7.6)	2(5.7)	7(18.4)
A	100(40.1)	16(45.7)	11(28.9)
SA	64(25.7)	14(40.0)	8(21.1)
Mean	3.52(70.3)	4.17(83.4)	3.34(66.8)
Std. Dev	1.353	0.891	1.236

From table 4.10 it is revealed that undergraduate students engage in non- academic activities. Responses from undergraduates from public universities show that 65.8% agreed with the statement, 26.6% disagreed and 7.6% were undecided. Respondents agreed at 70.3% (Mean=3.52 and Std Dev = 1.353) that students who engage in non-academic activities are more likely to engage in examination malpractices because they lack time to attend classes and prepare for examinations.

Similarly responses from undergraduate students in private universities also indicate that students engage in non- academic activities. Majority (85.7%) agreed, 8.6% disagreed and 5.7% were undecided with the statement. Study findings showed that respondents accepted at 83.4% (Mean=4.17 and Std Dev = 0.891) that students engage in non- academic activities.

Responses from lecturers further reveal that 50% agreed that most of the students engage in non- academic activities, 31.6% disagreed and 18.4% were undecided with the statement that students engage in non- academic activities. Study findings showed

that respondents accepted at 66.8% (Mean=3.34 and Std Dev = 1.236) that most of the students engage in non- academic activities. There are a lower percentage of lecturers who agreed that students engage in non-academic activities than the students who agreed at a higher percentage. This could imply that the non-academic activities engaged by the students could not be known by the lecturers.

4.5.7 High Parental Expectations as a contributing factor to Examination Malpractices

The study also sought responses on whether high parental expectation is a factor to academic malpractices. Responses are presented in table 4.11.

Table 4.11: High Parental Expectations Contribute to Examination Malpractices

Respondents	Undergraduates public	Undergraduates private	Lecturers
	F(%)	F(%)	F(%)
SD	13(5.2)	1(2.9)	0(0.0)
D	22(8.8)	2(5.7)	5(13.2)
UD	41(16.5)	1(2.9)	6(15.8)
A	96(38.6)	14(40.0)	21(55.3)
SA	77(30.9)	17(48.6)	6(15.8)
Mean	3.81(76.1)	4.26(85.1)	3.74(74.7)
Std. Dev	1.128	0.98	0.891

Public university undergraduate students' views on the statement that high parental expectations contributes to academic malpractices showed that majority 69.5% agreed, 16.5% were undecided and 14.0% disagreed with the statement. Study

findings showed respondents accepted at 76.1% (Mean=3.81 and Std Dev = 1.128) that there is high parental expectations of students in their examination performance and students with academic weaknesses look for improper ways of improving their performance.

The counterparts in private universities gave their opinion on the statement that high parental expectations are a culture that contributes to academic malpractices. The findings in table 4.11 show that majority (88.6%) agreed that high parental expectations contribute to examination malpractice, 8.6% and 2.9% were undecided disagreed with the statement. Study findings showed that respondents accepted at 85.1% (Mean=4.26 and Std Dev = 0.980) that high parental expectations contribute to examination malpractice.

Lecturers' view on the statement that high parental expectations show that majority 71.1% agreed with the statement, 15.8% were undecided and 13.2% disagreed. Study findings showed that respondents accepted at 74.7% (Mean=3.74 and Std Dev = 0.891) that high parental expectations contribute to examination malpractices. The finding implies that parents impose high expectations on their children which are beyond their ability. Some parents have forced their children to do courses of their wish but not the choices of the children. This could be frustrating for some students because they cannot manage the courses chosen for and thus engage in examination malpractices in an attempt to pass in order to please their parents. This finding is in agreement with Ifijeh et al., (2015) who identified among other factors that desire of

parents to have their children in choice professions and university add pressure on students to pursue courses for which they have no aptitude and thus contribute to engaging in examination malpractices.

4.5.8 Perceived Laxity in Invigilation Encourage Students to Engage in Examination Malpractices

The respondents were asked to indicate the extent to which they agreed or disagreed on perceived laxity during examination invigilation as a contributing factor to examination malpractices. Table 4.12 presents their responses.

Table 4.12: Perceived Laxity During Invigilation Contribute to Examination Malpractices

Respondents	Undergraduates public	Undergraduates private	Lecturers
	F(%)	F(%)	F(%)
SD	7(2.8)	2(5.7)	2(5.3)
D	40(16.1)	6(17.1)	6(15.8)
UD	44(17.7)	3(8.6)	7(18.4)
A	125(50.2)	12(34.3)	14(36.8)
SA	33(13.2)	12(34.3)	9(23.7)
Mean	3.55(71.0)	3.74(74.9)	3.58(71.6)
Std. Dev	1.005	1.268	1.177

Examination invigilation is seen to be another cultural factor contributing to examination malpractices. Respondents were asked to give their view whether laxity in examination invigilation is indeed a factor contributing to examination malpractices. Responses from undergraduate students in public universities agreed that there is perceived laxity during examination invigilation. This is evidenced in table 4.12 where 63.4% agreed with the statement, 18.9% disagreed and 17.7% of the respondents were undecided. Study findings showed respondents accepted at 71.0% (Mean=3.55 and Std Dev = 1.005) that invigilators demonstrate perceived laxity during examination invigilation.

Responses from undergraduates in private universities also reveal that there is perceived laxity during examination invigilation. This is witnessed by 68.6% of the respondents who agreed that there is perceived laxity during examination invigilation, 22.8% disagreed with the statement and 8.6% of the respondents were undecided. Study findings showed that respondents accepted at 74.9% (Mean=3.74 and Std Dev = 1.268) that perceived laxity during examination invigilation contribute to examination malpractice. This could be attributed to lack of adequate teaching staffs who also act as invigilators for undergraduate examination and thus the numbers do not correspond with the high students' population.

Lecturers seem to agree also that there is perceived laxity during examination invigilation due to high student lecturer ratio which leads to improper invigilation. This finding is supported by 60.5% of lecturers who agreed with the statement, 21.1%

disagreed and 18.4% of the respondents were undecided. Study findings showed that respondents accepted at 71.6% (Mean=3.58 and Std Dev = 1.177) that perceived laxity during examination invigilation contribute to examination malpractices. This finding is supported by responses from the interviews. One DoS reported that,

‘Some invigilators engage in other activities such as reading newspapers and browsing their phones and thus allowing conducive environment for the students to cheat’

This implies that when invigilators / supervisors don’t take their work seriously during invigilation it becomes easier for the students to use any available form of cheating during examination.

4.5.9 Poor Study Habits Contribute to Examination Malpractices

The information whether poor study habits contribute to academic malpractices were sought from the respondents and their responses are presented in table 4.13.

Table 4.13: Poor Study Habits Contribute to Examination Malpractices

Respondents	Undergraduates public	Undergraduates private	Lecturers
	F(%)	F(%)	F(%)
SD	7(2.8)	2(5.7)	0(0.0)
D	21(8.4)	1(2.9)	0(0.0)
UD	20(8.0)	6(17.1)	0(0.0)
A	122(49.0)	14(40.0)	14(36.8)
SA	79(31.7)	12(34.3)	24(63.2)
Mean	3.98(79.6)	3.94(78.9)	4.63(92.6)

Std. Dev	1	1.083	0.489
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Table 4.13 indicates that respondents were of the opinion that poor study habits contribute to academic malpractices. Responses from undergraduates in public universities showed that majority (80.7%) agreed that students had poor study habits, 11.2% disagreed with the statement and 8.0% were undecided. The study findings showed that respondents accepted at 79.6% (Mean=3.98 and Std Dev = 1.000) that students had poor study habits and were tempted to engage in examination malpractices.

Findings from the above table further show that responses from undergraduates in private universities agreed that students had poor study habits. This was indicated by 74.3% of the respondents who agreed that students had poor study habits, 17.1% were undecided and 8.6% disagreed with the statement. The study findings showed that respondents accepted at 78.9% (Mean=3.94 and Std Dev = 1.083) that poor study habits contribute to examination malpractice.

Lecturers also were of the opinion that students have poor study habits as it was agreed by 100% with the statement. Study findings showed that respondents accepted at 92.6% (Mean=4.63 and Std Dev = 0.489) that poor study habits contribute to examination malpractices. The mode of study and evaluation at the university level is different from high school and primary levels. At the primary (KCPE) and secondary (KCSE) levels students are evaluated based on the content learned from entry to exit

points. At the university the mode of evaluation is done independently at the end of every semester. This implies that when students realize that once a course has been completed at the end of the semester and the same will not be repeated or evaluated again they assume that studying at the university may be easier. As a result students may assume that the content is narrow only to realize during examinations that they needed concentration like in the previous levels and thus device means of cheating in order to pass in their examinations.

4.5.10 Lack of Self-confidence to Face Examinations Tempt Students Engage in Examination Malpractices

The respondents were asked to state whether lack of self-confidence to face examination contributes to students engage in academic malpractices. The responses are presented in table 4.14.

Table 4.14: Lack of Self-confidence to Face Examinations Contribute to Examination Malpractices

Respondents	Undergraduates public	Undergraduates private	Lecturers
	F(%)	F(%)	F(%)
SD	6(2.4)	3(8.6)	0(0.0)
D	20(8.0)	8(22.9)	3(7.9)
UD	29(11.7)	10(28.6)	3(7.9)
A	111(44.6)	7(20.0)	21(55.3)

SA	83(33.3)	7(20.0)	11(28.9)
Mean	3.98(79.6)	3.20(64.0)	4.05(81.1)
Std. Dev	0.995	1.256	0.837

Lack of self-confidence to face examination is another cultural factor that contributes to examination malpractice. The findings in table 4.14 shows the views of the undergraduate students from public universities on the statement that students lack self-confidence to face examinations and statistics indicate that majority of the respondents 77.9% agreed with the statement, 11.7% were undecided and 10.4% disagreed with the statement. Study findings showed respondents accepted at 79.6% (Mean=3.98 and Std Dev = 0.995) that students lack self-confidence to face examinations therefore they prompt to engage in examination malpractices during examination.

Responses from undergraduates in private universities reveal that students lack self-confidence to face examinations. The findings indicate that 40.0% agreed with the statement, 31.5% disagreed and 28.6% were undecided. The study findings showed that respondents accepted at 64.0% (Mean=3.20 and Std Dev = 1.256) that lack of self-confidence to face examinations contribute to examination malpractice.

Lecturers also are of the opinion that students lack self-confidence to face examination. The finding in the table indicates that majority of the lecturers 84.2% agreed with the statement, 7.9% were undecided and 7.9% disagreed with the

statement. Study findings showed that respondents accepted at 81.1% (Mean=4.05 and Std Dev = 0.837) that lack of self-confidence to face examinations is a culture that contribute to examination malpractices. This could mean that when students fail to attend lectures and fail to prepare adequately for examinations they feel unprepared to face examinations and thus lack the confidence to face it. As a result, they device means they think can aid them to pass in their examinations.

4.5.11 Poor Time Management Contribute to Examination Malpractices

The study sought information from respondents on whether poor time management as a culture contribute to examination malpractices among undergraduates. The findings are presented in table 4.15.

Table 4.15: Poor Time Management Contribute to Examination Malpractices

Respondents	Undergraduates public	Undergraduates private	Lecturers
	F(%)	F(%)	F(%)
SD	14(5.6)	3(8.6)	0(0.0)
D	31(12.5)	10(28.6)	3(7.9)
UD	18(7.2)	1(2.9)	0(0.0)
A	102(41.0)	16(45.7)	16(42.1)
SA	84(33.7)	5(14.3)	19(50.0)
Mean	3.84(76.9)	3.29(65.7)	4.34(86.8)
Std. Dev	1.183	1.274	0.847

Finally, the study sought to find out whether poor time management as a cultural norm contributes to examination malpractice. The findings in table 4.15 reveal that undergraduates from public universities agreed that poor time management is a culture among students that contributes to examination malpractices. This is shown by 74.7% of the students who agreed with the statement, 18.1% disagreed with the statement and 7.2% were undecided. Study findings showed respondents accepted at 76.9% (Mean=3.84 and Std Dev = 1.183) that students have developed a culture of poor time management at the university.

Responses from undergraduates in private universities show that students poorly manage their time. This is evidenced by 60.0% of the students who agreed with the statement, 37.2% who disagreed and 2.9% who were undecided with the statement. The study findings showed that respondents accepted at 65.7% (Mean=3.29 and Std Dev = 1.274) that poor time management contribute to examination malpractice.

Lecturers were also asked the same question to give their opinions on whether poor time management is a culture that contributes to examination malpractice. Responses from lecturers reveal that 92.1% agreed with the statement that poor time management is a cultural factor that contributes to examination malpractice and 7.9% disagreed with the statement. Study findings showed that respondents accepted at 86.8% (Mean=4.34 and Std Dev = 0.847) that poor time management was a culture that contribute to examination malpractices. This means that students engage in examination malpractices as a result of poor time management. It implies that at the

university students' time is consumed more by other engagements leaving less time for their academic work.

The study results from objective two reveal that majority of the respondents accepted that public university undergraduate students have poor study habits and also lack self-confidence to face examinations. This implies that the poor study habits contribute to examination malpractices because students want success in their results and yet their preparation is below the expected standard to face examinations. Also lack of self-confidence is a habit that develops when students go to do their examination without proper preparation.

The study results reveal that majority of the undergraduate students from private universities accepted that there are high parental expectations on their students, some students do not take continuous assessment tests seriously and other students engage in non-academic activities. This implies that pressure from parents make students to engage in examination malpractices for the sake of passing their examinations to please their parents. The problem to other students is that they do not take continuous assessment tests seriously and as a remedy to score good marks they attempt cheating in an examination.

The study results reveal that majority of respondents (lecturers) accepted that students had developed a culture of missing classes, some have entered into bad companies

while others take mobile phones to examination halls. This implies that undergraduate students who cheat in examination usually have a culture of missing classes, engage in bad company while some take mobile phones to examination halls with the aim of using them to cheat. These findings are supported by Hosny and Fatima (2014) who established that social factors, peer pressure and teachers' practices among others influence cheating behaviour. This implies that what other students and role models (lecturers) do may influence the students' culture of engaging in academic malpractices.

4.6 Existing Policies on Examination Execution in Universities

The third objective of this study was to evaluate policy related challenges to policy implementation which contribute to examination malpractices among undergraduate students in Kenyan universities. The findings of this objective are presented and discussed in this section. Respondents were asked to give their opinions whether they Strongly Disagreed (SD), Disagreed (D), Undecided (U), Agreed (A) or Strongly Agreed (SA). Key: *F=frequency, %=Percentage, Std Dev=Standard Deviation*. Their responses are presented in section 4.6.

4.6.1 Attaining Minimum Mark of 40 Encourages Students Engage in Examination Malpractices

The study sought to establish whether the requirement to attain a minimum mark of 40 Percent encourages students engage in examination malpractices. Their responses are presented in table 4.16.

Table 4.16: Attaining Minimum Mark of 40 Makes Students Engage in Examination Malpractices

Respondents	Undergraduates public	Undergraduates private	Lecturers
	F(%)	F(%)	F(%)
SD	6(2.4)	0(0.0)	7(18.4)
D	24(9.6)	28(80.0)	9(23.7)
UD	8(3.2)	2(5.7)	5(13.2)
A	121(48.6)	3(8.6)	8(21.1)
SA	90(36.2)	2(5.7)	9(23.7)
Mean	4.07(81.3)	2.40(48.0)	3.08(61.6)
Std. Dev	0.993	0.881	1.477

Responses from students in public universities as shown in Table 4.16 indicate that majority 84.8% agreed, 12.0% disagreed and 3.2% were undecided that attaining minimum mark of 40 percent encourages students engage in examination

malpractices. The study found that at 81.3% (mean=4.07 and Std Dev=0.993) respondents accepted that attaining minimum mark of 40 encourages students engage in examination malpractices.

Similarly, responses from students in private universities indicate that majority 80.0% disagreed, 14.3% agreed and 5.7% were undecided that attaining minimum mark of 40 makes students engage in examination malpractices. The study found that at 48.0% (mean=2.4 and Std Dev=0.881) of respondents gave their opinion that attaining minimum mark of 40 makes students engage in examination malpractices.

The findings indicate that there is a disparity between the views on whether attaining a minimum mark of 40 percent makes students engage in examination malpractices. This is revealed by a majority of undergraduates in public universities who agreed (84.8%) and majority in private universities who disagreed (80.0%) about the statement. This implies that the minimum pass marks are not uniform for the two categories of universities. It emerged in one of the focused group discussions that the high grading system contributes to academic malpractices. In one of the private university a student must score a minimum of C+ in a major course and a minimum of a C in a common course. The participants in the group further explained how students will engage to cheat in CATs because there is a belief by students that if you pass in the CAT then definitely you will pass in the final examination.

In these institutions more weight is given to CATs than the main examination. Contrary some other focused group discussion participants disagreed that the pass mark of 40% is not too high for them to contribute to examination malpractices. In these institutions the CATs constitute 30% and the main examination 70%. They attributed the malpractices to factors such as lack of preparedness to face the examination and failing to attend lectures. Further the same students acknowledged that the 40% pass mark is lower than many students assume that attaining the mark might be easy but to discover that it is not easy to attain if one is not well prepared

Majority of the lecturers (44.8%) agreed that attaining a minimum mark of 40 percent encourages students engage in examination malpractices, 32.1% disagreed and 13.2% were undecided with the statement. 61.6% (mean=3.08 and Std Dev=1.477) of respondents accepted that attaining minimum mark of 40 makes students engage in examination malpractices. The fact that majority of the lecturers agreed at lower percentage, implies that the attainment of a minimum mark 40% do not strongly contribute to students engaging in examination malpractices.

4.6.2 Overcrowded Examination Rooms Tempt Students to Cheat in Examination

Respondents were asked to give their opinions on whether overcrowded examination rooms tempt students to cheat in examination. Their responses are presented in table 4.17.

Table 4.17: Overcrowded Examination Rooms Tempt Students to Cheat in Examination

	Undergraduates public	Undergraduates private	Lecturers
Respondents			
	F(%)	F(%)	F(%)
SD	6(2.4)	1(2.9)	2(5.3)
D	19(7.6)	3(8.6)	0(0.0)
UD	23(9.2)	4(11.4)	1(2.6)
A	118(47.4)	19(54.3)	19(50.0)
SA	83(33.3)	8(22.9)	16(42.1)
Mean	4.01(80.3)	3.86(77.1)	4.24(84.7)
Std. Dev	0.973	0.974	0.943

From table 4.17 above, majority (80.7%) of undergraduate students in public universities agreed that overcrowded examination rooms tempt students to cheat in examination 10.0% disagreed and 9.2% were undecided with the statement. The study found that at 80.3% (mean=4.01 and Std Dev=0.973) respondents accepted that overcrowded examination rooms tempt students to cheat in examination.

Response from undergraduate students in private universities indicate that majority 77.2% agreed, 11.5% and 11.4% were undecided disagreed with the statement that overcrowded examination rooms tempt students to cheat in examination. The study

respondents accepted at 77.1% (mean=3.86 and Std Dev=0.974) that overcrowded examination rooms tempt students to cheat in examination.

Lecturers also agreed that overcrowded examination rooms tempt students to cheat in examination. This is evidenced by majority of the lecturers 92.1% who agreed, 5.3% who disagreed and 2.6% were undecided that overcrowded examination rooms tempt students to cheat in examination. 84.7% (mean=4.24 and Std Dev=0.943) of respondents accepted that overcrowded examination rooms tempt students to cheat in examination. This implies that when students are seated close to one another in an examination room it becomes very difficult for the invigilators to have control over them. Even if an invigilator identifies students cheat, it becomes impossible for the same invigilator to reach the cheating student because of the congestion. As a result the student shall have hidden the materials before the invigilator reaches him/her.

The findings are in agreement with Ifijeh et al., (2015) who identified that overcrowded sitting arrangement and other causes which include the fear of failure, craze for certificate, desire of parents to have their children in choice professions and university and pressure on students to pursue courses for which they have no aptitude and pressure on teachers who want to gain favour of student contribute to examination cheating. Further, Ifijeh et al., (2015) add that overcrowded examination classroom/halls can enable students to steal examinations and it is a design of corrupt school officials to use classrooms instead of a hall in the conduct of public

examinations because they want to aid the same students cheat and they are paid a fee for that.

4.6.3 Non Customized Examination Booklets is a Temptation to Cheat

Respondents were asked to give their views on the statement that non customized examination booklets are a temptation to cheat. Their responses were presented in table 4.18.

Table 4.18: Non Customized Examination Booklets is a Temptation to Cheat

Respondents	Undergraduates public	Undergraduates private	Lecturers
	F(%)	F(%)	F(%)
SD	8(3.2)	1(2.9)	2(5.3)
D	24(9.6)	5(14.3)	3(7.9)
UD	18(7.2)	0(0.0)	4(10.5)
A	111(44.6)	16(45.7)	20(52.6)
SA	88(35.3)	13(37.1)	9(23.7)
Mean	4.00(79.9)	4.00(80.0)	3.82(76.3)
Std. Dev	1.053	1.111	1.062

It can be observed from table 4.18 that non customized examination booklets contribute to academic malpractices. This is shown by 79.9% of students in public

universities who agreed, 12.8% disagreed and the rest 7.2% were undecided. The study found that at 79.9% (mean=4.00 and Std Dev=1.053) respondents accepted that non customized examination booklets is a temptation to cheat.

Further, findings from undergraduate students in private universities show that 82.8% agreed and 17.2% disagreed that non customized examination booklets are a temptation to cheat. The study findings accepted at 80.0% (mean=4.00 and Std Dev=1.111) that non customized examination booklets is a temptation to cheat. The findings indicate that students from both public and private universities agree that non customized booklets contribute to academic malpractice. This implies that in the process of examination some students pick extra booklets. These booklets will be used to write answers before other subsequent examination and because the colour of the booklets is similar it becomes very difficult for the invigilator to notice the foreign booklet used by the student.

Lecturers also support the statement that non customized examination booklets is a temptation to students to cheat. This is shown by a majority 76.3% who agreed, 13.2% who disagreed and 10.5% who were undecided with the statement. Respondents accepted at 76.3% (mean=3.82 and Std Dev=1.063) that non customized examination booklets is a temptation to cheat. The findings are in agreement with Starovoytova and Arimi, (2017) who found that during marking of the examinations some strange booklets may be traced. This may be witnessed by the presence of examination booklets with serial numbers beyond the range used during that

particular examination. It is an indication that some students could possibly be doing their examinations elsewhere and bring the answer booklets to examination room for submission.

4.6.4 Lack of Strict Control of Class Attendance Lists

The study asked respondents to give their opinion on the statement that lack of strict control of class attendance lists contribute to examination malpractice. The findings of the responses are presented in table 4.19.

Table 4.19: Lack of Strict Control of Class Attendance Lists Contribute to Examination Malpractice

Respondents	Undergraduates public	Undergraduates private	Lecturers
	F(%)	F(%)	F(%)
SD	6(2.4)	0(0.0)	0(0.0)
D	31(12.5)	5(14.3)	6(15.8)
UD	22(8.8)	1(2.9)	0(0.0)
A	126(50.6)	15(42.9)	15(39.5)
SA	64(25.7)	14(40.0)	17(44.7)
Mean	3.85(77.0)	4.09(81.7)	4.13(82.6)
Std. Dev	1.017	1.011	1.044

The findings of undergraduate students in public universities reveal that lack of strict control of class attendance lists contribute to examination malpractices. This is evidenced by majority (76.3%) of the respondents who agreed, 14.9% who disagreed and 8.8% who were undecided with the statement that lack of strict class attendance lists controls contribute to examination malpractice. The study found that at 77.0% (mean=3.85 and Std Dev=1.017) respondents accepted that lack of strict control of class attendance lists have contributed to examination malpractices.

Also, findings from undergraduate students in private universities reveal that majority (82.9%) agreed, 14.3% disagreed and 2.9% were undecided that lack of strict control of class attendance lists contributes to examination malpractice. Students accepted at 81.7% (mean=4.09 and Std Dev=1.011) that lack of strict class attendance lists controls contribute to examination malpractice.

Lecturers were of the opinion that lack of strict control of class attendance lists contribute to examination malpractice. This is shown by majority of the respondents (84.2%) who agreed and 15.8% who disagreed with the statement that lack of strict class attendance lists controls contribute to examination malpractice. Lecturers accepted at 82.6% (mean=4.13 and Std Dev=1.044) that lack of strict class attendance lists controls contribute to examination malpractice.

This could be as a result of the huge classes managed by lecturers which make it impossible for them to monitor the attendance list. As a result students sign class

attendance on behalf of their colleagues who are not in class. This habit continues for some students throughout the semester and when the same students come to sit for examination they lack enough content and thus engage in dubious means in order to pass like their counterparts who have been attending classes.

4.6.5 Students' Records

The study sought information from respondents on the statement that lack of proper students' records make students to lie. Their responses are presented in table 4.20.

Table 4.20: Lack of Proper Students' Records Make Students to Lie

Respondents	Undergraduates public	Undergraduates private	Lecturers
	F(%)	F(%)	F(%)
SD	5(2.0)	1(2.9)	0(0.0)
D	26(10.4)	5(14.3)	10(26.3)
UD	13(5.2)	0(0.0)	4(10.5)
A	120(48.2)	25(71.4)	15(39.5)
SA	85(34.1)	4(11.4)	9(23.7)
Mean	4.02(80.5)	3.74(74.9)	3.61(72.1)
Std. Dev	0.993	0.95	1.128

Table 4.20 show that majority of undergraduate students in public universities 82.3% agreed, 5.2% were undecided and 12.4% disagreed with the statement that lack of

proper students' records make students to lie. The study found that at 80.5% (mean=4.02 and Std Dev=0.993) respondents accepted that lack of proper students' records makes students to lie.

Undergraduates from private universities agreed with a majority 82.8% who agreed and 17.2% disagreed that lack of proper students' records make students to lie. 74.9% (mean=3.74 and Std Dev=0.950) of respondents gave their opinion that lack of proper students' records makes students to lie.

Lecturers were asked the same question and their findings indicate that majority 63.2% agreed, 10.5% were undecided and 26.3% disagreed with the statement that lack of proper students' records makes students to lie. 72.1% (mean=3.61 and Std Dev=1.128) of respondents accepted that lack of proper students' records makes students to lie. This could mean that when students realize that there are no proper records regarding their marks, they claim for marks for some courses which they have never wrote a term paper or sat for examinations. Some students may threaten or bribe the concerned personnel for marks are unearned for.

4.6.6 Control of Examination Booklets

This study sought to find out whether poor control of examination booklets tempts students to cheat. The findings of the respondents are presented in table 4.21.

Table 4.21: Poor Control of Examination Booklets Tempt Students to Cheat

Respondents	Undergraduates public	Undergraduates private	Lecturers
	F(%)	F(%)	F(%)
SD	13(5.2)	0(0.0)	3(7.9)
D	22(8.8)	1(2.9)	7(18.4)
UD	27(10.8)	1(2.9)	3(7.9)
A	102(41.0)	18(51.4)	14(36.8)
SA	85(34.1)	15(42.9)	11(28.9)
Mean	3.90(77.9)	4.34(86.9)	3.61(72.1)
Std. Dev	1.129	0.684	1.306

It can be observed from the table that majority of the undergraduate students in public universities (75.1%) agreed, 14.0% disagreed and 10.8% were undecided with the statement that poor control of examination booklets tempt students to cheat. The study found that at 77.9% (mean=3.90 and Std Dev=1.129) respondents accepted that there is poor control of examination booklets that tempt students to cheat.

Also majority of the undergraduate students in private universities 94.3% agreed that poor control of examination booklets tempt students to cheat, 2.9% were undecided and 2.9% disagreed with the statement. The study found that at 86.9% (mean=4.34

and Std Dev=0.684) respondents gave their opinion that poor control of examination booklets tempt students to cheat.

Lecturers further agreed that poor control of examination booklets tempt students to cheat since students can swap examination booklets to get answers from their colleagues or exchange the empty examination booklets that are issued in examination room with the already filled examination booklets. This is evidenced by majority of the lecturers (65.7%) who agreed that poor control of examination booklets tempt students to cheat, 28.3% who disagreed and 7.9% who were undecided with statement. The study found that at 72.1% (mean=3.61 and Std Dev=1.306) respondents accepted that poor control of examination booklets tempt students to cheat.

4.6.7 Low Lecturer/Student Ratio during Invigilation

The study determined whether Low lecturer/student ratio during invigilation of examinations contribute to examination malpractices. Responses are presented in table 4.22.

Table 4.22: Low Lecturer/Student Ratio during Invigilation Promotes Examination Malpractice

Respondents	Undergraduates public	Undergraduates private	Lecturers
	F(%)	F(%)	F(%)
SD	7(2.8)	0(0.0)	2(5.3)
D	36(14.5)	8(22.9)	4(10.5)
UD	11(4.4)	3(8.6)	1(2.6)
A	130(52.2)	20(57.1)	11(28.9)
SA	65(26.1)	4(11.4)	20(52.6)
Mean	3.84(76.8)	3.57(71.4)	4.13(82.6)
Std. Dev	1.061	0.979	1.212

The findings in table 4.22 show that the undergraduate students from public university agreed that low lecturer/student ration during invigilation of examinations contribute to examination malpractices. This is evidenced by the majority (78.3%) who agreed, 17.3% who disagreed and 4.4% were undecided with the statement. The study found that at 76.8% (mean=3.84 and Std Dev=1.061) respondents accepted that there exist low lecturer/student ration during invigilation of examinations and this has given an opportunity for students to propagate cheating.

Undergraduate students from private universities also agreed that low lecturer/student ration during invigilation of examinations contribute to examination malpractices. This is evidenced by majority (68.5%) of the responses who agreed, 22.9% who disagreed and 8.6% who were undecided with the statement. the study accepted at

71.4% (mean=3.57 and Std Dev=0.979) that low lecturer/student ration during invigilation of examinations attribute to examination malpractices.

Lecturers also gave their opinion on whether Low lecturer/student ration during invigilation of examinations contribute to examination malpractices. The findings indicate that majority of the lecturers 81.5% agreed, 15.8% disagreed and 2.6% were undecided with the statement. The study accepted at 82.6% (mean=4.13 and Std Dev=1.212) low lecturer/student ration during invigilation of examinations contribute to examination malpractices.

4.6.8 Lack of Surveillance Devices

Respondents were also asked to give their views on whether lack of surveillance devices tempts students to cheat in examination. Their responses are shown in table 4.23.

Table 4.23: Lack of Surveillance Devices Tempt Students to Cheat

Respondents	Undergraduates public	Undergraduates private	Lecturers
	F(%)	F(%)	F(%)
SD	11(4.4)	3(8.6)	0(0.0)
D	26(10.4)	8(22.9)	3(7.9)
UD	23(9.2)	1(2.9)	3(7.9)
A	117(47.0)	12(34.3)	14(36.8)
SA	72(28.9)	11(31.4)	18(47.4)
Mean	3.86(77.2)	3.57(71.4)	4.24(84.7)
Std. Dev	1.082	1.378	0.913

The study findings reveal that majority of the undergraduate students from public universities (75.9%) agreed that lack of surveillance devices tempt students to cheat, 14.8% disagreed and 9.2% were undecided with the statement. The study found that at 77.2% (mean=3.85 and Std Dev=1.082) respondents accepted that lack of surveillance devices tempt students to cheat in examination.

Undergraduate students in private universities agreed also that lack of surveillance devices tempt students to cheat in examination. The findings from the table show that 65.7% agreed that statement that lack of surveillance devices tempt students to cheat

in examination, 31.5% disagreed and 2.9% were undecided with the statement. The study respondents accepted at 71.4% (mean=3.84 and Std Dev=1.374) that lack of surveillance devices tempt students to cheat in examination.

Lecturers revealed that lack of surveillance devices tempt students to cheat in examination since the use of CCTVs can monitor the progression of examination thus students fear to be captured when cheating in examination. This is evidenced by majority of the lecturers (84.2%) who agreed with the statement that lack of surveillance devices tempt students to cheat in examination, 7.9% were undecided and 7.9% disagreed with the statement. The study findings indicated that 84.7% (mean=4.24 and Std Dev=0.913) of respondents accepted that lack of surveillance devices tempt students to cheat.

4.6.9 Laxity by Security Personnel during Examinations

The respondents were asked to indicate the extent to which they agreed or disagreed on whether laxity by security personnel during examinations contributes to examination malpractices. The study responses are presented in table 4.24

Table 4.24: Laxity by Security Personnel during Examinations Contribute to Examination Malpractice

Respondents	Undergraduates public	Undergraduates private	Lecturers
	F(%)	F(%)	F(%)
SD	11(4.4)	0(0.0)	4(10.5)
D	32(12.9)	1(2.9)	12(31.6)
UD	18(7.2)	1(2.9)	1(2.6)
A	130(52.2)	10(28.6)	13(34.2)
SA	58(23.3)	23(65.7)	8(21.1)
Mean	3.77(75.5)	4.57(91.4)	3.24(64.7)
Std. Dev	1.076	0.698	1.384

Responses of undergraduate students in public universities reveal that majority (75.5%) agreed, (17.3%) disagreed and (7.2%) were undecided with the statement that laxity by security personnel during examinations contributes to examination malpractices. The study found at 75.5% (mean=3.77 and Std Dev=1.076) that respondents accepted that laxity by security personnel has contributed to cheating during examination.

Undergraduate students in private universities also agreed that laxity by security personnel during examinations contribute to examination cheating. This is evidenced by the majority of the responses (94.3%) who agreed, 2.9% were undecided and 2.9%

disagreed with the statement that laxity by security personnel during examinations contributes to examination malpractice. The findings of the responses accepted at 91.4% (mean=4.57 and Std Dev=0.698) that laxity by security personnel during examinations contribute to examination malpractice.

Lecturers concurred with the findings of students that laxity by security personnel during examinations contribute to examination malpractice. The security personnel who are given the mandate of looking after the proceeds of examinations are expected to be very active watching students' movements but their laxity in the course can enable students to cheat in examination. This is evidenced by majority (55.3%) who agreed that laxity by security personnel during examinations contribute to examination malpractice, this was followed by 42.1% who disagreed and 2.6% who were undecided and with the statement. The findings of the responses accepted at 64.7% (mean=3.24 and Std Dev=1.384) that laxity by security personnel during examinations contributes to academic malpractices. The security personnel may have the notion that matters that relate to examinations should only be handled by the academic staffs. As a result students take advantage of sneaking out the booklets and to some extent assault the invigilators/ supervisors because they cannot be easily held up.

4.6.10 Lack of Commitment by Invigilators / Supervisors during Examination

The study also examined on whether lack of commitment by invigilators/ supervisors during examination encourage cheating. The study responses are shown in table 4.25.

Table 4.25: Lack of Commitment by Invigilators / Supervisors during Examination Encourage Cheating

Respondents	Undergraduates	Undergraduates	Lecturers
	public	private	
	F(%)	F(%)	F(%)
SD	18(7.2)	0(0.0)	0(0.0)
D	16(6.4)	2(5.7)	11(28.9)
UD	28(11.2)	3(8.6)	0(0.0)
A	112(45.0)	13(37.1)	14(36.8)
SA	75(30.1)	17(48.6)	13(34.2)
Mean	3.85(77.0)	4.29(85.7)	3.76(75.3)
Std. Dev	1.14	0.86	1.218

In table 4.25 undergraduate students in public universities agreed that lack of commitment by invigilators/ supervisors during examination encourage cheating. The findings reveal that majority 75.1% agreed, 13.6% disagreed and 11.2% were undecided with the statement. The study found that at 77.0% (mean=3.85 and Std Dev=1.140) respondents accepted that lack of commitment by invigilators/ supervisors during examination encourage cheating.

Responses from undergraduate students in private universities also agree that lack of commitment by invigilators/ supervisors during examination encourage cheating. The findings reveal that majority 85.7% agreed, 8.6% were undecided and 5.7% disagreed with the statement. The study found that 85.7% (mean=4.29 and Std Dev=0.860) of respondents accepted that lack of commitment by invigilators/ supervisors during examination encourage cheating.

Lecturers in their views agreed that lack of commitment by invigilators/ supervisors during examination encourage cheating. This is evidenced by majority (71.0%) who agreed that lack of commitment by invigilators/ supervisors during examination encourage cheating and 28.9% disagreed with the statement. The study found that 75.3% (mean=3.76 and Std Dev=1.218) of lecturers accepted that lack of commitment by invigilators/ supervisors during examination encourage cheating.

One of the respondents during an interview was quoted saying;

‘Some invigilators engage in other activities such as reading newspapers and browsing their phones and thus allowing conducive environment for the students to cheat’

This is an implication that when students realize the non-seriousness among the invigilators during examination a conducive environment is created for them to cheat because the invigilators will not keenly observe what the students are doing.

4.6.11 Improper Allocation of Examination Rooms

The study evaluated on whether improper allocation of examination rooms encourage cheating. The study findings are presented in table 4.26.

Table 4.26: Improper Allocation of Examination Rooms Encourage Cheating

Respondents	Undergraduates public	Undergraduates private	Lecturers
	F(%)	F(%)	F(%)
SD	11(4.4)	0(0.0)	0(0.0)
D	35(14.1)	3(8.6)	5(13.2)
UD	23(9.2)	3(8.6)	3(7.9)
A	120(48.2)	15(42.9)	19(50.0)
SA	60(24.1)	14(40.0)	11(28.9)
Mean	3.74(74.8)	4.14(82.9)	3.95(78.9)
Std. Dev	1.106	0.912	0.957

The study findings on the existing examination policies further revealed that majority of undergraduate students in public universities agree that improper allocation of examination rooms encourage cheating. This is evidenced by 72.3% who agreed, 18.5% who disagreed and 9.2% were undecided with the statement that improper allocation of examination rooms encourage cheating. The study found that at 74.8%

(mean=3.74 and Std Dev=1.106) respondents accepted that improper allocation of examination rooms encourage cheating.

Undergraduate students in private universities opined that improper allocation of examination rooms encourage cheating. The findings reveal that majority of the students (82.9%) agreed, 8.6% were undecided and 8.6% disagreed with the statement that improper allocation of examination rooms encourage cheating. The study found that at 82.9% (mean=4.14 and Std Dev=0.912) of respondents the respondents accepted that improper allocation of examination rooms encourage cheating.

Lecturers reveal that improper allocation of examination rooms encourage cheating and this is evident when large numbers of students are allocated small examination halls which can encourage cheating since there is limited space to distance students from each other. The findings shows that majority of the lecturers (79.8%) agreed, 13.2% disagreed and 7.9% were undecided that improper allocation of examination rooms encourage cheating. The study found that at 78.9% (mean=3.95 and Std Dev=0.957) of respondents accepted that improper allocation of examination rooms encourage cheating.

4.6.12 Lack of Timely Release of Examination Results

The study examined the extent to which respondents agreed on the statement that lack of timely release of examination results encourages cheating. The findings are shown in table 4.27.

Table 4.27: Lack of Timely Release of Examination Results Encourage Cheating

Respondents	Undergraduates	Undergraduates private	Lecturers
	public		
	F(%)	F(%)	F(%)
SD	27(10.8)	5(14.3)	8(21.1)
D	54(21.7)	2(5.7)	5(13.2)
UD	50(20.1)	4(11.4)	1(2.6)
A	59(23.7)	14(40.0)	14(36.8)
SA	59(23.7)	10(28.6)	10(26.3)
Mean	3.27(65.5)	3.63(72.6)	3.34(66.8)
Std. Dev	1.331	1.352	1.529

Finally, the findings of undergraduate students in public universities on the statement that lack of timely release of examination results encourage cheating reveal majority (47.4%) disagreed (32.5%) agreed and 20.1% were undecided that lack of timely release of examination results encourage cheating. The study found that at 65.5%

(mean=3.27 and Std Dev=1.331) respondents accepted that lack of timely release of examination results encourage cheating.

Contrary, undergraduate students in private universities agree that lack of timely release of examination results encourage cheating. This is evidenced by majority of the students (68.6%) who agreed, 22.0% who disagreed and 11.4% who were undecided with the statement that lack of timely release of examination results encourage cheating. The study found that at 72.6% (mean=3.63 and Std Dev=1.352) of respondents gave their opinion that lack of timely release of examination results encourage cheating.

Lecturers also agreed that lack of timely release of examination results encourage cheating. This implies that students need time to prepare for their examination and therefore early release of examination timetable will allow students get enough time to study and prepare for the coming examinations. This is evident by majority of the respondent from lecturers where 63.1% agreed, 34.3% disagreed and 2.6% were undecided on the statement that lack of timely release of examination results encourage cheating. The study found that at 66.8% (mean=3.34 and Std Dev=1.529) respondents accepted that lack of timely release of examination results encourage cheating.

The study findings of this objective therefore have revealed that in all the sampled universities there are examination policies in place but students still engage in

examination malpractices. One of the Dean of students explained the procedure followed when a student(s) is got cheating.

'The chief invigilator fills the form and signs it, the cheating student(s) is also required to fill and sign the same form, and later the student faces the academic standards committee for consequent disciplinary action as stated in the policy'.

Thus majority of the undergraduate students from public universities accepted that attaining minimum mark of 40 makes students engage in examination malpractices, overcrowded examination rooms tempt students to cheat in examination and lack of proper students' records make students to lie. Policies adopted by the universities have direct impact on students' decision on how performance in examinations can be achieved. The 40 mark rule might not make other students to work extra hard in class but rather solicit to cheating. The inability of the university to build large examination halls that result to congestion and overcrowding in examination halls, this can enable students with ill minded intentions to cheat in an examination.

The study results revealed that majority of the undergraduate students from private universities accepted that laxity by security personnel during examinations, lack of commitment by invigilators/ supervisors during examination encourage cheating, lack of strict class attendance lists controls and non-customized examination booklets is a temptation to cheat. This implies that if the security personnel fail to do their job well students can easily get chances to smuggle in or out of the examination hall or assault

the invigilators in the process of being arrested. Another policy related challenge which contributes to examination malpractices is lack of strict rules on class attendance which implies that universities' academic departments should liaise with various schools and departments on how best the class attendance can be strictly managed to enhance students' attendance to class.

The study results further showed that majority of the respondents (lecturers) accepted that overcrowded examination rooms tempt students to cheat in examination. This implies that most universities in Kenya have examination halls that are congested during examination time and this encourages students to cheat in examination. Lack of surveillance devices in examination halls tempt students to cheat and Lack of strict control of class attendance lists.

The findings were supported by Balogun (2017) who discussed that causes of examination malpractices are moral decadence, undue emphasis on examination results and certificates, quest for material wealth, poor teaching/learning habits, poor conditions under which examinations are conducted, maladministration of school heads and examiners and poor logistics for examinations.

4.7 Curbing Examination Malpractices

The fourth objective of this study was to synthesize advocacy related strategies to curb examination malpractices among undergraduate students in Kenyan universities. The findings of this objective are presented and discussed in this section (Section 7).

Respondents were asked to give their opinions whether they Strongly Disagreed (SD), Disagreed (D), Undecided (U), Agreed (A) or Strongly Agreed (SA). Key: *F=frequency, %=Percentage, Std Dev=Standard Deviation*. Their responses are presented in section 4.7.

4.7.1 Strict Adherence to Examination Rules and Regulations

This study sought to investigate whether strict adherence to examination rules and regulations by all students would curb examination malpractices. Responses are presented in table 4.28.

Table 4.28: Strict Adherence to Examination Rules and Regulations by

	Undergraduates public	Undergraduates private	Lecturers
Respondents			
	F(%)	F(%)	F(%)
SD	2(0.8)	1(2.9)	0(0.0)
D	10(4.0)	4(11.4)	0(0.0)
UD	18(7.2)	6(17.1)	0(0.0)
A	73(29.3)	12(34.3)	7(18.4)
SA	146(58.6)	12(34.3)	31(81.6)
Mean	4.41(88.2)	3.86(77.1)	4.82(96.3)
Std. Dev	0.854	1.115	0.393

The study findings in table 4.28 reveal that undergraduate students in public universities agreed that strict adherence to examination rules and regulations by all students would help in curbing examination malpractices within Kenyan Universities. This is evidenced by majority (87.9%) who agreed, 7.2% who were undecided and 4.8% who disagreed with the statement that strict adherence to examination rules and regulations by all would help curb examination malpractices. The study respondents accepted at 88.2% (mean=4.41 and Std Dev=0.854) that strict adherence to examination rules and regulations by students will help to curb examination malpractices.

Responses from undergraduate students in private universities also supported that strict adherence to examination rules and regulations by all students would curb examination malpractices. This is revealed by majority of the students (68.6%) who agree that strict adherence to examination rules and regulations by all students would curb examination malpractices, 17.1% were undecided and 14.3% disagreed with the statement. The study findings shows that at 77.1% (mean=3.86 and Std Dev=1.115) of respondents accepted that strict adherence to examination rules and regulations by all students will help curb examination malpractices.

Lecturers in both public and private universities also indicated that strict adherence to examination rules and regulations by all students would curb examination malpractices. The study findings from the table show that majority (100%) of the lecturers agreed that strict adherence to examination rules and regulations by all students would curb examination malpractices. The study findings reveal that 96.3% (mean=4.82 and Std Dev=0.393) of respondents accepted that strict adherence to examination rules and regulations will help curb examination malpractices. As much as there are examination policies and regulations in all universities all the concerned personnel should come together in order to implement these policies so as to minimize or eradicate cases of academic malpractices.

Written policies require seriousness in their implementation in order to achieve the objectives desired for them. Students found engaging in academic malpractices should be dealt with as per the regulations as affirmed by Rahman (2016) who explained that rules and regulations are stipulated based on the categories of examination irregularities, procedures for dealing with examination irregularities, and the penalties for various categories of examination irregularities such as: one or a combination of actions like giving a warning, cancellation of examination results, suspensions for a given period of time, or expulsion from the university, depending on the nature of the irregularity committed.

This is further echoed by Suleman et al., (2015) who found that poor implementation of examination rules contribute to examination malpractice. Suleman et al., (2015)

also supported the findings that students who are guilty of examination malpractice should be given severe punishment according to examination rules so that it may serve as a lesson to others. Nilson (2016) critique some teachers who go as far as collecting money or sexually harassing candidates in order to satisfy their selfish interests and compromise examination rules and standards.

4.7.2 Advocacy for Increased Space during Examination

Respondents were asked to give their opinion on whether advocacy for increased space during examination curbs examination malpractices in public and private universities. The study responses are presented in table 4.29.

Table 4.29: Advocacy for Increased Space During Examination

Respondents	Undergraduates public	Undergraduates private	Lecturers
	F(%)	F(%)	F(%)
SD	5(2.0)	2(5.7)	0(0.0)
D	39(15.7)	3(8.6)	0(0.0)
UD	25(10.0)	2(5.7)	1(2.6)
A	105(42.2)	12(34.3)	9(23.7)
SA	75(30.1)	16(45.7)	28(73.7)
Mean	3.83(76.7)	4.06(81.1)	4.71(94.2)
Std. Dev	1.085	1.187	0.515

Table 4.29 shows that undergraduate students in public universities were of the opinion that advocacy for increased space during examination aids in curbing examination malpractices. This is evidenced by 72.3% of the students who agreed with the statement, 17.7% disagreed and 10.0% were undecided with the statement. The study findings reveal that 76.7% (mean=3.83 and Std Dev=1.085) of respondents accepted that advocacy for increased space during examination will help in curbing examination malpractice among Kenyan universities.

Undergraduate students in private Universities also agree that advocacy for increased space during examination will aid in curbing examination malpractice among Kenyan universities. The table reveals that 80.0% of the students agreed with the statement, 14.3% disagreed and 5.7% were undecided. The study respondents accepted at 81.1% (mean=4.06 and Std Dev=1.187) that advocacy for increased space during examination will aid in curbing examination malpractice among Kenyan universities.

Students during focus group discussions also mentioned that schools should ensure appropriate allocation of examination rooms. They reported that there have been circumstances where small groups are allocated large rooms and large groups are allocated small room. Therefore there should be proper coordination among various timetable coordinators to allocate rooms accordingly.

Lecturers' views on the statement that advocacy for increased space during examination will aid in curbing examination malpractice among Kenyan universities reveal that majority (97.4%) agree with the statement and 2.6% were undecided. The study findings reveals that at 94.2% (mean=4.71 and Std Dev=0.515) of lecturers accepted that advocacy for increased space during examination will aid in curbing examination malpractice among Kenyan universities. Interviewed HoDs emphasized on proper spacing of students during examination as stipulated by various examination policies. They further reported that examination invigilators encounter challenges during examination process because students are too congested in

examination halls. This calls for increased infrastructure in terms of examination halls to enhance efficient invigilation of examinations

The findings are supported by Abubakar and Adebayo (2014) who found that at present, schools prevent examination malpractice through invigilation, structural arrangements in the examination rooms and punishment of offenders. The findings contradict with Chaminuka and Ndudzo (2014) who noted that in large examination rooms where invigilators are few, students can sneak out the question paper and the booklet and do the examinations in their rooms and later sneak in again when the rest of the students are submitting their tests. The findings are also supported by Matloff (2018) who found that examination irregularity is very attractive in a crowded classroom or hall with fewer examination officials or invigilators.

4.7.3 Examination Booklets Should be Customized

The study sought information on whether examination booklets should be customized as a way of curbing examination malpractices. The study findings of the respondents are presented in table 4.30.

Table 4.30: Examination booklets should be customized

Respondents	Undergraduates public	Undergraduates private	Lecturers
	F(%)	F(%)	F(%)
SD	13(5.2)	1(2.9)	0(0.0)
D	18(7.2)	2(5.7)	2(5.3)
UD	44(17.7)	4(11.4)	1(2.6)
A	103(41.4)	11(31.4)	20(52.6)
SA	71(28.5)	17(48.6)	15(39.5)
Mean	3.81(76.1)	4.17(83.4)	4.26(85.3)
Std. Dev	1.089	1.043	0.76

Responses from undergraduate students in public universities as shown in table 4.30 reveal that examination booklets should be customized as a way of curbing examination malpractices. Sixty nine point six percent (69.9%) agreed, 17.7% were undecided and 12.4% disagreed with the statement. The study findings reveal that at 76.1% (mean=3.81 and Std Dev=1.089) respondents accepted that examination booklets should be customized as a way of curbing examination malpractices among Kenyan universities.

The study responses of undergraduate students from private universities reveal that majority (80.0%) of the respondents agreed that examination booklets should be customized as a way of curbing examination malpractices, 11.4% were neutral and 8.6% disagreed with the statement. The study findings of the students reveal that at 83.4% (mean=4.17 and Std Dev=1.043) respondents accepted that examination booklets should be customized as a way of curbing examination malpractices.

Lecturers also gave their opinion that examination booklets should be customized as a way of curbing examination malpractices. The findings are evidenced by 92.1% of the respondents who agreed, 5.3% disagreed and 2.6% were neutral with the statement. The study revealed that 85.3% (mean=4.26 and Std Dev=0.760) of respondents accepted that examination booklets should be customized as a way of curbing examination malpractices among Kenyan Universities. This implies that when examination booklets are customized then it may not be possible for the students to sneak in booklets other than the ones distributed during a particular examination period.

The findings are justified by Chaminuka and Ndudzo (2014) who discussed that answer booklets and “crib notes” may find their way into the examination rooms. These are frequently smuggled by candidates and/or their friends in pants, shoes, hems of clothing or parts of the body. Matloff (2018) ascertain that it is important to guard against students during examinations not to carry in or out answer booklets

from the examination hall. During marking of the undergraduate examinations some strange booklets may be identified. This is witnessed by the presence of examination booklets with serial numbers beyond the range used during that period. This is a clear indication that at some point students may sneak in or out examination booklets for their own gains.

4.7.4 Students to Register for a Semester within the Stipulated Timelines

Respondents were asked to give their opinion if students register for a semester within the stipulated timelines it will aid in curbing problems related to examination cheating. The study responses are presented in table 4.31.

Table 4.31: Students to register for a semester within the stipulated timelines

Respondents	Undergraduates public	Undergraduates private	Lecturers
	F(%)	F(%)	F(%)
SD	14(5.6)	3(8.6)	0(0.0)
D	34(13.7)	2(5.7)	0(0.0)
UD	37(14.8)	2(5.7)	4(10.5)
A	99(39.8)	12(34.3)	17(44.7)
SA	65(26.1)	16(45.7)	17(44.7)
Mean	3.67(73.4)	4.03(80.6)	4.34(86.8)
Std. Dev	1.169	1.248	0.669

In table 4.31 respondents gave their views and the finding from undergraduate students in public universities reveals that 65.9% agree that if students register for a

semester within the stipulated timelines it will aid in curbing problems related to examination cheating, 19.3% disagreed and 14.8% were undecided with the statement. The study findings reveal that 73.4% (mean=3.67 and Std Dev=1.169) of respondents accepted that if students register for a semester within the stipulated time lines it will aid in curbing problems related to examination cheating in the Kenyan universities.

The findings of undergraduates in private universities reveal that if students register for a semester within the stipulated timelines it will aid in curbing problems related to examination cheating. This is evidenced by 80.0% of the students who agreed with the statement, 14.3% disagreed and 5.7% were undecided with the statement. The study findings reveal that 80.6% (mean=4.03 and Std Dev=1.247) of respondents accepted that if students register for a semester within the stipulated timelines it will aid in curbing problems related to examination cheating because the students will get prepared early by attending classes and doing their CATs also.

Further lecturers' opinions sound similar to that of students that if students register for a semester within the stipulated timeliness it will aid in curbing problems related to examination malpractices. This implies that students who register earlier for the semester course work have enough time to cover all the units that are tested in examination. This is evidenced by majority (89.4%) of the lecturers who agreed and 10.5% were undecided with the statement that if students register for a semester within the stipulated timelines it will aid in curbing problems related to examination

cheating. The study findings revealed that 86.8% (mean=4.34 and Std Dev=0.669) of respondents accepted that if students register for a semester within the stipulated timelines it will aid in curbing problems related to examination cheating in the Kenyan universities.

4.7.5 Proper Management of Students' Records Using Biometric System

The study sought to find out whether proper management of students' records using biometric system could curb the existing examination malpractices. The study responses are presented in table 4.32.

Table 4.32: Proper management of students' records using biometric system

Respondents	Undergraduates public	Undergraduates private	Lecturers
	F(%)	F(%)	F(%)
SD	14(5.6)	4(11.4)	0(0.0)
D	28(11.2)	3(8.6)	0(0.0)
UD	41(16.5)	2(5.7)	2(5.3)
A	81(32.5)	15(42.9)	15(39.5)
SA	85(34.1)	11(31.4)	21(55.3)
Mean	3.78(75.6)	3.74(74.9)	4.50(90.0)
Std. Dev	1.195	1.314	0.604

The study findings in the table shows that majority of the undergraduate students in public universities (66.6%) agreed that proper management of students' records using biometric system aids in curbing examination malpractices among the Kenyan universities, 16.8% disagreed and 16.5% of the respondents were undecided with the statement. The study findings reveal 75.6% (mean=3.78 and Std Dev=1.195) of respondents accepted that proper management of students' records using biometric system will aid in curbing examination malpractices.

Responses from undergraduates in private universities as shown in the table reveal that majority 74.3% agreed with the statement that proper management of students' records using biometric system aids in curbing examination malpractices, 20.0% disagreed with the statement and 5.7% were undecided. The study findings reveal; 74.9% (mean=3.74 and Std Dev=1.314) of respondents accepted that proper management of students' records using biometric system aids in curbing examination malpractices.

Lecturers' views show that proper management of students' records using biometric system aids in curbing examination malpractices. This is evidenced by majority 94.8% of the respondents who agreed that proper management of students' records using biometric system aids in curbing examination malpractices and 5.3% who were undecided with the statement. The study findings reveal that 90.0% (mean=4.50 and Std Dev=0.604) of respondents accepted that proper management of students' records using biometric system aids in curbing examination malpractices.

The findings are supported by Rahman et al., (2016) who noted that there are rules and regulations that govern the management and conduct of undergraduate and postgraduate examinations. Universities should therefore device better policies to ensure that proper students' records are managed.

4.7.6 Proper Control and Management of Examination Booklets

The study also asked respondents to give their views on whether proper control and management of examination booklets can be used to curb examination malpractices that are rampant in public and private universities in Kenya. Their responses are shown in table 4.33.

Table 4.33: Proper control and management of examination booklets

Respondents	Undergraduates public	Undergraduates private	Lecturers
	F(%)	F(%)	F(%)
SD	6(2.4)	0(0.0)	0(0.0)
D	19(7.6)	0(0.0)	0(0.0)
UD	20(8.0)	3(8.6)	0(0.0)
A	114(45.8)	17(48.6)	15(39.5)
SA	90(36.1)	15(42.9)	23(60.5)
Mean	4.06(81.1)	4.34(86.9)	4.61(92.1)
Std. Dev	0.979	0.639	0.495

Undergraduate students in public universities agreed that proper control and management of examination booklets can be used to curb examination malpractices that are rampant in public and private universities in Kenya. The study respondents reveal that majority (81.9%) agreed with the statement, 10.0% disagreed and 8.0% were undecided with the statement. 81.1% (mean=4.06 and Std Dev=0.979) of respondents accepted that proper control and management of examination booklets can be used to curb examination malpractices that are rampant in public and private universities in Kenya.

The responses of undergraduate students in private universities reveal that majority of the respondents 91.5% agreed that proper control and management of examination booklets can be used to curb examination malpractices that are rampant in public and private universities in Kenya and 8.6% were undecided on the statement. The study findings reveal that 86.9% (mean=4.34 and Std Dev=0.639) of respondents accepted that proper control and management of examination booklets will help curb examination malpractices.

Lecturers also gave their opinion that proper control and management of examination booklets can be used to curb examination malpractices that are rampant in public and private universities in Kenya. All lecturers (100%) agreed with the opinion on the need of proper control and management of examination booklets. The study findings reveal that 92.1% (mean=4.61 and Std Dev=0.495) of respondents accepted that

proper control and management of examination booklets can be used to curb examination malpractices that are rampant in public and private universities in Kenya. Rahman et al., (2016) concluded that each university in Kenya has its rules and regulations governing the management of examinations. For example , in Moi University, there are rules and regulations that govern the management and conduct of undergraduate examinations and to curb examinations malpractices these regulations should strictly be adhered to.

4.7.7 Pooling of Examination Invigilators across Departments

The study further evaluated respondent's opinion on whether pooling of examination invigilators across departments could help in curbing examination malpractices in Kenyan universities. Table 4.34 indicates the findings of the respondents collected.

Table 4.34: Pooling of examination invigilators across departments

	Undergraduates public	Undergraduates private	Lecturers
Respondents	F(%)	F(%)	F(%)
SD	5(2.0)	2(5.7)	3(7.9)
D	29(11.6)	1(2.9)	3(7.9)
UD	33(13.3)	1(2.9)	5(13.2)
A	106(42.6)	11(31.4)	12(31.6)
SA	76(30.5)	20(57.1)	15(39.5)

Mean	3.88(77.5)	4.31(86.3)	3.87(77.4)
Std. Dev	1.035	1.078	1.256

The findings in table 4.34 show results of the respondents on pooling of examination invigilators across departments. Responses from undergraduates in public universities reveal that 73.1% of the students agree with the statement that pooling of examination invigilators across departments will aid in curbing the existing examination malpractice among the Kenyan universities, 13.6% disagreed and 13.3% were undecided with the statement. The study findings reveal that 77.5% (mean=3.88 and Std Dev=1.035) of respondents accepted that pooling of examination invigilators across departments will aid in curbing the existing examination malpractice among the Kenyan universities.

Responses of undergraduates from private universities reveal that majority of them 88.5% agreed that pooling of examination invigilators across departments will aid in curbing the existing examination malpractice among the Kenyan universities, 8.6% disagreed and 2.9% were undecided with the statement. The study findings reveal that 86.3% (mean=4.31 and Std Dev=1.078) of respondents accepted that pooling of examination invigilators across departments will aid in curbing the existing examination malpractice among the Kenyan universities.

In addition to students' responses lecturers agreed that pooling of examination invigilators across departments will aid in curbing the existing examination

malpractice among the Kenyan universities. This implies that when lecturers come jointly to invigilate examinations the student lecturer ratio will be reduced and thus aid in curbing examination malpractices. This is supported by majority of the lecturers 71.1% who agreed, 15.8% who disagreed and 13.2% who were undecided with the statement. The study findings reveal that 77.4% (mean=3.87 and Std Dev=1.256) of respondents accepted that pooling of examination invigilators across departments will curb examination malpractice. Pooling of examination invigilators will increase the lecturer to student ratio.

Contrary to increasing the number of invigilators by pooling it was surprising that reactions from one of the focus group discussion held a different opinion on the statement. These students argued that more invigilators in an examination room disrupt their attention and thus influence negatively on the performance of the particular examination. These students held the view that personal discipline is worth more than invigilation and they should continuously be reminded of the importance of maintaining good moral values.

4.7.8 Installing Surveillance Devices in Examination Halls

The study sought to establish information of the respondents on whether installing surveillance devices in examination halls curbs examination malpractices in Kenyan universities. The study findings are shown in table 4.35.

Table 4.35: Installing surveillance devices in examination halls

	Undergraduates public	Undergraduates private	Lecturers
Respondents			
	F(%)	F(%)	F(%)
SD	26(10.4)	0(0.0)	0(0.0)
D	122(8.8)	5(14.3)	0(0.0)
UD	33(13.3)	0(0.0)	0(0.0)
A	91(36.6)	12(34.3)	10(26.3)
SA	77(30.9)	18(51.4)	28(73.7)
Mean	3.68(73.6)	4.23(84.6)	4.74(94.7)
Std. Dev	1.283	1.031	0.446

The study results from the respondents on whether installing surveillance devices in examination halls will aid in curbing examination malpractices are shown in table 4.35. The study findings of undergraduates in public universities shows that majority of them (67.5%) agreed that installing surveillance devices in examination halls will aid in curbing examination malpractices, 19.2% disagreed and 13.3% were undecided about the same statement. The study findings shows that 73.6% (mean=3.68 and Std Dev=1.283) of respondents accepted that installing surveillance devices in examination halls will aid in curbing examination malpractices.

The study responses from undergraduates in private universities shows that majority 85.7% of the students agreed that installing surveillance devices in examination halls will aid in curbing examination malpractices and 14.3% disagreed with the statement.

The study results shows that 84.6% (mean=4.23 and Std Dev=1.031) of respondents accepted that installing surveillance devices in examination halls will aid in curbing examination malpractices.

Further, lecturers gave their view on whether installing surveillance devices in examination halls will aid in curbing examination malpractices. Their responses from the table above indicated that all of them (100.0%) agreed that installing surveillance devices in examination halls aids in curbing examination malpractices. The study results of the responses shows that 94.7% (mean=4.74 and Std Dev=0.446) of respondents accepted that installing surveillance devices in examination halls will aid in curbing examination malpractices.

All interviewed respondents agreed that surveillance devices are very crucial in curbing examination malpractices. Respondents emphasized on installation of CCTV cameras for the universities that have not installed and increasing the numbers in the universities which have already installed for the purpose of improving surveillance. Where there are CCTV cameras students will avoid engaging in unethical academic practices because they will be aware that all their actions shall be recorded and act as tangible evidence for their disciplinary actions.

4.7.9 Training and Sensitizing Security Personnel on the Importance Security during Examination Period

The study sought to evaluate opinion of the respondents on whether training and sensitizing security personnel on the importance security during examination period could help in curbing the existing examination malpractices in both public and private universities in Kenya. Table 4.36 shows the findings of the responses.

Table 4.36: Training and sensitizing security personnel on the importance of security during examination period

Respondents	Undergraduates	Undergraduates	Lecturers
	public	private	
	F(%)	F(%)	F(%)
SD	32(12.9)	3(8.6)	2(5.3)
D	16(6.4)	6(17.1)	0(0.0)
UD	23(9.2)	3(8.6)	1(2.6)
A	105(42.2)	11(31.4)	23(60.5)
SA	73(29.3)	12(34.3)	12(31.6)
Mean	3.69(73.7)	3.66(73.1)	4.13(82.6)
Std. Dev	1.308	1.349	0.906

Researcher also asked respondents to give their view on the statement that training and sensitizing security personnel on the importance of security during examination period will curb examination malpractices. Majority of the respondents in public universities 71.5% agreed with the statement, 19.3% disagreed with the statement that training and sensitizing security personnel on the importance of security during examination period will curb examination malpractices and the remaining 9.2% of the respondents were undecided on the statement that training and sensitizing security

personnel on the importance of security during examination period will curb examination malpractices, respondents accepted at 73.7% (mean=3.69 and Std Dev=1.308).

The study required respondents from private universities to give their views on the statement that training and sensitizing security personnel on the importance of security during examination period will curb examination malpractices. Majority of the respondents 65.7% agreed with the statement, 8.6% disagreed with the statement that training and sensitizing security personnel on the importance of security during examination period will curb examination malpractices and the remaining 25.7% of the respondents were undecided on the statement that training and sensitizing security personnel on the importance of security during examination period will curb examination malpractices at 73.1% (mean=3.66 and Std Dev=1.349).

This research further sought responses from the lecturers on the statement that training and sensitizing security personnel on the importance of security during examination period will reduce examination malpractices. Majority of the respondents 92.1% agreed with the statement, 5.3% disagreed whereas the remaining 2.6% of the respondents were undecided on the statement that training and sensitizing security personnel on the importance of security during examination period will curb examination malpractices at 82.6% (mean=4.13 and Std Dev=0.906).

The need to sensitize the security personnel on their importance during examination process would enable them assist the invigilators/supervisors to detect students who sneak in or out the examination booklets. In addition, their presence will also be of help to invigilators/ supervisors in situations where students want to assault them in the event when they are caught cheating.

4.7.10 Proper Allocation of Examination Halls to Respective Groups during Examination Period

The study asked respondents to give their opinion on whether they agree that proper allocation of examination halls to respective groups during examination period will help curb the menace of examination cheating in Kenyan universities. Table 4.37 shows the findings of the respondents.

Table 4.37: Proper allocation of examination halls to respective groups during examination period

	Undergraduates public	Undergraduates private	Lecturers
Respondents			
	F(%)	F(%)	F(%)
SD	1(0.4)	0(0.0)	0(0.0)
D	16(6.4)	3(8.6)	1(2.6)
UD	38(15.3)	2(5.7)	0(0.0)
A	104(41.8)	15(42.9)	16(42.1)
SA	90(36.1)	15(42.9)	21(55.3)
Mean	4.06(81.2)	4.20(84.0)	4.50(90.0)
Std. Dev	0.906	0.901	0.647

The study responses in the table shows that majority of the undergraduates in public universities agreed that proper allocation of examination halls to respective groups during examination period will help curb the menace of examination cheating in Kenyan universities. This is revealed by majority of the students (77.9%) who agreed with the statement, 15.3% were undecided whereas 6.8% disagreed with the statement that proper allocation of examination halls to the respective groups during examination period will aid in curbing examination malpractices, this was accepted at 81.2% (mean=4.06 and Std Dev=0.906).

Additionally, undergraduates from private universities agreed that proper allocation of examination halls to respective groups during examination period will help curb the menace of examination cheating in Kenyan universities. This is shown by majority (85.8%) who agreed with the statement, 8.6% disagreed whereas 5.7% were undecided with the statement, the findings were accepted at 84.0% (mean=4.20 and Std Dev=0.901).

Lecturers also gave their opinion that proper allocation of examination halls to the respective groups during examination period will aid in curbing examination malpractices. The findings are supported by majority (97.4%) who agreed with the statement whereas 2.6% disagreed with the statement that proper allocation of examination halls to the respective groups during examination period will curb examination malpractices, the findings were accepted at 90.0% (mean=4.50 and Std Dev=0.647).

4.7.11 Timely Release of Examination Results to the Students before Promotion to the Academic Year

The study further asked respondents to give their opinion on whether timely release of examination results to the students before promotion to the academic year could help curb the current examination malpractices experienced in public and private universities. The findings are shown in table 4.38.

Table 4.38: Timely release of examination results to the students before promotion to the academic year

	Undergraduates public	Undergraduates private	Lecturers
Respondents			
	F(%)	F(%)	F(%)
SD	6(2.4)	0(0.0)	0(0.0)
D	12(4.8)	6(17.1)	3(7.9)
UD	34(13.7)	2(5.7)	0(0.0)
A	80(32.1)	12(34.3)	9(23.7)
SA	117(47.0)	15(42.9)	26(68.4)
Mean	4.17(83.3)	4.03(80.6)	4.53(90.5)
Std. Dev	0.993	1.098	0.862

The study findings as shown in table 4.38 indicates that majority of undergraduates in public universities (79.1%) agree that timely release of examination results to the students before promotion to the academic year will contribute to minimizing examination malpractices, whereas 13.7% were undecided and 7.2% disagreed. Respondents accepted at 83.3% (mean=4.17 and Std Dev=0.993) that timely release of examination results to the students before promotion to the academic year will help in curbing examination malpractice.

Similarly, undergraduates from private universities with an aggregate of 77.2% agreed that timely release of examination results to the students before promotion to the next academic year will aid in curbing examination malpractices, 17.1% disagreed and 5.7% of the students were undecided. Respondents accepted at 80.6% (mean=4.03 and Std Dev=1.098) that timely release of examination results to the students before promotion to the academic year will contribute to minimize examination malpractices.

Finally, lecturers had their say on whether timely release of examination results to the students before promotion to the academic year could help curb the current examination malpractices experienced in public and private universities. Ninety two percent 92.1% of them agreed with the statement whereas 7.9% disagreed. Respondents accepted at 90.5% (mean=4.53 and Std Dev=0.862) that timely release of examination results to the students before promotion to the academic year will contribute to minimize examination malpractices.

The study results of this objective showed that majority of the respondents (undergraduate students from public universities) accepted that the ways of curbing examination malpractice is strict adherence to examination rules and regulations by all students and staffs who are involved in the entire examination process. It emerged from interviews and focus group discussions that most undergraduate students are ignorant and careless on rules and regulations of the institution. Most universities explain these policies to the students during first year orientation. At this time the first

years are filled with anxiety of joining the university and thus the policies may not be mastered at that time. It was revealed that examinations in most cases are administered without reminding the learners about the respective policies regarding examinations and consequent penalties in the event of breach of these policies.

Respondents therefore emphasized on the need to discuss examination policies to the learners on regular basis that is every semester before the students sit for every examination. One EO cited that;

‘Examination policies can be placed at the entry to examination halls before the start of any examination to remind the students on the policies’.

In addition students further proposed the need to regularly sensitize them on the importance of honesty, standard measures and punishment placed among those who are found cheating. Another advocacy to curb examination malpractice is that the university examination boards should ensure timely release of examination results to the students before promotion to the academic year. This will encourage students to pay attention to their work and to avoid repetition of academic years they have failed. Timetable coordinators should ensure that there is proper allocation of examination halls to respective groups during examination and finally there should be proper control and management of examination booklets.

The study results indicate that majority of the respondents (undergraduate students from private universities) opined that proper control and management of examination booklets will curb examination practices. This is evident during examination that there is poor management and control of examination booklets; therefore proper attention to the examination departments is needed to take full charge of examination administration. Also pooling of examination invigilators across departments is recommended, proper allocation of examination halls to respective groups during examination period, customizing examination booklets, increase capacity of examination halls to accommodate desired number of students. Finally a common advocacy is for examination's board to ensure timely release of examination results to the students before promotion to the academic year.

The study results showed that majority of the respondents (lecturers) were of the opinion that strict adherence to examination rules and regulations by all will help curb examination malpractices. This implies that university management has to develop better strategies which emphasize the need to maintain examination rules and regulations by all students. Another way to better curbing of examination malpractice is installing surveillance devices in examination halls for example Closed-circuit television (CCTVs) that can video record examination proceeds. Also advocacy for increased space during examination will help in curbing examination malpractices because students cannot be able to steal from one another.

Further advocacy that can effectively curb examination malpractice include proper control and management of examination booklets, proper management of students' records using biometric system, timely release of examination results to the students before promotion to the academic year and proper allocation of examination halls to respective groups during examination.

4.8 Testing assumption of the multiple regression

The study performed the following assumptions; Normality, Linearity, Multicollinearity and Homoscedasticity to check significance on distribution.

4.8.1 Normality Assumption Test

Normality test was done to determine whether data of each variable was normally distributed. In testing assumption of Normality, Mooi, Sarstedt & Mooi- Reci, (2018) explain that multiple regressions assume that variables have normal distributions and the assumptions are based on the shape of normal distribution curve which make the researcher aware of what values to expect. Thus the study used Kolmogorov-Smirnov and Shapiro-Wilk to determine normality. Using Shapiro-Wilk and Kolmogorov-Smirnov, if the test of normality gives a significant value of less than 0.05, it implies that data is not normally distributed and if the test of normality gives a significance value of greater than 0.05, it implies that data is normally distributed (Das & Imon, 2016). From Table 4.16 p-values for each of the study variable was more than the predictable value of 0.05; (Cultural Norm Strategies, $p = 0.293$,

Existing Policies, $p = 0.370$ and Advocacy Related Processes, $p = 0.235$), this implied that the all study variables were normally distributed.

Table 4.39: Normality Test Results

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Cultural Norm Strategies	.227	11	.117	.917	11	.293
Existing Policies	.192	14	.175	.936	14	.370
Advocacy Related Strategies	.192	15	.141	.926	15	.235

a. Lilliefors Significance Correction

4.8.2 Linearity Assumption Test

The study performed linearity assumption test to compare the significant values and deviation from linearity with the predictable p-value. This model assumes that there is a linear relationship between the dependent and the independent variable. Tao, Wang and Cao, (2020) emphasize on the importance of linearity of association between dependent and independent variables. Linearity is an important association between the dependent and the independent variables. This is because multiple linear regressions can only accurately estimate the relationship between dependent and independent variables if the relationships are linear in nature Gujarati and Sangeetha, (2013). Absence of a linear relationship between independent variables and the

dependent variable leads to the results of the regression linear analysis to underestimate the true relationship.

According to Ernst and Albers (2017), linearity of data occurs when the significant value is less than the predictable p-value and deviation from the linearity is greater than the predictable p-value. Table 4.40 which show the linearity test results revealed that the test for linearity has a significant value of 0.000 for all the three study variables (Cultural Norm Strategies, $p = 0.000$, Existing Policies, $p = 0.000$ and Advocacy Related Processes, $p = 0.000$) which is less than the predictable value of 0.05. This implies that there is linear relationship between intervention strategies and examination malpractices among undergraduate students in Kenyan universities. The data test for deviation from linearity has values greater than predictable value of 0.05.

Table 4.40: Linearity Test Results

			Sum of	df	Mean	F	Sig.
			Squares		Square		
Examination	Between	(Combined)	20.320	4	5.080	4.204	.002
malpractices	Groups	Linearity	15.072	1	15.072	12.474	.000
among		Deviation	5.248	3	1.749	1.448	.229
undergraduate		from					
students and		Linearity					
Cultural	Within	Groups	383.021	317	1.208		
Norm	Total		403.341	321			
Strategies							
Examination	Between	(Combined)	35.916	4	8.979	7.747	.000
malpractices	Groups	Linearity	31.787	1	31.787	27.425	.000
among		Deviation	4.129	3	1.376	1.187	.315
undergraduate		from					
students and		Linearity					
Existing	Within	Groups	367.424	317	1.159		
Policies	Total		403.341	321			
Examination	Between	(Combined)	24.404	4	6.101	5.104	.000
malpractices	Groups	Linearity	19.321	1	19.321	16.163	.000
among		Deviation	5.084	3	1.695	1.418	.238
undergraduate		from					
students and		Linearity					
Advocacy	Within	Groups	378.936	317	1.195		
Related	Total		403.341	321			
Strategies							

4.8.3 Multicollinearity Assumption Test

To determine correlation between independent variables of the study, multicollinearity assumption test was carried out. According to Hair, Matthews and Sarstedt, (2017) multicollinearity occurs when there are high correlations between two or more predictor variable. Tolerance and variance inflation factor (VIF) was used to test the assumption and a tolerance below 0.10 or VIF greater than 10 is regarded as an indicator of serious multicollinearity problem. Tolerance below 0.2 indicates a potential problem while tolerance close to 1 indicates that there is little multicollinearity and tolerance close to 0 indicates that multicollinearity may be threat. Multicollinearity results of the study as presented in table 4.41 shows that there is little multicollinearity since tolerance for all the independent variables are above 0.50. The VIF for all the independent variables were below 10 thus none was removed from the analysis.

Table 4.41: Collinearity Statistics Results

	Collinearity Results	
	Tolerance Values	VIF
Cultural Norm Strategies	.940	1.064
Existing Policies	.866	1.154
Advocacy Related Strategies	.859	1.164
Average VIF		1.127

4.8.4 Homoscedasticity Assumption Test

The study performed homoscedasticity test in order to test variance in residuals in the regression model used. Levene's test was used to assess the quality of variances for the variables. Homoscedasticity assumption in multiple linear regressions is where a scatter plot of residual versus predicted values is checked correctly. This assumption is met when there is existence of unknown but finite variance in the error term of a linear regression model. There should be no clear pattern in the distribution based on the scatterplots between the independent variables (Keith, 2013). The study results as presented in table 4.42 revealed that the assumption test of homoscedasticity indicated significant value which is greater than the predictable value of 0.05 (Mikelonis, Lawler & Passalacqua, 2016). This revealed that the assumption test was met and variance in the residuals was homoscedastic.

Table 4.42: Levene's Test of Equality of Error Variances

Levene Statistic	df1	df2	Sig.
.779	81	202	.901

4.9 Inferential Analysis

Inferential analysis was conducted in order to determine the existence of the relationships between the study variables. The study conducted inferential analysis using Pearson's product moment correlation coefficient and regression analysis.

Correlation is a statistical technique that shows how strongly pairs of variables are related. The correlation coefficient ranges from -1 to +1. the correlation coefficient value of -1.000 indicates a perfect negative correlation and a correlation coefficient value of +0.001 to +1.000 indicates a perfect positive correlation and a correlation coefficient value of 0.000 implies that there is no relationship between the study variables (Orodho, 2013). The correlation results were as shown in Table 4.43.

Table 4.43 Overall Correlation Analysis Results

		Cultural norm strategies	Existing policies	Advocacy related strategies	Examination malpractices
Cultural norm strategies	Pearson Correlation Sig. (2- tailed)	1			
Existing policies	Pearson Correlation Sig. (2- tailed)	.255**	1		
Advocacy related processes	Pearson Correlation Sig. (2- tailed)	.252**	.197**	1	
Examination malpractices	Pearson Correlation Sig. (2- tailed)	.554**	.669**	.632**	1
	N	322	322	322	322

****.** Correlation is significant at the 0.01 level (2-tailed).

4.9.1 Cultural norm strategies

The study sought to explore existing cultural norms that contribute to examination malpractices among undergraduate students in Selected Public and Private Universities in Kenya. The findings as shown in Table 4.43 indicate that the existing

cultural norms has a positive and statistically significant effect on examination malpractices among undergraduate students with ($r=0.554$; $p<0.05$). This implies that the existing cultural norms of a university contribute greatly to the extent to which examination malpractices can be attempted. Students are sharp to adopt the existing norms of an institution, this means that if students have developed the culture of cheating in an examination over a period of time then the culture will continue until due measures are put in place curb it.

The findings are in line with Hosny and Fatima (2014) who explained that various factors have been identified as having an influence on cheating behaviour. These factors include: Social factors, curricular factors, peer pressure, teachers' practices. Nevertheless there are other factors influencing the cheating behaviour including: Situational factors, cheating culture, motivational factors, Gender, Grade Point Average (GPA), Work ethics, Self-esteem, Honor code, Age, Race, School management styles, Technological advancement, severances of punishment for the cheaters among many others.

Hirt and Mohammad (2013) also cited that anomie in this context simply means the breakdown in cultural structure due to separation between cultural norms and goals and the socially structured capacities of members of the group to act in accord with them. This results in aberrant conduct and of course non-conformity, symbolizing dissociation between culturally prescribed goals and the acceptable means for realizing these goals.

Hsu and Wu (2015) further evaluated education in Chinese culture, the findings show that education system that rewards examinocracy, a culture of cramming and low application capacity in students has been perfected. That is, the system rewards those who developed good examination skills and score highly while it denies a chance to those who were not good at demonstrating their achievement through the medium of examinations.

4.9.2 Existing policies

The study sought to evaluate policy related challenges which contribute to examination malpractices among undergraduate students in Kenyan universities. The findings as shown in Table 4.43 indicate that the existing policies have positive and statistically significant effect on examination malpractices among undergraduate students with ($r=0.669$; $p<0.05$). This implies that the existing policy related challenges which contribute to examination malpractices have great effect on the degree to which students can practice examination cheating. Universities are better advised to adopt good policies that can curb examination malpractices.

The findings are supported by Kagete (2008) who cited that Kenyatta University 2011/2013 catalogue, in reference to examination irregularity says: “A student who is caught involved in any examination irregularity shall be suspended immediately by the Registrar (Academic) upon receipt of instant report, pending appearance before the Disciplinary Committee”. Whereas at the University of Nairobi, a memo from the

Acting Registrar Academic dated December 30, 2011 addressed to all students, reminds them of the gravity of cheating in examinations, with reference to both Senate Resolutions Numbers 1913, and 1914 dated 12th July, 1978. Like Kenyatta University, the memo spells out the grave consequences of examination malpractices which include expulsion from the university. All public universities have their own policies regarding the examination but cases of malpractices still emerge.

Patrick (2016) also discussed that policies to curb examination malpractices requires engaging in enquiry driven reform and examining the everyday realities of teaching and learning and schooling in order to identify what needs to be fixed and how. And Otieno (2016) further posit that school administrators who formulate policies used in curbing examination irregularities has to play an active supervisory role during examinations. The main effect of examination irregularities was found to be: lowering of school reputation and also brought shame to the students. The study found that proper preparation of students for examinations was the main strategy in curbing examination irregularities in KCSE examinations. The findings concluded that the school administrators can effectively eliminate examination irregularities if they play their role effectively hence lead to achievement of education goals of the country.

4.9.3 Advocacy Related Strategies to Curb Examination Malpractices

The study further sought to synthesize advocacy related strategies to curb examination malpractices among undergraduate students in Kenyan universities. The

findings as shown in Table 4.43 indicate that the advocacy related processes has a positive and statistically significant effect on curbing examination malpractices among undergraduate students with ($r=0.632$; $p<0.05$). This implies that the advocacy related processes to curb examination malpractices has to greater extent effect in curbing attempts to cheat in an examination. A well-structured advocacy related process in the university will help to curb examination malpractices because students can easily understand the impact of cheating.

The findings are in agreement with Abubakar and Adebayo (2014) who established that at present, schools prevent examination malpractice through invigilation, structural arrangements in the examination rooms and punishment of offenders. These methods are failing schools in preventing examination malpractice because they do not address students' problems that determine examination malpractice.

Li (2013), researched on technology designed to combat fakes in the global examination and concluded that initiating, implementing and managing technological infrastructure needed to curb digital cheating are quite expensive. Technological infrastructure and internet facilities will be installed in examination venues, qualified technical and professional staff must be employed, and there must be stable electricity supply.

4.10 Multiple Regression Analysis

The study used multiple linear regression analysis to determine the combined linear relationship between the dependent variable (Examination malpractices among undergraduate students) and the independent variables (Cultural Norm Strategies, Existing Policies and Advocacy Related Processes). The findings as shown in Table 4.44 showed that ($R^2 = 0.925$). This implies that there is a positive effect of intervention strategies to curb examination malpractices among undergraduate students and therefore 92.5% of variation in examination malpractices among undergraduate students is accounted by the following strategies; Cultural Norm Strategies, Existing Policies and Advocacy Related Strategies in this study whereas 6.4% of the examination malpractices among undergraduate students is accounted by other factors out of this study.

Table 4.44: Multiple Regression Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.962 ^a	.925	.924	.12118

a. Predictors: (Constant), Cultural Norm Strategies, Existing Policies and Advocacy Related Strategies.

4.10.1 Assessing the Fit of the Model Summary

Analysis of variance was used to determine if the multiple regression models were fit for the data. The results as shown in table 4.45 indicated that the effect of dependent variable was statistically significant ($F=110.049$; $p<0.05$). This implied that the multiple regression model was fit for the data, therefore the overall regression model for all the variables Cultural Norm Strategies, Existing Policies and Advocacy Related Processes was statistically significant and affects examination malpractices among undergraduate students.

Table 4.45: ANOVA Test Results

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	48.922	4	12.231	316.421	.000 ^b
Residual	12.253	317	.039		
Total	61.175	321			

a. Dependent Variable: Examination Malpractices

b. Predictors: (Constant), Cultural Norm Strategies, Existing Policies and Advocacy Related Strategies.

4.10.2 Regression coefficients

The T-test of statistical significance of each regression coefficient was conducted in order to determine the beta (β) value which shows how strongly each independent variable affects the dependent variable. The study also used multiple regression analysis which attempts to determine whether a group of variables predict a given dependent variable and hence attempt to increase the accuracy of the estimate (Cox, 2018).

The multiple regression model for this study was as follows: Multiple linear regression model with dependent variable (Y) – for examination malpractices, independent variables X1 (Cultural Norm Strategies), X2 (Existing Policies), X3 (Advocacy Related Processes) was used to show whether the stated independent variables significantly influence productivity. The regression model is as illustrated:

Equation 1: Statistical Measurement Model

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon$$

Where

Y=Examination malpractices

β_0 =Constant

β_i =is the coefficient for X_i (Where $i = 1,2,3$)

X_1 = Cultural Norm Strategies

X_2 =Existing Policies

X_3 = Advocacy Related Processes

ε =Error term

β_1 =Regression coefficient of variable X_1

β_2 = Regression coefficient of variable X_2

β_3 =Regression coefficient of variable X_3

Table 4.46 shows results of the study variables and the regression coefficients. The study findings revealed that Cultural Norm Strategies had a positive and statistical significant effect on examination malpractices among undergraduate students ($\beta=0.209$; $p<0.05$), Existing Policies had a positive and statistical significant effect on examination malpractices among undergraduate students ($\beta=0.319$; $p<0.05$) and Advocacy Related Strategies had a positive and statistical significant effect on examination malpractices among undergraduate students ($\beta=0.224$; $p<0.05$).

Table 4.46: Regression Analysis

	Unstandardized		Standardized	t	Sig.
	Coefficients		Coefficients		
	B	Std. Error	Beta		
(Constant)	.383	.107		3.592	.000
Cultural Norm Strategies	.209	.020	.313	11.766	.000
Existing Policies	.319	.019	.478	17.474	.000
Advocacy Related Processes	.224	.017	.451	17.143	.000

From Table 4.23, the multiple regression equation can be written as:

$$Y = .383 + 0.209X_1 + 0.319X_2 + 0.224X_3 \dots\dots\dots(\text{Eq.4.1})$$

The findings can be interpreted as; at constant, Cultural Norm Strategies, Existing Policies and Advocacy Related Strategies on examination malpractices among undergraduate students was at 1.135 units. The coefficient of 0.238 indicates that an improvement in Cultural Norm Strategies by one unit increases curbing of examination malpractices among undergraduate students by 0.209 units, the coefficient of 0.319 indicates that an improvement in the existing policies by one unit increases curbing of examination malpractices among undergraduate students by

0.319 units, the coefficient of 0.224 indicates that an improvement in advocacy related processes by one unit increases curbing of examination malpractices among undergraduate students by 0.224 units.

4.11 Hypothesis Testing

In this section, the study sort to establish the relationship between the study variables. The study used Pearson correlation analysis to test the relationship between the study variables. All the three hypotheses were tested where p value of less than 0.05 shows there was significant relationship between the variables and null hypotheses were rejected while p value of more than 0.05 shows there was no significant relationship between study variables and the study fails to reject the null hypothesis.

Table 4.47 Hypothesis Table

Hypotheses	β and P values	Decision rule(accept/reject)
H ₀₁ : There is no statistical significant relationship between the existing cultural norms and examination malpractices among undergraduate students.	$\beta_1=0.238$; $P=0.000<0.05$	Rejected the null hypothesis
H ₀₂ : There is no statistical significant relationship between the existing policy related challenges and examination malpractices among undergraduate students.	$\beta_2=0.325$; $P=0.001<0.05$	Rejected the null hypothesis
H ₀₃ : There is no statistical significant relationship between advocacy related strategies and examination malpractices among undergraduate students.	$\beta_3=0.297$; $P=0.010<0.05$	Rejected the null hypothesis

4.11.1 Hypothesis Testing of Existing Cultural Norms and Examination Malpractices among Undergraduate Students in Public Universities

The first hypotheses (**H₀₁**) of the study stated that there is no statistical significant relationship between the existing cultural norms and examination malpractices among undergraduate students. The study results adopted the alternate hypothesis as shown

in Table 4.47 which indicated that there is statistical significant relationship between the existing cultural norms and examination malpractices among undergraduate students ($\beta_1=0.238$; $P=0.001<0.05$).

The β factor of 0.238 implies that the existing cultural norms contribute to examination malpractices among undergraduate students by 23.8%. The p-value of 0.000 is less than the predictable value of 0.05 which indicates that the existing cultural norms have a positive and statistical significant effect on examination malpractices among undergraduate students in public and private universities in Kenya. Cultural norms of a university create an enabling environment that either allow or do not allow students to cheat during examination time.

The findings are supported by Hosny and Fatima (2014) who explained that various factors have been identified as having an influence on cheating behaviour. These factors include: Social factors, curricular factors, peer pressure, teachers' practices. Nevertheless there are other factors influencing the cheating behaviour including: Situational factors, cheating culture, motivational factors, Gender, Grade Point Average (GPA), Work ethics, Self-esteem, Honor code, Age, Race, School management styles, Technological advancement, severances of punishment for the cheaters among many others.

Redding (2017) posits that in seeking to influence adolescents, the greatest challenge is the sub-culture which often binds teenagers is a code of secrecy; some have

referred to this as the student code. Most students indicated that they rarely complain to peers who cheat and they almost never report other students who they have witnessed cheating. Schab's thirty year study of cheating behaviour revealed not only a small percentage of adolescents who expressed a willingness to report cheating, but also a declining willingness to report cheating.

Zakka (2014) explains that today's parents and community have failed to train up their children to imbibe the traditional values of honesty, hard work, fairness, uprightness at home and be complemented by the school. For these children, engaging in such unlawful academic practices gets the approval from their societies. Parents contribute directly to the social evil that is ravaging an educational sector because most of the examination malpractices perpetrated by students were encouraged by parents.

4.11.2 Hypothesis Testing of Existing Policy Related Challenges and Examination Malpractices among Undergraduate Students

The second hypotheses (H_{02}) of the study stated that there is no statistical significant relationship between the existing policy related challenges which contribute to examination malpractices among undergraduate students. The study results adopted the alternate hypothesis as shown in Table 4.47 which indicated that there is statistical significant relationship between the existing policy related strategies and examination malpractices among undergraduate students ($\beta_2=0.325$; $P=0.000<0.05$).

The β factor of 0.325 implies that the existing policy related strategies contribute to examination malpractices among undergraduate students by 32.5%. The p-value of 0.000 is less than the predictable value of 0.05 which indicates that the existing policy related strategies have a positive and statistical significant effect on examination malpractices among undergraduate students in public and private universities in Kenya. The existing policy related strategies to examination malpractices have a greater impact in curbing examination malpractices among undergraduate students.

The findings are supported by Rahman et al., (2016) who posit that each university in Kenya has its rules and regulations governing the management of examinations. For example, in Moi University, there are rules and regulations that govern the management and conduct of undergraduate and postgraduate examinations. In the rules and regulations are stipulated categories of examination irregularities, procedures for dealing with examination irregularities, and the penalties for various categories of examination irregularities such as: one or a combination of actions like giving a warning, cancellation of examination results, suspensions for a given period of time, or expulsion from the university, depending on the nature of the irregularity committed. The rules and regulations highlight areas that constitute an examination irregularity, and hence, warn students against committing the stated offences.

Tambuwal (2013) also asserts that candidates produced in the system of examination malpractice will themselves grow into adults, teachers or examination officers who will not see anything wrong with the sophisticated and high class examination fraud which only favours certificated illiterates. Curbing examination malpractices requires engaging in enquiry driven reform and examining the everyday realities of teaching and learning and schooling in order to identify what needs to be fixed and how.

Further Bovaird (2014) observed that previously, education policies were designed in such a way that the needs of the disadvantaged groups were not addressed. However, there had been a move in recent times to design educational policies to meet the needs of various sub-groups. While girls received attention in the formulation of policy, this was, to a large extent, a donor driven agenda. Special needs students, street children, out of school youth, orphans, and children from poorest households were, however, rarely directly addressed by the past and present policies.

4.11.3 Hypothesis Testing of Advocacy Related Strategies and Examination Malpractices among Undergraduate Students

The third hypotheses (H03) of the study stated that there is no statistical significant relationship between advocacy related strategies and examination malpractices among undergraduate students. The study results adopted the alternate hypothesis as shown in Table 4.47 which indicated that there is statistical significant relationship between

advocacy related processes and examination malpractices among undergraduate students ($\beta_2=0.297$; $P=0.000<0.05$).

The β factor of 0.297 implies that the advocacy related strategies contribute to curbing of examination malpractices among undergraduate students by 29.7%. The p-value of 0.000 is less than the predictable value of 0.05 which indicates that the advocacy related processes have a positive and statistical significant effect on curbing examination malpractices among undergraduate students in public and private universities in Kenya. University management has the mandate to ensure that advocated policies are effective to ensure that examination malpractices are fully curbed.

The findings are supported by Muchemwa and Alice (2017) who concluded in their study that the possible ways to curb examination malpractices at all examination related levels, is through provision of necessary facilities, establishment of standing examination policies, proper training to all involved in examination process, awareness campaigns and workshops, arresting and terminating the culprits and abolishing ranking of schools per examination results. Curbing examination malpractices is a major concern to all education stakeholders because if the menace continues uncontrollably the quality of our education systems is at risk.

Further Madara and Namango (2016) asserted that in order to retain credibility and efficiency in our education system, there is need to curb the hi-tech examination malpractice. Prevention approach consists of digital and non-digital actions taken to reduce or out rightly prevent cheating before, during and after examinations. Some of such actions include; ensuring the security of examination question papers and answer sheets before and after the examination, producing multiple forms or versions of examination questions and ensuring that no two candidates having the same version of question papers are seated close to each other. This implies that the questions are the same, but the numbering is different.

‘When students predict examination to come from the content taught in class then they save the notes in their mobile phones. These notes will then be used during examinations to copy answers. Students use mwakenyas that is they bring some short notes hidden in their pockets or in other parts of the body’.

In all the sampled universities there are examination policies in place but still students engage in examination malpractices. One of the Deans of students explained the procedure followed when a student(s) is got cheating.

‘The chief invigilator fills the form and signs it, the cheating student(s) is also required to fill and sign the same form, and later the student faces the academic standards committee for consequent disciplinary action as stated in the policy’.

The findings of the study revealed that during disciplinary process among cheating students; inadequate preparation before examination and some testifying that they never knew they will be got up were cited as some of the causes of examination

cheating. In addition some students cited engagement in non-academic activities such as business and thus fail to allocate themselves time to attend lectures and do their private study.

The Dean of Students suggested the following as strategies/ Measures to curb/minimize examination malpractices; for the universities that have installed the CCTV cameras, the DOS emphasized on the need to increase the numbers to improve surveillance and for those which have not installed the DOS emphasized the need to install them for the purpose of providing evidence when a student is got cheating. Further the DoS stressed on the need for active participation of faculty members supervising examinations and ensure faculty members do not have more than one examination at a go. This will allow room for all the faculty members to invigilate one examination at a time and therefore reduce student invigilator ratio. It was noted that some invigilators do not take invigilation process seriously. One of the DoS quoted saying

‘Some invigilators engage in other activities such as reading newspapers and browsing their phones and thus allowing conducive environment for the students to cheat’.

Monitoring is an important tool in any process thus the informants emphasized the need to ensure sport checks of examination process by the administration for example the registrar in charge of examinations, DVC academics as a way of monitoring and

to show seriousness of the examinations process. The personnel in direct conduct with examinations will always be vigilant on their roles, duties and responsibilities.

During student disciplinary cases respondents reported that the reasons cited for engaging in examination malpractices is lack of time to attend lectures and to study. This is because of engagement in non-academic activities that make them fail to attend classes. Some students come from humble backgrounds and engage in business to earn money to meet their university expenses. As a way of assisting such students the universities should provide work study programs to the needy students and in return the money earned can be used to pay their university expenses.

All the interviewed respondents acknowledged presence of examination policies in their universities. Most universities explain these policies to the students during first year orientation. At this time the first years are filled with anxiety of joining the university and thus the policies may not be mastered at that time. It was revealed that examination in most cases are administered without reminding the learners about the respective policies regarding examinations and consequent penalties in the event of breach of these policies. The respondents emphasized the need to discuss examination policies on regular basis to the learners that is every semester before the students sit for every examination. One EO cited that;

‘Examination policies can be placed at the entry to examination halls before start of any examination to remind the students on the policies’.

HODs emphasized proper spacing of students during examination as stipulated by various examination policies. It was reported that examination invigilators encounter challenges during examination process because students are too congested in examination halls. This calls for increased infrastructure in terms of examination halls to enhance efficient invigilation of examinations. Further, respondents agreed that managing of class attendance can be a factor in curbing examination malpractices among the students since learners will be encouraged to go to class. However, the HODs explained the challenges of managing the class attendance lists where classes are large. Some HoDs further explained how other lecturers have devised sitting positions in groups that can be used to monitor attendance. In so doing the lecturer can easily detect whether some members are absent from their respective groups.

From the findings of the interviews conducted it is evident that examination malpractices exist in both public and private universities in Kenya. Examination policies do exist in all the universities but students continue to engage in academic malpractices. Thus in unison all the interviewed respondents agreed that better measures can be devised to help in eliminating the vice from university level and other higher institutions of learning.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This study sought to synthesize the intervention strategies to curb examination malpractices among undergraduate students in Kenyan universities. This chapter presents the summary of findings, conclusions and recommendations.

5.2 Summary of Findings

5.2.1 Forms of Academic Malpractices

The study findings on forms of examination malpractices among undergraduate students in Kenyan universities revealed that majority of the respondents (undergraduate students from public universities) accepted that cheating, dubbing, collusion, and sneaking answer booklets out of examination room are the most common examination malpractice among undergraduate students. While fabrication, impersonation, procuring answer booklets prior to examination, leakage and procuring examination question papers before the examination date are the least forms of examination malpractices.

Majority of the respondents (undergraduate students from private universities) accepted that Cheating, Collusion and Leakage was the most common forms of examination malpractices while assaulting supervisors/invigilators, procuring

examination question papers before the examination date and procuring answer booklets prior to examination and sneaking answer booklets out of examination room was the least forms of examination malpractices among students in private universities. This implied that students in private universities use similar forms of examination malpractices but at different magnitude compared to public universities.

Majority of the respondents (Lecturers) accepted that cheating and collusion was the most common examination malpractices among students while dubbing, fabrication, leakage, sneaking answer booklets out of examination room, impersonation, assaulting supervisors/invigilators, procuring answer booklets prior to examination and procuring examination question papers before the examination date was among the least examination practices based on lecturers opinion. The findings are also supported by views from the interviews that the most common form of examination malpractice is the use of mobile phones and use of notes for a particular unit with minimal records on browsing cases. 'Mwakenya' (summarized shot notes in a piece of paper) is common tangible evidence got from students cheating in examination room.

5.2.2 Cultural Norms that Contribute to Examination Malpractices

The study findings on the existing cultural norms that contribute to examination malpractices among undergraduate students in Kenyan universities revealed that majority of the respondents accepted that public university undergraduate students

had poor study habits and also lacked self-confidence to face examinations. This implies that the poor study habits contribute to examination malpractices because students want success in their final results after examination and their preparation is below the expected standard to face examinations. Also lack of self-confidence is a habit that grows when students go to do their examination without proper preparation.

Majority of the undergraduate students from private universities accepted that there are high parental expectations on their students, some students do not take continuous assessment tests seriously and other students engage in non-academic activities. This implied that pressure from parents make students to engage in examination malpractice for the sake of passing their examinations to please their parents. The problem to other students is that they do not take continuous assessment tests seriously and in as a remedy to score good marks they attempt cheating in an examination.

Lecturers accepted that students had developed a culture of missing classes, some had bad companies are the main cause of examination malpractices while others take mobile phones to examination halls. This implies that undergraduate students who cheat in examination usually had a culture of missing classes; engage in bad companies while some take mobile phones to examination halls with the aim of using it to cheat.

The existing cultural norms has a positive and statistically significant effect on examination malpractices among undergraduate students with ($r=0.554$; $p<0.05$). This implies that the existing cultural norms of a university contribute greatly to the extent to which examination malpractices can be attempted. Students are sharp to adopt the existing norms of an institution, this means that if students have developed the culture of cheating in an examination over a period of time then the culture will continue until due measures are put in place curb it.

5.2.3 Existing Policy Related Challenges Which Contribute to Examination Malpractices in Kenyan Universities

The study findings on the policy related challenges which contribute to examination malpractices among undergraduate students in Kenyan universities revealed that majority of the undergraduate students from public universities accepted that attaining minimum mark of 40 makes students engage in examination malpractices, overcrowded examination rooms tempt students to cheat in examination and lack of proper students' records make students to lie. Policies adopted by the universities have direct impact on students' decision on how performance in examinations can be achieved. The 40 mark rule might not make other students to work extra hard in class but rather solicit to cheating. The inability of the university to build large examination halls that resort to congestion and overcrowding in examination halls, this can enable students with ill minded intentions to cheat in an examination.

Majority of the undergraduate students from private universities accepted that laxity by security personnel during examinations, lack of commitment by invigilators/supervisors during examination encourage cheating, lack of strict class attendance lists controls and non-customized examination booklets is a temptation to cheat. This implied that if personnel security fails to do their job well students can easily get chance to lie in an examination. Another policy that contribute to examination malpractices is lack of strict rules on class attendance this implies that universities must be very strict when it comes to class attendance so that students can get enough content that can write in examination.

Lecturers accepted that overcrowded examination rooms tempt students to cheat in examination. This implied that most universities in Kenya have examination halls that are congested during examination time and this encourages students to cheat in examination. Lack of surveillance devices in examination halls tempt students to cheat and also lack of strict controls of class attendance lists.

The existing policies related to examination malpractices has a positive and statistically significant effect on examination malpractices among undergraduate students with ($r=0.669$; $p<0.05$). This implies that the existing policies related to the examination malpractice have great effect on the degree to which students can practice examination malpractices. Universities are advised to adopt better policies that can curb these malpractices.

5.2.4 Advocacy Related Strategies to Curb Examination Malpractices

The study findings on advocacy related strategies to curb examination malpractices among undergraduate students in Kenyan universities showed that majority of the respondents (undergraduate students from public universities) accepted that the ways of curbing examination malpractice is strict adherence to examination rules and regulations by all students. This implied that most undergraduate students from public universities are ignorant and careless on rules of the institution. Another advocacy to curb examination malpractice is that the university examination boards should ensure timely release of examination results to the students before promotion to the academic year. This will encourage students to pay attention to their work. University personnel in charge of time tabling should also ensure that there is proper allocation of examination halls to respective groups during examination and finally there should be proper control and management of examination booklets.

Majority of the respondents (undergraduate students from private universities) opined that proper control and management of examination booklets will curb examination practices. This is evident that during examination there is poor management and control of examination booklets; therefore proper attention to the examination departments is needed to take full charge of examination administration in liaison with the various schools and departments. Also pooling of examination invigilators across departments is recommended, proper allocation of examination halls to respective groups during examination period, customizing examination booklets,

increase capacity of examination halls to accommodate desired number of students. Finally another common advocacy is to the examination/ academic boards to ensure timely release of examination results to the students before promotion to the academic year.

Majority of the respondents (lecturers) were of the opinion that strict adherence to examination rules and regulations by all will help curb examination malpractices. This implied that university management has to develop better strategies which emphasize the need to maintain examination rules and regulations by all students. Another way to curbing examination malpractice is installing surveillance devices in examination halls for example Closed-circuit Television (CCTVs) that can video record examination proceeds. Also advocacy for increased space during examination will help in curbing examination malpractices. Further advocacy that can effectively curb examination malpractice include proper control and management of examination booklets, proper management of students' records using biometric system, timely release of examination results to the students before promotion to the academic year and proper allocation of examination halls to respective groups during examination.

The advocacy related strategies have positive and statistically significant effect on curbing examination malpractices among undergraduate students with ($r=0.632$; $p<0.05$). This implies that the advocacy related processes have to a greater extent an effect in curbing attempts to cheat in an examination. A well-structured advocacy

related process in the university will help to curb examination malpractices because students can easily understand the impact of cheating.

5.3 Conclusions

In conclusion the most rampant existing forms of examination malpractices among undergraduate students in Selected Public and Private Universities in Kenya include; cheating, dubbing, collusion, assaulting supervisors/invigilators and sneaking answer booklets out of examination room are the most common examination malpractice among undergraduate students. Lecturers strongly accepted that cheating and collusion was the most common examination malpractices among students while dubbing, fabrication, leakage, sneaking answer booklets out of examination room, impersonation, assaulting supervisors/invigilators, procuring answer booklets prior to examination and procuring examination question papers before the examination date was among the least examination practices based on lecturers opinion.

The existing cultural norms that contribute to examination malpractices among undergraduate students include poor study habits, lack of self-confidence to face examinations, high parental expectations on their students, some students do not take continuous assessment tests seriously and other students engage in non-academic activities. Also students had developed a culture of missing classes, some had bad companies are the main cause of examination malpractices while others take mobile phones to examination halls.

Policy related challenges which contribute to examination malpractices among undergraduate students include attaining minimum mark of 40 makes students engage in examination malpractices, overcrowded examination rooms tempt students to cheat in examination and lack of proper students' records make students to lie. Laxity by security personnel during examinations, lack of commitment by invigilators/supervisors during examination encourages cheating, lack of strict class attendance lists controls and non-customized examination booklets are a temptation to cheat.

Further, advocacy related strategies to curb examination malpractices among undergraduate students include; strict adherence to examination rules and regulations by all students, proper control and management of examination booklets will curb examination practices, proper management of students' records using biometric system, timely release of examination results to the students before promotion to the academic year and proper allocation of examination halls to respective groups during examination.

5.4 Recommendations

This study makes the following recommendations based on the findings on the intervention strategies to curb examination malpractices among undergraduate in Kenyan universities.

From the findings the most prevalent form of academic malpractice among undergraduate students is cheating. Cheating includes the use of mobile phones and

mwakenyas. This study recommends that universities should strengthen the roles of security personnel to screen students before entering examination halls. This screening will prevent students from entering to the halls with their mobile phones.

From the study findings most students who cheat in examinations have poor study habits, they receive high parental expectations and engage in non-academic activities. This study therefore recommends that universities should train students on how to improve their study habits so that the students do not develop fear to face examination. Further, universities should enhance guidance and counselling to the students to emphasize on the need of honesty and integrity throughout their stay in the university as this will have an effect in their future careers. Majority of the students reported that some lecturers instill fear in them to face examinations. This happens when the lecturers scare the students that the course is difficult and they will fail. As a result the students will device means of cheating because of the notion that they will fail in that particular course(s). This study recommends to the lecturers to avoid using discouraging words that instill fear in students but rather encourage them to work harder. In addition lecturers should set application themed questions to discourage the students from taking their notes into examination rooms in form of 'mwakenyas' or saved notes in their mobile phones.

From the findings of this study it was revealed that most students fail to attend lectures because they engage in other non -academic activities. Some students come from poor family backgrounds and they may not be able to raise adequate finances to

pay their fees and meet the living expenses. As a result these students engage in businesses to raise money at the expense of their studies. This study therefore recommends that universities to enhance work study programmes in which these students can earn money to meet their university costs. Findings indicated that most of the students did not complain of 40% cut mark while other students complained that a minimum pass mark of C+ in major course and C in common courses are too high and tempt students to cheat in examination.

This study therefore recommends to academic departments to review on the minimum pass mark since the policy of minimum mark encourages students to be lazy and definitely engage in examination malpractices. Findings also revealed that there is laxity of examination invigilators during examination process. This study recommends that the DVC and the Registrar in charge of academics to make spot checks during examination as a way of monitoring what is happening during this process of examinations.

Majority of the respondents agreed that presence of surveillance cameras in examination halls will deter students from engaging in examination malpractices. This study therefore recommends installation of CCTV cameras for the universities that have not installed and increasing the numbers in the universities which have already installed for the purpose of improving surveillance as a way of curbing examination malpractices. The use of mobile phones during examinations was

reported to have become very common among undergraduate students. This study recommends that the security personnel to be sensitized on their roles during examinations. These personnel shall assist the invigilators to detect students with mobile phones before entering examination rooms. Findings of this study also revealed that most students are not conversant with examination policies and regulations. This is because in most universities these examination policies are given to them during first year orientation and thus they forget about them with time. This study therefore recommends that academic departments in various universities to acquaint students on a regularly basis on examination policies and regulations.

5.5 Suggestion for Further Studies

The focus of the study was to synthesize the intervention strategies to curb examination malpractices among undergraduate students in Kenyan universities. However, the study suggests further research to examine the moderating role of transformational leadership in formulation, implementation and monitoring of intervention strategies to curb examination malpractices in Kenyan Universities.

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APPENDICES

APPENDIX I: Questionnaire Schedule for Students

I am currently pursuing my Doctor of Philosophy (Dphil) degree in Educational Management and Policy at Moi University in the Department of Educational Management and Policy Studies. I am carrying out a research on ‘**Curbing Examination Malpractices among Undergraduate Students in Kenyan Universities**’ I would wish to enlist your support by answering the questionnaire below. Kindly provide honest answers because the findings are strictly for academic purposes and shall be handled with utmost confidentiality.

Keter Stellah J.

EDU/DPHIL.A/1006/13

Kindly do not write your name anywhere in the questionnaire.

SECTION A: BACKGROUND INFORMATION

Please tick (√) where appropriate

1. Gender:

Male Female

2. Name of University _____

3. Name of School/Faculty _____

4. The year of study _____

SECTION B: SPECIFIC INFORMATION

5. Existing examination malpractices among undergraduate students

Some existing examination malpractices among undergraduate students include the following:

- a) **Cheating** refers to smuggling of illegal materials into the examination room.
- b) **Fabrication** – citing false data or information in an assignment.
- c) **Collusion** – copying another student’s work and trying to pass over to other students in order to assist each other during examination.
- d) **Leakage** – accessing examination material prior to the examination date.
- e) **Dubbing** - copying or attempting to copy other student’s work/answers in examinations.
- f) **Impersonation** - using another person to sit for an examination on behalf of a candidate.

The table below gives a list of existing forms of academic malpractices among undergraduate students. Give your opinion on their existence in your institution;

strongly agree (SA), Agree (A), Un Decided (UD), Disagree (D) and Strongly Disagree (SD).

	Statement	SA	A	UD	D	SD
i)	Cheating					
ii)	Fabrication					
iii)	Collusion					
iv)	Leakage					
v)	Dubbing					
vi)	Impersonation					
vii)	Sneaking answer booklets out of examination room					
viii)	Assaulting supervisors/invigilators					
ix)	Procuring answer booklets prior to examination					
x)	Procuring examination question papers before the examination date					

In your opinion, are there other forms of academic malpractices?

a).....

b).....

6. Cultural norms related to examination malpractices among undergraduate students

The table below gives existing cultural norms related to examination malpractices among undergraduate students. Give your opinion on the statement; strongly agree (SA), Agree (A), Un Decided (UD), Disagree (D) and Strongly Disagree (SD).

	Statement	SA	A	UD	D	SD
i)	Bad companies is the cause of examination malpractices					
ii)	Taking mobile phones to examination halls					
iii)	Repeated questions from past papers					
iv)	Missing classes					
v)	Not taking continuous assessment tests seriously					
vi)	Engaging in non- academic activities					
vii)	High parental expectations					
viii)	Perceived laxity during examination invigilation					
ix)	Poor study habits					
x)	Lack of self-confidence to face examinations					
xi)	Poor time management					

7. Policy related challenges which contribute to examination malpractices among undergraduate students

The table below gives existing policy related challenges which contribute to examination malpractices among undergraduate students. Give your opinion on the statement; Strongly Agree (SA), Agree (A), Un Decided (UD), Disagree (D) and Strongly Disagree (SD).

	Statement	SA	A	UD	D	SD
i)	Attaining minimum mark of 40 makes me engage in examination malpractices					
ii)	Overcrowded examination rooms					
iii)	Non customized examination booklets					
iv)	Lack of strict class attendance lists controls					
v)	Lack of proper students' records make students to lie					
vi)	Poor control of examination booklets tempt students to cheat					
vii)	Low lecturer/student ration during invigilation of examinations.					
viii)	Lack of surveillance devices tempt students to cheat					
ix)	Laxity by security personnel during examinations					
x)	Lack of commitment by invigilators/supervisors during examination encourage cheating					
xi)	Improper allocation of examination rooms encourage cheating					
xii)	Lack of timely release of examination results encourage cheating					

8. Advocacy related strategies to curb examination malpractices among undergraduate students

The table below gives advocacy related strategies that can be used to curb examination malpractices among undergraduate students. Give your opinion on the statement; strongly agree (SA), Agree (A), Un Decided (UD), Disagree (D) and Strongly Disagree (SD).

	Statement	SA	A	UD	D	SD
i)	Strict adherence to examination rules and regulations by all					
ii)	Advocacy for increased space during examination					
iii)	Examination booklets should be customized					
iv)	Students to register for a semester within the stipulated timelines					
v)	Proper management of students' records using biometric system					
vi)	Proper control and management of examination booklets					

vii)	Pooling of examination invigilators across departments					
viii)	Installing surveillance devices in examination halls					
ix)	Training and sensitizing security personnel on the importance security during examination period					
x)	Proper allocation of examination halls to respective groups during examination period					
xi)	Timely release of examination results to the students before promotion to the academic year					

9. In your opinion what other strategies do you think can be put in place to curb examination malpractices among under graduate students?.....

.....

THANK YOU FOR TAKING YOUR TIME TO RESPOND TO THIS QUESTIONNAIRE.

APPENDIX II: Interview schedule for the (HoDs, DoSs and EOs)

The researcher is a postgraduate student at Moi University pursuing a Doctor of Philosophy (D.Phil) course in Educational Management and Policy Studies. Your department has been selected to participate in this study and would wish to enlist your support by answering the interview schedule below. Kindly provide honest answers and the findings were handled with utmost confidentiality.

Thanks

Keter Stellah J.

1. What forms of academic malpractices are the most commonly used by students?
2. Among the malpractices you have stated which are the most prevalent forms used?
3. Cultural norms within the students are seen to be a contributing factor to academic malpractices among undergraduate students. In your opinion what do you think are the strategies that can be used to curb these cultural norms?
4. What are the policy related strategies that can be put in place to curb academic malpractices among undergraduate students?
5. What advocacy strategies can be put in place to curb academic malpractices among undergraduate students?
6. In your opinion, what do you think are other strategies that can be put in place to curb examination malpractices among undergraduate students?

Thank you for taking your time for this interview.

APPENDIX III: Interview guide for focused group discussion

You have been selected to participate in this study and would wish to enlist your support by participating in the discussion. All participants' views will be treated with utmost respect and each participant is free to agree or disagree with one another.

Thanks

Keter Stellah J.

1. What forms of academic malpractices are the most commonly used by students?
2. Among the malpractices you have stated which are the most prevalent forms used?
3. Cultural norms within the students are seen to be a contributing factor to academic malpractices among undergraduate students. In your opinion what do you think are the strategies that can be used to curb these cultural norms?
4. Examination process is critical in any academic setting. The university policy clearly states the process to be followed. In your opinion what are the challenges encountered in the process of implementing these policies among undergraduate students?
5. What advocacy strategies can be put in place to curb examination malpractices among undergraduate students?
6. In your opinion, what do you think are other strategies that can be put in place to curb examination malpractices among undergraduate students?


Thank you for taking your time for this interview.

APPENDIX IV: Data analysis Matrix Table

Type of variable	Variable	Indicator	Data type	Data analysis technique
Dependent	Curbing Examination malpractices	<ul style="list-style-type: none"> • Forms of Malpractices • Cultural Norms • Existing Policy Related challenges • Advocacy Related Strategies 	Primary data	Descriptive statistics (frequencies, percentages, means and Standard deviation) Inferential statistics (correlation analysis and regression analysis)
Independent	Examination malpractices	<ul style="list-style-type: none"> • Cheating • Collusion • Likeage • Dubbing 	Primary and secondary data	Descriptive statistics (frequencies, percentages, means and Standard deviation)
	Cultural Norm Strategies	<ul style="list-style-type: none"> • Bad company. • Repeated questions from past papers. • Missing classes. • High parental expectations 	Primary and secondary data	Inferential statistics (correlation analysis and regression analysis)

	Existing Policy Related Challenges	<ul style="list-style-type: none"> • Overcrowded examination rooms. • Poor control of examination booklets. • Laxity by security personnel. • Lack of commitment by invigilators 	Primary and secondary data	Descriptive statistics (frequencies, percentages, means and Standard deviation)
	Advocacy Related Processes	<ul style="list-style-type: none"> • Strict adherence to examination rules. • Increase space during examination. • Proper control and management of examination booklets. • Timely release of examination results. 	Primary and secondary data	Inferential statistics (Correlation analysis and Regression analysis)

APPENDIX V: Introduction Letter



MOI UNIVERSITY
Office of the Dean School of Education

Tel: (053) 43001-8 P.O. Box 3900
(053) 43555 Eldoret, Kenya
Fax: (053) 43555

REF: EDU/D.PHIL.A/1006/13 **DATE: 16th July, 2019**

The Executive Secretary
National Council for Science and Technology
P.O. Box 30623-00100
NAIROBI

Dear Sir/Madam,

RE: RESEARCH PERMIT IN RESPECT OF STELLAH J. KETER
– (EDU/DPHIL.A/1006/13)



The above named is a 2nd year Postgraduate Higher Degree (PhD) student at Moi University, School of Education, Department of Educational Management and Policy Studies.

It is a requirement of her PhD Studies that she conducts research and produces a dissertation. Her research is entitled:


“Cubbing Examination Malpractices among Undergraduate Students in Selected Public and Private Universities in Kenya.”

Any assistance given to enable her conduct research successfully will be highly appreciated.

Yours faithfully,

PROF. J. K. CHANG'ACH
DEAN, SCHOOL OF EDUCATION



(ISO 9001 – 2015 Certified Institution)

APPENDIX VI: Research Permit

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

RESEARCH LICENSE

Date of Issue: **14 August 2024**

This is to Certify that **Ms. STELLAN KETEKI** of **Moi University**, has been licensed to conduct research in **Baringo, Bomet, Elgeyo/Marakwet, Homa Bay, Kericho, Kisumu, Kiambu, Kwana, Lamu, Machakos, Malindi, Mandera, Marsabit, Meru, Migori, Mombasa, Nakuru, Nandi, Narok, Nyandarua, Nyero, Samburu, Taita Taveta, Trans-Nzoia, Turkana, Uasin Gishu, Wajir**, **Workshop on the topic: CLERGING ELABORATION MAL PRACTICE AMONG UNDERGRADUATE STUDENTS IN SELECTED PUBLIC AND PRIVATE UNIVERSITIES IN KENYA** for the period ending: **14 August 2024**.

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