DETERMINANTS OF EXAMINATION MALPRACTICES AMONG STUDENTS IN PUBLIC SECONDARY SCHOOLS IN GARISSA COUNTY, KENYA

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JULY, 2021
DECLARATION

I confirm that this research project is my original work and has not been presented in any other institution for consideration or certification. This research project has been complemented by referenced sources duly acknowledged. Where words, data, graphics diagrams or tables have been borrowed from external sources, including the internet, they are specifically accredited and references cited using the most current APA system and in accordance with the anti-plagiarism regulations.

Signature…………………………………………… Date : ........................

Daro Abdullahi Woche
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I confirm that the work reported in this project was carried out by the candidate under my supervision as university supervisor.…

Signature ........................................Date: ........................

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DEDICATION

This work is especially dedicated to my mother Mare Daro Kane, my father Abdullahi Woche Bulge for the infinite assistance they gave me and their valuable motivation that gave me the courage to finish this work.
ACKNOWLEDGMENT

Special thanks to my supervisor Dr. Chrispus K. Wawire from the department of educational psychology, Kenyatta University for guiding me through all the stages of this project and always finding time to help me finish this work.

Gratitude also goes to the heads of the institutions who gave me the permission to carry out the research in their respective schools and the class teachers who sacrificed their time to organize the students in filling in the questionnaires, above all the learners who actively participated in this project.

I also acknowledge my friend Moses Mutinda who guided me throughout writing of this project.
# ABBREVIATIONS AND ACRONYM

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<thead>
<tr>
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<th>Description</th>
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<tbody>
<tr>
<td>BOM</td>
<td>Board of Management</td>
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<tr>
<td>CCTV</td>
<td>Closed Circuit Television Camera</td>
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<tr>
<td>CDE</td>
<td>County Director of Education</td>
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<tr>
<td>GOK</td>
<td>Government of Kenya</td>
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<td>HOD</td>
<td>Head of department</td>
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<td>KCSE</td>
<td>Kenya Certificate of Secondary Education</td>
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<td>KNEC</td>
<td>Kenya National Examinations Council</td>
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<tr>
<td>MOE</td>
<td>Ministry of Education</td>
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<tr>
<td>NACOSTI</td>
<td>National commission for science, technology and innovation</td>
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<td>SPSS</td>
<td>Statistical Package for Social Sciences</td>
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<td>TSC</td>
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ABSTRACT

Examination malpractice has become a viral disease that is spreading at an alarming rate in the education sector, it has not only dealt a major blow to reliability and validity of the certificates that are offered at the end of the courses but has also lead to value of the education system at large. This practice has escalated over the years especially in the Northeastern path of Kenya, precisely in Garissa County and needs to be checked properly before it brings profound damage to the education system. Maximum attention should be given to this cancerous disease by all the stakeholder to save a generation from a dark future .This research was carried out to find the influences self-control on examination malpractices, and the relationships that student’s attitude and perceived opportunity have with examination malpractice among students in selected public secondary schools in Garissa County, Kenya. The study had the following objectives: investigate how much perceived opportunity influences examination malpractice, examine the relationship between examination malpractice and self-control, find out how much examination malpractice is influenced by the students attitude .The study was guided by the general theory of crime by Gottfredson & Hirschi,1990 which suggested that little levels of self-control is the main cause of all deviant behaviors such as examination malpractice which is further facilitated by availability of perceived opportunity and the students attitude. The study took place in Garissa County in Kenya whereby eight public secondary schools were selected. The population that was targeted consisted of 301 respondents. The sample included 16 class teachers, and 285 students from form four. Correlation research design was used in the study since it was best suited. Different types of sampling techniques were made use of such as simple random, systematic, and purposive techniques were employed. Pilot study was done in Salama girls’ high school in order to improve the instruments of the study where necessary amendments were made. Information was retrieved through the use of questionnaires especially group administered one. Analysis of the data was done where the data was described inform of tables, pie charts, frequencies and graphs. For inferential data Pearson’s product moment correlation coefficient was applied. The study revealed no notable association between self-control and examination malpractices, a coefficient of .198 was discovered significant level being at 0.001 found to be less than 0.05.\( r=.198, p <0.05 \).Result indicated there was no notable associations between self-control and examination malpractice. Results correlated between student’s attitude and examination malpractice showed a correlation coefficient of 0.24 at significant level of 0.687 found to be greater than 0.05 \( (r=0.24, p >0.05) \).Hence there was no significant correlation between student’s attitude and examination malpractice. Results for correlation between examination malpractice and perceived opportunity showed a correlation coefficient of .165 at a significant level of 0.006 \( (r=.199, p >0.05) \).The results showed there was no notable associations between examination malpractice and perceived opportunity. The study recommends that educational psychology and guidance and counseling be introduced to the secondary education system to enable the students grow morally and holistically understanding themselves properly.
CHAPTER ONE
INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 Introduction
This chapter highlights the objectives of the research, describes the research questions, discusses the hypothesis, explains the significance of the study, and mentions the delimitations and the limitations of the study, touches on the assumptions of the study, describes both the theoretical and conceptual framework of the study and lists the operational terms used in the research with the definitions.

1.2 Background to the study
Education is one of the main tools which have been used to establish the most sophisticated modern states of our time, through education, Man has made it easy not only to discover new lands but to traverse the oceans and conquer as many territories as possible explains Wilayat (2009). However, the African education used to be completely different from the modern one and was based on apprenticeship where learning was practical and took place through observation and copying of skills. This type of education was lifelong and involved different roles for the different genders describes Ibia (2006). The advent of modern set of education completely overhauled the tradition system of education and replaced it with modern one where there is rote memorization and focus on certification.

Examinations is the main method used in the evaluation of students in Kenya. The purpose of the national education among others is to improve effective decision making
about the learners and in our case those in secondary schools in Kenya. These decisions include job placement after students do their final examinations known as the Kenya certificate of secondary education, choosing of suitable training programs for students especially after the students finish the secondary schools and also selecting students for advanced education especially in the colleges and the universities (Khan et al., 2011).

Examination also helps the stakeholders to know the academic strength and weaknesses of the learners. In Kenya the national examination is lawfully prepared by the Kenya national examination council and the outcomes of such examination usually reflects the accurate endeavor of the learners and their tutors, explains Omari (2012). However, the national examination is extremely competitive (Omari, 2012). This makes students to struggle day in and day out to get good grades, head teachers and school principals want their schools to be mentioned in the newspapers hence struggle to make sure that their schools get a good mean grade.

Teachers on the other hand want their students to do well and hence get a promotion. Parents likewise invest a lot of money on their children and take them to the best of schools to ensure that the children come out with great results. This has made the learners to change their normal behavior of working hard at schools to get good grades in the national examination and turn to unscrupulous ways of getting good results in the examinations such as examination malpractice.

Examination malpractice may be defined as deliberate wrong doing by the exam takers contrary to the examination rules in which some candidates may get an unfair advantage or disadvantage (Wilayat, 2009). This may allow some students to get good results by
any fraudulent means and this may encourage mediocrity since those students who got such results by fraudulent means maybe be rated equal to those who really struggled and worked hard on their own to excel.

Examination malpractice may also be defined as any form of fraudulent activity by a learner with the mindset of getting better results than their actual level of intelligence and academics performance elaborates Lawal et. al. (2015). The following are some of the types of examination malpractices which are practiced in most of the educational institutions around the world and more specifically in secondary schools in Kenya today. Lawal et. al. (2015) identified a form of examination malpractice where there is a collision among the candidates and the officials in charge of the examinations where the officials leak an information in the examination to the candidates.

Impersonation is another type of examination malpractice which is practiced by candidates who are daring enough where other persons with a higher intelligence sits for the examination in place of the supposed candidate who was meant to sit for the examination explains Magaji (2006).Candidates also write notes on the examination desks walls or their clothes or smuggle in foreign materials into the examination center explains Makala (2018)

Giraffing is one of the most used method for the candidates to engage in the examination malpractice today whereby a candidate stretches their neck to get access to the work of their counter paths in their answer booklet where their try to transfer the same information on their answer booklet (Oko & Adie, 2016)
In some instances students may also pay the invigilators and supervisor some amount of money in order for them to be allowed to use illegal materials which they may have smuggled into the examination center Azuka et. al. (2006) and as if that is not enough, some invigilator and supervisors add time for the candidates deliberately hence enabling them to gain an unfair advantage over the other candidates Azuka et. al. (2006)

Examination malpractice may also include exchange of the answer scripts by the candidates hence helping each other in answering a question the other is not conversant in claims Phiri and Nakamba (2015) who also adds that some candidates forge results and certificates in order to better their results. With the current technological advancement some candidates also use mobile phones and other electronic gadgets into the examination centers Nnam and Inah (2005). In some cases the female students may also scribble notes on their thighs and attempt to read such notes during the examination with the hope that the invigilators will not dare to watch their thighs since they could be accused of sexual harassment explains Suleiman et. al. (2015).

Several studies have been conducted worldwide which have showed the prevalence of cases of the examination malpractice. A study in one of the high schools in the United States of America McCabe (2005) cited by Makaulu (2018) revealed that the level of examination malpractice was very high with 75-80% of the students confessing that they had engaged in the examination malpractice.

A study in India about the examination malpractice revealed that indeed cheating in the exams had become a system of corruption where the country was known for criticizing
those who engage in the practice but later celebrate the results and give gigantic rewards. And the same government complain about the practice to the public Maheshwari (2011)

It is explained by (Makaulu, 2018) that the first case of examination malpractice in Africa was reported in west Africa in Nigeria during the Cambridge school certificate examination in 1994 where questions were leaked into the examination hall for the candidates. It is stated by Mashanyare and Chinamasa (2014) who explained that the cases of cheating in examinations were sporadic in Zimbabwe and that malpractices are observed frequently when the national examinations were being conducted.

In Kenya ,the Kenya National examination council was mandated to carry out the national examinations both at the primary school and the secondary school level as explained by (Ingolo, 2009).K.N.E.C has set strict rules to curb the menace of examination malpractice in Kenya especially with the K.N.E.C bill (2012) which had imposed very strict rules and heavy penalties for those who engage in the examination malpractices as describes Kithuka (2004).However, with all the stringent rules and penalties examination malpractices are taking place on large scale in most secondary schools in Kenya and this has given K.N.E.C a headache in overcoming such practices says Kithuka (2004).

In Kenya the situation could be the same or worse Kithuka (2014) postulated that the level of examination malpractice in Kenya had reached a disturbing level in such a way that even with the stakeholders making enormous attempt to curtail it such efforts have become futile. Munachungga (2014) reveals that the prevalence of examination malpractice in Kenya in recent times have taken a precarious and extremely worrying
trend since parents, teachers’ supervisors and the schools’ managers as well were directly involved in leaking of the examinations.

It is claimed by Ragaa (2001) that examination malpractice in the K.C.S.E has been reported in the country in each and every year since 1995. For instance 741 cases were reported in the year 2006, the following year, 1875 students were found to have practiced malpractices in the national exams, in 2008, 1419 students had their examination cancelled, in 2009 1171 cases were found, and in 2010, 539 students were found to have engaged in malpractices, in 2011, 2972 candidates cheated in the examination, in the year 2012, 1254 results got cancelled., in 2013, 3812 candidates had their results cancelled, in the year 2014, 2975 students cheated in the national examination and in the following year 2015, 5101 candidates engaged in the examination malpractices. The situation in Garissa County has been the same over the last few years with a number of candidates having their exams cancelled and this has significance impact on the education in Kenya. In Garissa County, cheating in the national examination by the students of high school has been reported frequently over the years which has become a major concern. In the year 2013 two hundred and nine students got their results cancelled, in 2014 another one hundred and thirty-eight students got their results cancelled and further twenty-nine students got their results cancelled in 2015.

Examination malpractice may have several impact. Makaula (2018) asserts that it is a threat to dependability and legality of education system and in the long run also threatens the sincerity of the examination. On top of causing a significant harm on the intellectual and moral development of the students examination malpractice may also
damage the authority in charge of conducting the examination explains Makaulu (2018). That is why Kenyans have been questioning the Kenya national examination council as to how such examination could be leaked to the candidates. (Phiri & Nakamba, 2015) examination malpractice has been associated with long term consequences on the Kenyan students since it may lead to the breeding of corrupt students who are not properly developed morally and would not have the capacity to criticize those who indulge in such malpractices since they themselves are culprits.

Petters and Okon (2014) explains that students who engage in the examination malpractices are very lazy and may not work hard in school and this is attested by the fact that the reading culture has reduced among the students as has been shown by the results in most of the subjects. Hence examination malpractice must be stopped by all means to ensure that the education system produces the right candidates who are responsible enough and are well prepared to take up several responsibilities in the society states Mucheru et. al. (2012)

Examination malpractices has become widespread and is reported in almost all the countries around the world. And hence the researcher studied in the context of behavioral variables such as self-control, attitudes and perceived opportunity. This research focused on examination malpractices in general in order to allow the researcher to find out how determinants such as self-control, perceived opportunity and students attitudes influence examination malpractices.

Self-control may refer to the control of impulses, emotions, attention or behavior in reference to a certain goal Baumeister(1994). People with a high self-control tend to
have the ability to delay gratification hence they may not easily commit any fraudulent behaviors such the examination malpractices Baumeister et. al. (1994). In contrast, people who show low levels of self-control appear to be prone to engaging in various forms of fraud the chief among them being cheating of high school students in the examination malpractice. The researcher carried the work with the perception that the student in the secondary schools in the region of the study may have been influenced by their levels of self-control to engage in the activities of cheating in the national examinations in the country.

Perceived opportunity as per this study means a student’s ability to identify shortcomings in an organization (the school settings) and make the very best use to their advantage in order to cheat in an examination. Perceived opportunity is made possible by a weak organization structure that leaves the students to freely engage in fraudulent activities such as the examination malpractices as mentioned by Keller and Hartley (2010). Even under extreme pressure just to get a good grade in the examinations, students tend to cheat when the opportunity to cheat is made available as explains Hooper et. al. (2010). Hence the study examined how much role perceived opportunity has played to encourage the students in the region to cheat in the national examinations.

Attitudes according to the research means a negative or positive feelings of a belief that a student has towards practices in life such as the examination malpractice. The study shall focus on neutralizing attitudes. Sykes and Matza (1995) explain that neutralizing attitudes allow students to give excuses for cheating in the examination. Student may try to give reasons and excuses for cheating in the examinations like purporting that
everybody else is cheating in the same examination. Students may try to look for the justifications for cheating in the examination hence the study investigated the types of attitude the students in the high school in the said region had towards cheating in the examination and subsequently whether attitudes had anything to do with the students engaging in the examination malpractices.

Cheating in the examination in the region has become a major problem where the government has been trying to find solutions to. Research on the topic in the area has not been conducted based on psychology but rather general reasons as to why cheating in the examination has become an issue of great concern in the area. The researcher took advantage of the situation to conduct a study in the area based on psychology in order to explain the spread of examination malpractices in the area that is whether self-control, student’s attitudes and perceived opportunity contributes to the students in the area to engage in examination malpractice.

1.3 Statement of the problem

The practice of Examination malpractice makes the decisions made on such results to affect the society at large where wrong people may be selected for job placements, training programs, advancement for further studies and also in employment while the highly deserving people get let out for not involving themselves in such deviant behavior. Cheating in the exam have led to the cancellation of the results for the respective students who have been found to have cheated and hence such a student may have wasted the four years in high school. The practice of examination malpractice also makes the public to lose faith and hope in national examination and further question the
examination body for failure to execute its mandate of providing credible examination to the public. The parents for such students on the other hand may have struggled to raise the fees for such students only for the results to be cancelled and they may feel that their energy might have been wasted in raising of the fees for their children. Examination malpractices have also discouraged the students from working hard in school since a short cut to getting good grades is available. This has also demotivated the students hence bringing about a culture of laziness in the secondary schools. Research on psychological causes of examination malpractice has not been conducted in Garissa County especially concerning the behavioral causes of cheating in secondary schools in Garissa County and hence the researcher had to take this chance to conduct such a research.

1.4 Purpose of the study
This research was carried out with the purpose of investigating the determinants that maybe influencing examination malpractices among selected secondary school students in Garissa County which includes; self-control, perceived opportunity and student’s attitude.

1.5 Objectives of the study
The study had the following objectives:

i. To investigate how much perceived opportunity influences examination malpractice.

ii. To examine the relationship between examination malpractice and self-control.
iii. To find out how much examination malpractice is influenced by the students attitude

1.6 Research questions

The study had the following research questions:

i. How does perceived opportunity influence examination malpractice?

ii. To what extent does self-control control contribute to the examination malpractice?

iii. What is the relationship between student’s attitude and examination malpractice?

1.7 Significance of the study

Results in this study may help in identifying the psychological reasons as to why the students in the region perpetually cheat in the K.S.C.E in Kenya and thus help in identifying the possible solutions to the said problem. The study may also help in arousing interests on the topic for further research to be carried.

1.8 Limitations and Delimitation

1.8.1 Limitations of the study

The researcher mainly used self-reported data through the questionnaires to conduct the study and this had a number of limitations such honesty since the respondents may just fill in the questionnaires for the sake of it. Secondly the sample may not be the actual representation of the population. The element of biases may also come in since questions may be subject to biases based on the previous questions. It may also sometimes be hard
for the respondents to interpret some of the questions which may appear complex to a certain group of people especially the students in high schools.

1.8.2 Delimitations of the study

The study only focused on students selected from eight public secondary schools and also only focused on the form four students and among the many possible variables that could have been useful, only a few were considered including, perceived opportunity, self-control and attitude with their possible relationship with examination malpractices.

1.9 Assumptions of the study

The study assumed the following:

i. Accurate information were given by the respondents in the study.

ii. The schools which were selected for the study were ideal representation of the population of Garissa County.

iii. The students in these schools knew the consequences of cheating in the examinations.

iv. The students and the teachers have read and fully understood the rules and regulations guiding the conduct of the examination malpractices by K.N.E.C.

1.10 Theoretical and conceptual framework

10.1 Theoretical framework

a. The theory of crime

The theory was engineered by (Gottfredson & Hirschi, 1990) who explained, for any deviant behavior to take place, the perpetrator must have a low level of self-control.
They elaborated that individuals who possess low level of self-control are prone to committing a range of crime. They explained that individuals who engage in various forms of crimes usually start manifesting such behavior in the early stages of their lives until such behavior becomes learned and manifests itself properly at the later stages of their lives. In this study examination malpractice is taken as a crime since engaging in such practices is punishable under the laws of Kenya. Low self-control is further supplemented by opportunity for the individual to cheat in the examination which presents itself as perceived opportunity.

Arnelkev e.t al. (1993) supports the above and claim that low levels of self-control is the main cause of all deviant practices such as the examination malpractice since people who have low self-control tend to have personalities that may make them susceptible to high levels of temptations such as being impulsive in the activities they undertake in their lives. People who have low self-control also have a high risk taking tendencies and they are able to do range of crimes that may be very risky to do especially when they realize that they have ample opportunities in front of them to engage in any sought of crimes.

McCabe et. al. (1997) further elaborates that individuals who possess low self-control usually find it hard to control themselves in a surrounding that has a lot of temptation and opportunity for one to engage in deviant behaviors such as examination malpractice hence making them to be unable to control themselves if such opportunity manifest itself. They are driven by the opportunity to get good grades and outwit their comrades.
in getting themselves a good name in life hence they cease the opportunity when it becomes available to them to cheat in the examinations.

Graham et. al. (1994) also explains that people who have low levels of self-control also appear to engage in deviant acts like examination malpractice since they take advantage of the societal norms where the practice has become deeply entrenched until it has become accepted among the people. Hence such individuals will try to make the most of such opportunities since they want to get high grades in their studies.

However, Grasmick et. al. (1994) suggest that low levels of self-control and perceived opportunity could not be the only cause of deviant behaviors, notably the theory of crime failed to explain why people who have self-control in higher levels do not engage in crime unlike their counterparts. They further suggested that another variable that is attitude manifest itself to explain the causes of crimes.

Piquero and Tibbets (1996) also supports the above and explained that for deviant behaviors like the examination malpractices to take place, low self-control may not be enough but rather be supported by variables related to the attitude of the individuals such as the levels at which the individuals feel shame or pleasure in committing the crime. The shame of which comes with being caught in cheating when the risks are too high and pleasure is usually obtained when one gets good grades in the examinations and are praised by others.

Davies et. al. (1992) also proved that an individual who has a positive attitude towards any deviant behavior is most likely to commit such a crime since they do believe that whatever they are doing may be right. This is in most case added impetus to by the
common societal belief that cheating in the examination is okay as long as the rewards are getting a good job or if they believe they may qualify to do a good course at the university. Such individuals could most likely engage in many forms of crimes especially if they have good opportunities to commit such a crime compounded by their low self-control.

Therefore the current research was based on the general theory of crime by Gottfredson and Hirschi (1990) that low levels of self-control is the main reason as to why individuals commit a crime aided by the perceived opportunity, which is the individual’s belief that the opportunity to commit such a crime is ripe. However, the variable attitude was later added to the amended theory of crime. These three variables collectively aids an individual in crimes since they do cheat in most cases when they do have low self-control and that they have a positive attitude about cheating in an examinations and finally they wait for such an opportunity to present itself for them not to get caught and pounce on it to engage in cheating.
1.10.2 Conceptual framework

Figure 1.1: Conceptual model of the behavioral causes of examination malpractices

Source: Daro Woche 2020.

Key:

- Shows relationship among the variables.

- Study variables

The model shows the relationships between, attitudes self-control, examination malpractices, and perceived opportunity.
1.11 Operational definition of terms

**Attitudes:** Refers to a positive or negative feelings or believes that an individual has towards something that has been developed over a long period of time until it has become a part of once life, especially towards practices such as the examination malpractices.

**Cheating:** Refers to deliberately engaging in the acts of examination malpractices by secondary school students.

**Examination Malpractice:** Refers to inappropriate practice in an examination by test takers with the aim of getting good grades through a fraud or by unscrupulous methods.

**Fraud:** Refers to the act of an individual attempting to or succeeding in deceiving the administration in order to get an unfair advantage over them in reference to engaging in the examination malpractices.

**Perceived opportunity:** Refers to a learner’s ability to identify shortcomings in an organization and make the very best use of it to cheat in the exams.

**Self-control:** Refers to ability of a learner to check their feelings of emotions and behavior when they are faced with temptations in life such as engaging in examination malpractices.
CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter reviews the literatures associated with the study. It explains the details of literature which are related to each variables of the study and how the variables influence each other, gap identification and finally gives a brief summary of the chapter.

2.2 Relationship between perceived opportunity and examination malpractices

Perceived opportunity may refer to an individual’s ability identify to the shortcomings in an organization and make the very best use of it to their advantage explains Rae and Subramanian (2008). Individuals pounce on the shortcomings in an organization and make use of the perceived opportunity which has manifested itself to engage in deviant behaviors.

Perceived opportunity in this study is intertwined with fraud which was explained by (Romney and Steinbart (2013) to refer to an individual getting advantage over the others through unscrupulous means such cheating, cunning others or even playing tricks on them. He further explains that for a fraud to be committed, three variables are at play which includes perceived pressure, rationalization and perceived opportunity. Perceived opportunity plays the biggest part since even if there is maximum pressure for an individual to commit a fraud, which could only happen if the opportunity presents itself.

When students engage in examination malpractices in the secondary schools, they are committing a fraud since they may be getting an advantages over the others in attaining
good grades in an unfair means as explained by Wells (2005) such students would have gotten good grades through unfair means yet they were subjected through the same examination system and end up in better places in terms of getting good jobs, yet it is a practice that is happening right before our eyes wherever a national examination is conducted in Kenya.

A person may be under a pressure to commit a fraud such as engaging in deviant behavior like engaging in the examination malpractice but that would only be possible if an opportunity presents itself explains Fisher (2015) such an opportunity presents itself in most cases due to the weaknesses in an organization which is mostly internal which leads to students to commit the examination malpractice since they are less likely to be caught as was elaborated by Hasnan et. al. (2013)

It was explained by Sauser (2007) that if the organization tends to be lenient on the learners then that show a weakness to the learners who will make use of such shortcomings to engage in fraud through examination malpractices. It would be hard to teach old dogs new tricks especially if the administration has been friendly with the students to allow them to engage in examination malpractices and yet try to change the same in the final year of study as it has been happening in many secondary schools in Kenya where cheating in the examinations has been a norm.

There are many factors that may lead to an opportunity for the students to engage in examination malpractice to take place such as the negligence of the people who are tasked to be guarding the children and also lack of disciplinary action elaborates Sauser (2007).Apart from the national examination in Kenya that is the Kenya certificate of
secondary education, less disciplinary actions are taken for students who engage in other terminal examinations hence this may accumulate over a period of time and have a devastating influence on the performance of the national examination.

Most people have the propensity to make maximum use of circumstances available to them as was stated by Kelly and Hartley (2010). Secondary school students are one of the most opportunist individuals and if an invigilator or a supervisor is lenient on them they may not hesitate to make the most of such a circumstance and cheat in the exam.

It was also elaborated by Hooper et. al. (2010) that even the availability of maximum pressure on the students such being afraid to fail after the parents committing so much money in the education may still not be enough to make them participate in forms of fraud unless there is a perceived opportunity for them to engage in such crimes. Hence for any fraudulent practices to be carried out there must be an opportunity.

Perceived opportunity and fraud in most of the studies have been studied in the context of money laundering in the banks and accounting and rarely has it been used in the subject of examination malpractices even though the two maybe intertwined since a learner may only be able to engage in cheating in the examination when they are afforded that opportunity by the administration.

These thoughts made perceived opportunity very relevant in this study even though it seems like a variable that could easily be ignored since without it even with the presence of low self-control and students’ attitude, they may not engage in the examination malpractices.
2.3 Relationship between self-control and examination malpractice

Self-control is a person’s capability to check the behaviors that maybe wanting and not accepted in the society according to Dewall et. al. (2007). Hence this means that self-control is a behavior or a process of overcoming a particular temptation in response to a competing goal. In the contest of the current study such undesirable behavior refers to the examination malpractices. A student who has a high ability to avoid cheating in the examination maybe said to have a high self-control and vice-versa.

It was further explained by Gyurak and Ayduk (2008) that if one possess a high self-control then there is a possibility that such individuals maybe be able to abstain from committing fraudulent activities such as engaging in the examination malpractice. Self-control has been closely related to honesty and ethics in the society. That is why it was explained by Uzochukwu (2018) that a student who has the guts to engage in deviant behaviors such as examination malpractices devalue themselves since they are directly portraying to the whole world that they cannot perform in an exam without cheating.

It was explained by Siegel and McCormick (2006) that the attributes of self-control is usually attained by individuals at the early stages of life. That’s why such attributes which as earlier discussed goes in tandem with valuable attributes in the society such as ethics and honesty needs to be inculcated in the children at their early stages of growth and development.

As per the general theory of crime which was put forth by Gottfredson and Hirschi (1990) low levels of self-control is the main reasons as to why people engage in crimes like examination malpractices. In fact the original theory of crime was majorly based
on the assertion that low self-control was enough to warrant an individual to commit any sought of crime.

However, low levels of self-control does not always mean that such individuals are prone to commit crimes, in fact individuals who have a high self-control may find themselves engaging in fraudulent behaviors. A meta-analysis study that was conducted by Saunders et. al. (2017) showed a remarkably small association between low self-control and individuals who delay gratification(r =1.5) which was significantly a small correlation using questionnaires assessing traits of self-control according to Saunders et. al. (2017).

It is further stated by De Ridder et. al. (2012) who affirmed that the magnitude between the traits of self-control and the ability of one to control their behaviors usually differs across domains that is to say that 85-90 % of the variance of attainment of goals by individuals is within a personal level and that people possess different levels of self-control in different sectors of their lives better than others explains Koester (2016).

Awareness and inspiration are essential in curbing self-control and in most cases act as a pre-requisite to self-control hence as put forth by Hoffnam et. al. (2012) hence it is important that learner be taught very well to be attentive in classes and also be motivated enough for them to avoid engaging in examination malpractices and work on excellence.

Therefore since some studies were claiming that low self-control was the main cause of deviant behaviors such as the examination malpractice while as explained above others claim that indeed individuals who possess high level of self-control may still cheat in the examination, the researcher had to undertake this study to clear such allegations.
The researcher in this study explored the variable of self-control in terms of low self-control in order to find out whether the students possesses low self-control in order to make a judgement on its relationship with examination malpractice.

2.4 Relationship between student’s attitudes in examination malpractices

Attitude was defined by Joseph (2013) as the learned propensity of a learner to respond towards an object in a positive or negative way which may reflect their behavior towards that object situation or people. In this study it means how a student responds to the object which is examination malpractice that is whether such student has a positive attitude towards cheating in the examinations or has a negative attitude. If a student has a positive attitude then it means that such student will cheat in the examination since they are seeing cheating as good while on the other hand, if they have a negative attitude towards cheating then it means that such student may not engage themselves in the examination malpractice.

Attitude is described as a theoretical construct that cannot be observed directly but can be measured from the reaction of an individual towards an attitudinal object and in this study the examination malpractice as was explained by Ajzen (1993). This fact was further supported by Hussein (2011) who stated that attitude is mostly a covert behavior since it may not be measured directly in a person but rather an overt behavior that is within a person and can only be known to a certain extent by asking the person a few questions.

Most of the students who cheat in the examinations usually have a negative attitude towards studying for that particular object they usually become very reluctant to study
or work hard since they have a positive attitude towards engaging in the examination malpractice and can easily get good grades through cheating in the examinations as was put forth by Ndifon and Cornelius-Ukpepi (2014). This was further supported by Petters & Okon (2014) who stated that students who normally engage in the examination malpractice usually possess some dubious characters and as if that was not enough, they are also very lazy and in order for them to pass well in the examinations they ought to have a positive attitudes towards studying for the examinations and show negative attitudes towards in cheating in the examinations.

According to Syyeda (2016) attitude is a facet that is multidimensional and manifests itself in three components which includes affect, cognition and behavior. Affect may imply here to the societal beliefs about the concept of the examination malpractice on the world that we live in today whereby the end justifies the means. That is even a parent would not care how their children got the results as long as they have passed well in the examination and the same applies to the society at large. Behavior is connected to how well the student is motivated to engage in the examination malpractice and given that the believes supports such vice it becomes easy for the student to have a positive attitude in cheating in the examinations since they are motivated to do so.

Social norms and social rules strongly influence the attitude of individuals as was explained by Smith and Mackie (2007). Examination malpractice have deeply been accepted by the society as a way of getting a better life though getting of good jobs and placement in the institutions of higher learnings and such as affected the Kenyan
students who in most case find it normal to engage in cheating as the society has made them develop a positive attitude in the examination malpractice.

It was explained by Harding et. al. (2007) that a person’s moral compass usually guides an individual and prevents them from engaging in fraudulent activities like examination malpractices this may make students to develop negative attitudes towards such acts and hence abstaining from committing such crimes as they are seen as bad from a moral perspective.

However Edgren and Walters (2006) asserted that sometimes deviant behaviors takes place in a society over a repeated period of time until it becomes accepted and hence positive attitude towards such behavior is developed by such individuals. This is typical of what has been happening in our secondary schools today where cheating in examinations has almost become accepted among the members of the society. The students see cheating as something that is normal as long as they don’t get caught hence developing a positive attitude towards examination malpractices by the students.

The view is also supported by Strom and Strom (2007) who stated that there is a significant amount of pressure from the society for the students to perform in the examinations. This enormous pressure from the society and the expectations makes the students to develop a neutralizing attitude whereby they say that as long as so and so is cheating in the examination, it is okay to cheat in the examinations.

This kind of attitude is killing our education system and the researcher carried out this study with such a background that whether the attitude of the students is positive or
negative it may still play a big part in facilitating the students to engage in the examination malpractices.

2.5 Summary of the literature review and gap identification

The documentary review clarified that indeed low levels of self-control may not be the only variable which plays an important role in facilitating fraudulent behaviors such as the examination malpractices but perceived opportunity and attitudes also play a significant role.

The reviewed literature also explained that indeed students who possess low levels of self-control may engage in examination malpractice but it doesn’t mean that those that have a high level of self-control do not engage in the malpractice. The reviewed literature showed that the competitive nature of the current job market in Kenya and the search for a place at the public university in Kenya has led to a high level of anxiety among the students and hence leading to a vast decline in the ethical standards and hence leading to low self-control among the candidates elaborates Magesse et. al. (2012) and hence this may consequently led to the spread of the examination malpractices in the Kenyan secondary schools.

The reviewed literature also explained that even if there is maximum pressure from the society to engage in the examination malpractices, there must be a perceived opportunity for the students to cheat in the examination in order for them to commit the crime.
The reviewed literature showed that the matters of examination malpractices must be taken very seriously and psychological solutions needed to be found since human beings behave differently under different circumstances hence there was all the reasons why the researcher carried out the research on determinants influencing the examination malpractice among public secondary school students in Garissa County.
CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

The chapter describes the methodology used in the research, explains design of the study, discusses the population targeted for the study, describes the sampling and the sampling techniques and procedures used, mentions the instruments that were applied in the research, elucidates on methods that were used in data collection, explains validity and reliability of the research instruments, clarifies methods used in analyzing the data and elucidates on logistical and ethical considerations of the research.

3.2 Research design

This study utilized correlation research design. Correlation research design measures the relationship between more than one variables and assesses the association that exists between them explains Stangor (2011). Correlation design was important such that it naturally figures out the connections between variables states Simon (2006). The variables were not at all manipulated hence correlation research design was more suitable for this study as was explained by Johnson (2008).

3.3 Research Variables

The outcome variable was the examination malpractices while the predictor variables included: self-control, attitudes and Perceived opportunity. Perceived opportunity also acted as the variable that was intervening between student’s attitude and self-control. The level of measurement for all the variables were ordinal scale apart from the examination malpractice which was at the interval scale.
Table 3.1

*Variables of the study*

<table>
<thead>
<tr>
<th>Types of variables</th>
<th>Variables</th>
<th>Measurement scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome variable</td>
<td>Examination malpractice</td>
<td>Ordinal</td>
</tr>
<tr>
<td>Outcome variable</td>
<td>Self-control</td>
<td>Ordinal</td>
</tr>
<tr>
<td>Predictor variable</td>
<td>Student’s attitude</td>
<td>Ordinal</td>
</tr>
<tr>
<td>Intervening variable</td>
<td>perceived opportunity</td>
<td>interval</td>
</tr>
</tbody>
</table>

Source: Researcher 2020

3.4 *Location of the study*

The researcher conducted the study in Garissa County. The area was suitable for this particular research due to a number of reasons: The cases of examination malpractice had been reported severally over the years in this particular area as explained earlier and this aroused the interest of the researcher to carry out the research in this area. Such type of a study has not been done before in this area and the researcher decided to make the maximum use of this opportunity, furthermore this area has always lagged behind in terms of academic excellence in secondary schools compared to the rest of Kenya and examination malpractice could be one of the reasons. On top of all that Garissa County was easily accessible to the researcher hence it was easy for the researcher to interact with the respondents.

3.5 *Target population*

The population targeted for the study was composed of students from the fourth form and the form four class teachers from the eight public secondary schools selected for
this study. The form four class was chosen since they were the senior most class in the schools and was thought to have more understanding about examination malpractice. As for the teachers it is believed that they were always in contact with their students at personal level and hence they provided some useful information about the students.

Table 3. 2

Target Population

<table>
<thead>
<tr>
<th>Target</th>
<th>Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>26</td>
</tr>
<tr>
<td>Form four students</td>
<td>1146</td>
</tr>
</tbody>
</table>

Source: researcher

3.6 Sampling technique and sample size

3.6.1 Sampling technique

The researcher used purposive sampling technique in identifying eight public secondary schools since the study only concentrated on public secondary schools. Systematic sampling was used in choosing the students in the form four class from the eight secondary schools, this was chosen because of its simplicity and periodic quality. Therefore the 285 students that were identified in the sample were selected whereby names were picked from the class list where every second name was picked until the required number was arrived at. Systematic sampling was also used one again to select two class teachers until a number of 16 class teachers was reached. Where the schools
had more than two streams in the form four bloc, simple random sampling of the lottery design was used to identify two streams.

3.6.2 Sample Size

Table 3. 3

Sample size distribution

<table>
<thead>
<tr>
<th>Type of school</th>
<th>Total Sub-County</th>
<th>NO. of selected schools</th>
<th>NO. of selected students</th>
<th>NO. of selected teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys’ day schools</td>
<td>2</td>
<td>2</td>
<td>66</td>
<td>2</td>
</tr>
<tr>
<td>Girls’ day schools</td>
<td>2</td>
<td>2</td>
<td>79</td>
<td>2</td>
</tr>
<tr>
<td>Boys boarding</td>
<td>2</td>
<td>2</td>
<td>84</td>
<td>2</td>
</tr>
<tr>
<td>Girls boarding</td>
<td>2</td>
<td>2</td>
<td>80</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td><strong>N=8</strong></td>
<td><strong>N=8</strong></td>
<td><strong>N=284</strong></td>
<td><strong>N=8</strong></td>
</tr>
</tbody>
</table>

Note: Author’s (2020).

The sample comprised student population of 285 as guided by Krejcie and Morgan (1970) sample table (Appendix I) 16 class teachers were chosen. The whole model hence comprised of three hundred and one respondents for the research project. The table below elaborates on the sample size distribution.

3.7 Research instruments

The researcher used the following questionnaire scale for the purpose of this research:

The scale for perceived opportunity by McCabe and Trevino (1997) which consisted of 8 items with a five point Likert scale which has been proved in other research to contain a reliability of internal consistency of (α=.73).The scale for the attitudes towards examination malpractice contained four items and was adapted from Davis et. al. (1992)
the scale a reliability with internal consistency of \( \alpha=.75 \). Self-control scale with 24 items which was adapted from Grasmick and Tittle (1993) with reliability of internal consistency of about \( \alpha=.83 \). The researcher also used the examination malpractice scale adapted from McCabe & Trevino (1997) with ten items and which was found to have a reliability of internal consistency of \( \alpha=.90 \).

All of the questionnaires had a pecking order which ranged from strongly agree to strongly disagree and was given to both the form four students and the teachers for the purpose of this study.

### 3.7.1 Questionnaire for the teachers and for the students

Questionnaires were used in collecting data from both the students and teachers. The questionnaires had three sections and was based on five-points Likert scales which ranged from strongly agree and strongly disagree. The first part of the questionnaire collected basic background information on the teachers and the students while the second section entailed questions on the determinants influencing examination malpractices. The third part of the questionnaire was open-ended and collected the opinion of the teachers and students on the possible remedies on solving the ever increasing cases of the examination malpractices. The researcher used the maximum scores to record the data.

### 3.8 Pilot testing

Piloting was conducted in two pre-testing schools in Garissa County which included Bahrain mixed secondary school and Salama Girls High school. Piloting usually entails 1-10% of the sample of the study depending on the size of that sample as elaborated by
3.9 Validity and Reliability of research instruments

3.9.1 Validity of research instruments

To ascertain the validity of the research instrument, the researcher liaised with the peers and also asked the experts about the same, which is through expert judgement Anikweze (2009). After the reliability and the validity of the research apparatus were done by the researcher, possible revisions and amendments were done to make sure that it was flawless to be used in the research study.

3.9.2 Reliability of the research instruments

To affirm how reliable the research apparatus were, the researcher used the Cronbach’s alpha to test both the questionnaires for the secondary school students and the one for the teachers. According to Chakrabartty (2013), testing of a reliability of an instrument in a research may help in measuring precision, consistency trustworthiness and repeatability of a research instrument. It tests how much the research is error free and hence stable and produces consistent result. Cronbach’s alpha which is a reliability coefficient was used to test how much the instruments were correlated to each other. It is the most commonly used measure of internal consistency and the most appropriate measure of reliability especially when it come to the Likert scales instrument as explained by Robinson (2009). The results were presented in the table below.
As shown in the table 3.4 the reliability of the items ranged between 0.748 and 0.965 and therefore was deemed to be acceptable for the research. Most researchers agree that a minimum of 0.70 of internal consistency is sufficient for an instrument in a research such as Robinson (2009). Hence the instrument was found to be viable to measure the determinants influencing the examination malpractice in Garissa County.

**3.10 Data collection techniques**

The researcher used a group administered questionnaires which were constructed as per the study questions and objectives to collect the research data from both the students and the teachers. These questionnaires were delivered to schools and were filled in under the instructions of the class teachers by the students while the researcher himself supervised that of the class teachers. It was explained by Gall et. al. (2003) that group administered questionnaires are good since they collect many types of information at once.
3.11 Data analysis and presentation

After the researcher collected the research data through the group administered questionnaire, thorough checking of all the questionnaires were done to ascertain that they were properly filled. The researcher entered the data in the computer using the S.P.S.S version 25 where proper analysis was done. Measures of central tendencies, measures of dispersions, and measures of variability were used in examining the quantitative variables as explained by Kothari (2004). After the analysis was done, the information was presented informing of: pie charts, graphs, tables etc. Pearson’s product moment coefficient was used by the researcher to test the hypothesis of the study.

The null hypothesis tested in the study were the following:

**H₀₁**: Perceived opportunity has no influence on examination malpractice.

**H₀₂**: Low self-control does not lead a student to commit examination malpractice.

**H₀₃**: There is no association between examination malpractice and student’s attitude

3.12 Logistical and Ethical Considerations

3.12.1 Logistical considerations

The investigator followed three logistical phases of data collection which included the pre-field, field and post-field phases. First the researcher got the authorization from the graduate school at the Kenyatta University, then a permission to conduct a research was obtained NACOSTI. The researcher then visited Garissa County where he sought permission from the county director of education. He then visited that heads of
institutions from the sampled schools at their respective schools to get the permission and set a date to visit the schools in order to collect the data.

3.12.2 Ethical considerations

The confidentiality of the participant’s data is vital in any research study, this study made sure that utmost confidentiality of the information gathered was kept at all the times. The consent of the participants was also sought before the data was collected. Throughout the study, the researcher also made sure that no any harm had befallen the respondents in the study. After all, the participants’ were given the permission not to take part in the study if they were not willing and that they could stop the participation at any time they felt like. The researcher also adhered to the rules of plagiarism to ensure that original is produced.
CHAPTER FOUR

PRESENTATION OF FINDINGS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter elaborates on the discoveries of the study, interpretations of the findings and discussions. It discusses the study variables in details and how they relate. The chapter presents the findings as per the following objectives:

i. To investigate extent to which perceived opportunity influences examination malpractice.

ii. To explore the associations between examination malpractice and self-control.

iii. To find out how much examination malpractice is influenced by the students attitude

Form four class teachers from eight public secondary schools and 285 form four students took part in the research. The questionnaires from the class teachers were properly filled in since the research involved two class teachers from all the schools involved in the research, this gave a total of 16 teachers which was hundred percent. Out of two hundred and eighty five students, two hundred and seventy four returned questionnaires that were well filled in hence gave a response rate of 96% which was viable for analysis and reporting of result as shown below.
Table 4. 1  
Questionnaires return rate

<table>
<thead>
<tr>
<th>Data instrument</th>
<th>Administered</th>
<th>Returned</th>
<th>Return rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student’s questionnaire</td>
<td>285</td>
<td>274</td>
<td>96%</td>
</tr>
<tr>
<td>Teacher’s questionnaire</td>
<td>16</td>
<td>16</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Researcher 2020

The demographic data helped the researcher in finding out whether the sources of the data was credible enough and how close the sample was acting as a representative of the population. It also helped the researcher in understanding the respondents more in order to make an informed judgment about the findings.

4.2 Demographic characteristics of students.

The study collected data from 274 students. The demographic data that was collected was based on age and gender of the students, the questionnaire contained the scales for testing the attitude, perceived opportunity, self-control and the examination malpractices.

4.2.1 Age of students

Respondents were told to specify their age which they indicated as shown below.
The information presented in figure 4.1 indicates that most students were within the age bracket of 19 to 20 (41.60%) and this is the age where learners mostly make up their attitude about several behaviors. This was followed closely by those aged between 17 and 18 (39.05%). Those aged between 15 to 16 years (9.49%) were significantly few meaning that most of the students went to school late. Those aged 21 years and above were also very few (9.8%) hence might have remained in school for a longer duration. Generally, the data indicates that the students were mature enough to make an informed decision about engaging in examination malpractice.

**4.2.2 Gender of the students**

The study investigated the student’s gender and the results were indicated as shown below.
Results from fig 4.2 shows that number of male students was slightly higher than a half at (51.82%) while that of female students is slightly lower than a half at (48.18%). The numbers were almost equal because the tried to be gender sensitive.

4.2.3 Gender of teachers

The study investigated the gender of the teachers and came up with the following findings as shown below.
Figure 4.3: Gender of the teachers

The figure shows that most of the teachers were male at (68.75%) which comprised of over half of the respondents. While that of female teachers was at (31.25%). This might be due to the fact that there is still no gender parity in terms of employment of the teachers by the teachers’ employer.

4.2.4 Level of education of the teachers

The study investigated levels of education of the tutors and came up with the following findings shown below.
Fig 4.4 elaborates that most of the teachers had a high educational qualification since most have up to the degree level of education (n=12). The most qualified teachers from these groups had master’s degree (n=3). The least qualified had a diploma level of education (n=1). The high level of qualification in education could mean that the learners might have had the best opportunity to learn about attitude towards examination malpractice and how to exercise self-control.

4.3 The role played by the perceived opportunity in influencing examination malpractice

Objective one of the study sought to investigate how much perceived opportunity influences examination malpractice. The respondents who were in this case the students were asked to state their rating of the role of perceived opportunity on examination malpractice. The responses were as shown in the table below.
Table 4.2:

Students responses on the role of perceived opportunity on examination malpractice

<table>
<thead>
<tr>
<th>Perceived Opportunity</th>
<th>SA %</th>
<th>MA %</th>
<th>N %</th>
<th>MD %</th>
<th>SD %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cheating in examinations in this school takes place frequently</td>
<td>51.1</td>
<td>6.9</td>
<td>2.2</td>
<td>6.9</td>
<td>32.8</td>
</tr>
<tr>
<td>I had seen students in this school engaging in cheating in the examinations frequently</td>
<td>50.4</td>
<td>6.9</td>
<td>2.6</td>
<td>4.0</td>
<td>36.1</td>
</tr>
<tr>
<td>My best friends would strongly disapprove if they catch me cheating in an exam</td>
<td>42.0</td>
<td>8.8</td>
<td>9.1</td>
<td>6.6</td>
<td>33.6</td>
</tr>
<tr>
<td>Any student in this school would completely disapprove if they found me engaging in examination malpractices</td>
<td>39.1</td>
<td>10.2</td>
<td>6.9</td>
<td>6.9</td>
<td>36.9</td>
</tr>
<tr>
<td>Any student who finds another cheating in exams usually reports them in this school.</td>
<td>41.2</td>
<td>9.9</td>
<td>5.8</td>
<td>5.1</td>
<td>38.0</td>
</tr>
<tr>
<td>The punishments for engaging in examination malpractices’ in this school is very tough</td>
<td>59.1</td>
<td>7.3</td>
<td>4.4</td>
<td>5.8</td>
<td>23.4</td>
</tr>
<tr>
<td>The school clearly follows the examination malpractice policies in this school.</td>
<td>52.9</td>
<td>10.2</td>
<td>5.5</td>
<td>5.5</td>
<td>25.9</td>
</tr>
<tr>
<td>The school has put in place strong policies on examination malpractice</td>
<td>59.1</td>
<td>7.3</td>
<td>6.2</td>
<td>6.9</td>
<td>20.4</td>
</tr>
</tbody>
</table>

Source: Research Data (2020)

The findings presented in the table shows that 51.1% n=140 of the students strongly agreed that cheating in the examination takes place in their school this shows the relevance of this research as the students confirm that indeed there are cases of cheating in their school. Whereas 50.1 n=137 strongly agreed that they had seen students in their
school cheating in the examination. However, 42.0% n=115 strongly agreed that their best friends would strongly disapprove if they caught them cheating in the examination. The study further revealed that 39.1% n=107 strongly agreed that anybody in their school would completely disapprove if they caught them engaging in examination malpractice. The results further show that 41.2% n=112 strongly agreed that any students who finds another one cheating in the examinations would report them to the authorities. On the other hand, 59.1% n=161 affirmed that the punishment for cheating in exams in the school was very tough. On top of that 52.9% n=144 strongly agreed that their school clearly follows the examination malpractice policies. Finally, 59.1 n=161 strongly agreed that strong policies have been put in their school on the examination malpractices.

**Table 4.3**

*correlation between perceived opportunity and the examination malpractice*

<table>
<thead>
<tr>
<th>Correlations</th>
<th>Examination malpractice</th>
<th>Perceived Opportunity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examination malpractice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pearson correlation</td>
<td>.165**</td>
<td>.006</td>
</tr>
<tr>
<td>Sig.(2-tailed)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>274</td>
<td>274</td>
</tr>
<tr>
<td>Perceived Opportunity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pearson correlation</td>
<td>.165**</td>
<td>1</td>
</tr>
<tr>
<td>Sig.(2-tailed)</td>
<td>.006</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>274</td>
<td>274</td>
</tr>
</tbody>
</table>

**Correlation is significant at the 0.05(2-tailed)**

Source: Research Data (2020)
A Pearson product-moment correlation between examination malpractice and perceived opportunity showed the following results:

From the table 4.4, correlation analysis revealed Pearson correlation coefficient of .165 at a significance level of 0.006 (r=0.199, p<.05). The result indicated that there was no significant relationship between examination malpractice and perceived opportunity. Hence, we accept the null hypothesis: $H_0$: Perceived opportunity has no influence on examination malpractice.

This contradicts the findings of Kelly and Harley (2010) who explain that people will always make use of the available opportunity when they want to carry out a mischief. This may mean that even if the opportunity to cheat is very minimal, some students will still go ahead and cheat in the examinations. This may explain why students still carry written materials to the examination center and still get caught cheating.

The findings also contradict those of Rae and Subramanian (2008) who stated that students usually make ultimate use of shortfalls in the school administration in terms of organization and hence cheat in the examinations. The findings rather clarify that there need not necessarily be a weakness in an organization in order for cheating to take place, under any circumstance’s students will still cheat in the examinations.

As earlier discussed, the results affirms that there was indeed some weaknesses in the organization of the examinations in that school hence the students pounced on it and cheated in the exams as was explained by Rae and Subramanian (2008) and such will amount to fraud as stated by Romney and Steinbart (2003) such students were getting the results they had not worked for hence getting an unfair edge over the rest of the
students in the other parts of Kenya especially when it comes to the national examination.

Perceived opportunity in most of those schools may have come about as a result of the administration being too lenient on the learners and taking no serious actions in the subsequent exams throughout the life of the students in such institutions as was explained by Sauser (2007). This may become a part and parcel in the lives and hence a little opportunity like the invigilator going out of the classroom for a few moment could be ample opportunity for students to engage in examination malpractices.

The theory of crime as based on the main principles that a person with minimum level of self-control and the availability of perceived opportunity were ultimate reasons for all forms of irregularities and deviant behaviors such as the examination malpractices and based on the above examples we map conclude by stating that it doesn’t matter how big or small the opportunity is, provided that the slightest of the opportunity is there to warrant a student to engage in the examination malpractice.

4.4 Relationship between examination malpractice and Self-control

Objective two of this study sought to explain the association between examination malpractice and self-control. The students were told to state their rating of the role of Self-control on examination malpractice. The responses were as shown in the table below.
### Table 4.4

**Students feedback on the associations between self-control and examination malpractice**

<table>
<thead>
<tr>
<th>Self-control</th>
<th>SA</th>
<th>MA</th>
<th>N</th>
<th>MD</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am often taken away by the spur of the moment.</td>
<td>68.6</td>
<td>22.6</td>
<td>6.9</td>
<td>1.5</td>
<td>0.4</td>
</tr>
<tr>
<td>I sacrifice most of my time to shape my future.</td>
<td>81</td>
<td>11.7</td>
<td>1.8</td>
<td>1.5</td>
<td>4.0</td>
</tr>
<tr>
<td>I usually concentrate on what gives me pleasure here and now.</td>
<td>3.3</td>
<td>2.6</td>
<td>6.6</td>
<td>28.5</td>
<td>59.1</td>
</tr>
<tr>
<td>I am very concerned with what may happen to my life in the long run.</td>
<td>1.5</td>
<td>0.7</td>
<td>4.4</td>
<td>23.0</td>
<td>70.4</td>
</tr>
<tr>
<td>I usually try to solve very hard projects.</td>
<td>2.2</td>
<td>3.6</td>
<td>4.0</td>
<td>21.9</td>
<td>68.2</td>
</tr>
<tr>
<td>When things get tough, I usually give up on them.</td>
<td>19.3</td>
<td>11.7</td>
<td>5.5</td>
<td>6.6</td>
<td>56.9</td>
</tr>
<tr>
<td>The easiest task in life usually gives me the pleasure.</td>
<td>51.1</td>
<td>18.6</td>
<td>7.3</td>
<td>6.6</td>
<td>16.1</td>
</tr>
<tr>
<td>I like performing tasks that gives me a hard time to solve.</td>
<td>53.3</td>
<td>17.9</td>
<td>2.2</td>
<td>4.4</td>
<td>21.9</td>
</tr>
<tr>
<td>I don’t feel the amusement in doing the things that are tricky.</td>
<td>34.7</td>
<td>13.5</td>
<td>9.9</td>
<td>9.5</td>
<td>32.1</td>
</tr>
<tr>
<td>I often do risky things just to enjoy myself.</td>
<td>24.1</td>
<td>9.5</td>
<td>6.9</td>
<td>8.4</td>
<td>51.1</td>
</tr>
<tr>
<td>I never enjoy performing the tasks that may lend me into trouble.</td>
<td>62.4</td>
<td>6.6</td>
<td>4.4</td>
<td>4.4</td>
<td>22.3</td>
</tr>
<tr>
<td>Security is far less important than excitement and adventure</td>
<td>29.9</td>
<td>8.8</td>
<td>7.3</td>
<td>5.5</td>
<td>48.5</td>
</tr>
<tr>
<td>I would likely do something crazy than that which requires my energy.</td>
<td>21.9</td>
<td>11.3</td>
<td>9.9</td>
<td>5.5</td>
<td>51.5</td>
</tr>
<tr>
<td>Instead of seating and engaging in thinking, I would rather be on the move.</td>
<td>40.5</td>
<td>11.3</td>
<td>6.2</td>
<td>6.9</td>
<td>35.5</td>
</tr>
</tbody>
</table>
Instead of getting out to do things, I would rather sit and think of ideas.

I have more energy for adventurous activities as compared to the people of my age.

I care more about the other people before I start looking after myself.

I feel very sorry for the people when they go through a tough time.

If my actions intimidate other people, it’s their own problem am not concerned.

As long as I get what I want, I don’t care about the problems of the other people

It’s not easy for me to lose my temper.

When my anger goes up, I feel more hurt and don’t want to talk about it.

It’s advisable for people to be far from me when am angry

When I get into fight with other people, I can easily sit and talk with them.

Source: Research Data (2020)

The findings presented in the table shows that 68.6 % n=187 strongly agreed with the statement that they were taken by the spur of the moment, hence shows that they got lost in the moment. On the other hand 81% n= 221 strongly agreed that they sacrificed most their time to shape their future.59.1 n=161 strongly disagreed with the statement they usually concentrate on what gave them pleasure here and there.70.4% n= 192 also strongly disagreed with the statement that they were very concerned with what may happen in their life in the long run.
The findings further shows that 68.2% n=186 strongly disagreed with the fact that they usually try to solve very hard projects. 56.9 n= 155 strongly agreed that when things got tough they usually gave up on them. 51.1 n= 140 strongly agreed with the fact that the easiest task in life gave them pleasure. 53.3% n=146 strongly agreed that they liked performing tasks that gave them a hard time to solve. 34.7% n= 95 strongly agreed that they don’t feel the amusement in doing things that are tricky. 51.1% n=140 strongly disagreed with the statement that they often do tricky things just to enjoy themselves. 62.4% n=170 strongly agreed that they never enjoy performing the tasks that may lend them into trouble. 48.5% n= 132 strongly disagreed that security is far less important than excitement and adventure meaning they preferred excitement and adventure to security.

The findings also show that 51.5% n=141 strongly disagreed that they would likely do something crazy than that which requires their energy. 40.5% n=110 strongly agreed that instead of sitting and engaging in cheating in thinking, they would rather be on the move. 62.0% n= 169 strongly agreed that instead of getting out to do things, they would rather sit and think of ideas. 55.1% n=150 strongly agreed that they had more energy for adventurous activities as compared to the people of their age. 47.4% n=129 strongly agreed that they cared more about other people before they start looking after themselves. 69.0% n= 189 strongly agreed that they felt very sorry for the people when they go through hard time. 48.5% n= 132 strongly disagreed with the statement that if their actions intimidate other people, it’s their own problem and that they are not concerned. 66.4% n=181 strongly agreed that as long as they got what they wanted,
they didn’t care about the problems of other people. 59.5% n= 163 strongly agreed that it’s not easy for them to lose their temper. 46.7% n= 127 strongly agreed that when their temper goes up, they feel more hurt and don’t want to talk about it. 39.1% n= 107 strongly agreed that it’s advisable for people to be far away from them when they are wrong. Finally 60.6% n=166 strongly agreed that when they get into fight with other people they could easily sit and talk with them.

A Pearson product-moment correlation demonstrated results as shown below:

**Table 4. 5**

*Correlation between self-control and the examination malpractice*

<table>
<thead>
<tr>
<th>Correlations</th>
<th>Examination malpractice</th>
<th>Self-control</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examination malpractice</td>
<td>Pearson's correlation Sig. (2 tailed).</td>
<td>.199</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>274</td>
</tr>
<tr>
<td>Self-control</td>
<td>Pearson's correlation Sig. (2 tailed).</td>
<td>.199</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>274</td>
</tr>
</tbody>
</table>

**Correlation is significant at the 0.05(2-tailed)**

Source: Research Data (2020)

From the above information, a correlation coefficient of .199 was illustrated at a significance levels of 0.001 which is less than 0.05 (r=.199, p value <.05). This indicated that there was no significant association between examination malpractice and self-
control. Hence, we accept the hypotheses H_{02}: Low self-control does not lead a student to commit examination malpractice the findings contradict Gyurak and Ayduk (2008) who claimed that high levels of self-control enabled an individual to delay gratification and hence control themselves against engaging in forms of deviant behaviors as compared to their counterparts with low self-control.

As per theory of crime, minimum level of self-control is the ultimate cause of students engaging in the examination malpractice as was elaborated by Gottfredson and Hirschi (1990). The research carried out by this study actually indicates that many of the students had low self-control and yet there was significantly no correlation between examination malpractice and self-control. This can be explained by the fact that the trends in examination malpractices in the secondary schools have become highly entrenched in the system, so much so that it doesn’t matter the level of self-control a student has to be able to engage in such malpractices.

The study goes in tandem with a research study which discovered a very minimal correlation between delaying gratification of a task and self-control (r = .15) which was statistically a small significance using the traits of self-control by Sounders et. al., (2017) hence as discussed earlier this may not mean that students who poses a significant level of self-control may not engage in examination malpractice as shown by the results of this particular study.

Furthermore, it was elaborated by De Ridder et. al.(2012) that magnitude between the trait self-control and the ability of a person to control their behaviors across domains actually differs, Almost 85-90% of the variances in achieving of a goal by an individual

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is within a personal level and that people show fragments of self-control in a certain areas of their lives better than others as explained by Koester (2016) hence the students in this research may have shown low levels of self-controls in some traits and not in examination malpractices since the questionnaire for self-control had a purpose of testing the general level of self-control in students in life and not specifically on the examination malpractices.

Hence, we may conclude by stating that since there was some positive association among the variables indicates that self-control has some effect on the ability of the students to cheat in the examinations even though the significance was very minimal.

4.5 The influence of student’s attitude towards engaging in examination malpractice

Objective three of this study investigated how much examination malpractice is influenced by the student’s attitude. Students were asked to state their rating of their attitude on examination malpractice. The responses were as shown in the table below.

<table>
<thead>
<tr>
<th>Table 4.6</th>
<th>Students feedback on the influence of the student’s attitude on examination malpractice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student’s attitude</td>
<td>SA %</td>
</tr>
<tr>
<td>It is right for a student to cheat in the exams.</td>
<td>41.6</td>
</tr>
<tr>
<td>If they may get away with it then students should cheat in the exams</td>
<td>41.2</td>
</tr>
<tr>
<td>If the chance of being caught is slim, a student should cheat in the exam.</td>
<td>25.2</td>
</tr>
<tr>
<td>Incase another student asks others for the assistance in the exams, they should help each other to cheat</td>
<td>47.1</td>
</tr>
</tbody>
</table>

Source: Research Data (2020)
From the analysis in table 4.7, almost a half of the students refuted the statement that students should cheat in the examinations hence they preferred not to cheat in the examinations. But close the other half stated that if they may get away with it then students should cheat in the examinations. Slightly over a half of the students disagreed with the fact that if the chance of being caught is slim then they should engage in cheating. Close to a half of the students strongly agreed with the fact that incase another student asks for their assistance they would help them in the exams.

**Table 4.7**

*Correlation between students’ attitude and examination malpractice*

<table>
<thead>
<tr>
<th>Correlations</th>
<th>Examination malpractice</th>
<th>Student’s attitude</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examination malpractice</td>
<td>Pearson correlation</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Sig. (2 tailed)</td>
<td>.024</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>274</td>
</tr>
<tr>
<td>Student’s attitude</td>
<td>Pearson correlation</td>
<td>.024</td>
</tr>
<tr>
<td></td>
<td>Sig. (2 tailed)</td>
<td>.687</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>274</td>
</tr>
</tbody>
</table>

**Correlation is significant at the 0.05(2-tailed)**

Source: Research Data (2020)

From the analysis above, there was a correlation coefficient of 0.24 at significant levels of 0.687 that is greater than 0.05 (r=0.24, p value>0.05). The results indicates that there was no significant association between a student’s attitude and the examination malpractice. This means that a student’s attitude on the examination malpractice does
not necessarily lead them to cheat in an examination. This therefore means that we accept the hypothesis, \( H_0: \) There is no association between the student’s attitude and examination malpractice. This is because P-value of 0.24 was far away from the 0.05 alpha values for the result to have statistical significance. In terms of the study problem, the implication is that the student’s attitude does not have much influence on the students cheating in the examinations.

These findings therefore contradict Harding et. al. (2007) who stipulated that a person’s attitude plays an important role in leading them to commit deviant behaviors such as the examination malpractice.

However as explained by Edgren and Walters (2006) if fraudulent behavior such as engaging in cheating in the exams at the high school settings become rampant, the activity becomes repeated over and over until it starts ceases to be unethical since the attitude of the student’s changes to a positive and hence becomes normal. Perhaps this explains why the students didn’t show any negative attitude towards cheating in the exams.

As was discussed earlier, attitude is a facet that is multidimensional and manifests itself in different components as was elaborated by Syyeda (2016) who divided it in three dimensions which were affect, cognition and behavior. Affect in this case referred to the societal beliefs about examination malpractices where everyone actually believes that the end usually justifies the means whatever unscrupulous method has been used along the way to achieve such results. This conforms to the study results since the students are motivated to engage in cheating in exams by the society itself.
Secondly, social norms and rules strongly influence the attitudes of an individual as explained by Smith and Mackie (2007) Cheating in the examination has deeply been accepted by the society in Kenya especially in Garissa county where it has been seen for a long time as a gateway to success in life and some parents highly encourage the students to cheat in the examination and so are some teachers hence however positive or negative the students attitude is towards cheating in the examination they do cheat. Then there is the issue of the neutralizing attitudes as was explained by Haines et. al, (1990) where the students get dubious excuses for engaging in the examination malpractices such as “everyone else is doing it all over Kenya”. Students with such neutralizing agents are the best at cheating in the examination especially when it comes to the national examinations and this also explains why there was statistically no significance between examination malpractices and attitudes.

According to the theory of crime for any deviant behavior to take place there must be low self-control and the perceived opportunity but without and individuals’ attitudes towards such a behavior then the process is not complete. In fact, the original theory of crime was not sufficient to explain deviant behaviors hence attitude was added as a commanding variable as was claimed by Piquero and Tibbets (1996) hence whether positive or negative or even neutralizing, a person’s attitude plays a great part in committing any deviant behavior the chief among the examination malpractices.

4.7 Teachers’ responses on the level of the examination malpractices in the schools
The study also investigated the level to which examination malpractices were practiced in secondary schools. The teachers were told to state their rating of the prevalence of
the examination malpractice in their schools. The responses were as shown in the table below.

Table 4. 8

*Teachers’ feedback on the level of the examination malpractices in the schools.*

<table>
<thead>
<tr>
<th>Examination malpractice</th>
<th>SA</th>
<th>MA</th>
<th>N</th>
<th>MD</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students in this school copy material and turn it in as their own work</td>
<td>58.8</td>
<td>17.6</td>
<td>5.9</td>
<td>0</td>
<td>11.8</td>
</tr>
<tr>
<td>Students in this school have used unfair methods to learn what was on a test before it was given.</td>
<td>41.2</td>
<td>35.3</td>
<td>11.8</td>
<td>0</td>
<td>5.9</td>
</tr>
<tr>
<td>Students in this school have copied a few sentences of material from others in an exam</td>
<td>58.8</td>
<td>17.6</td>
<td>5.9</td>
<td>5.9</td>
<td>5.9</td>
</tr>
<tr>
<td>Students in this school have helped others to cheat on a test</td>
<td>41.2</td>
<td>41.2</td>
<td>5.9</td>
<td>0</td>
<td>5.9</td>
</tr>
<tr>
<td>Students in this school have collaborated on an assignment when the teacher asked for individual work</td>
<td>70.6</td>
<td>5.9</td>
<td>5.9</td>
<td>5.9</td>
<td>5.9</td>
</tr>
<tr>
<td>Students in this school have a practice of cheating in an exam.</td>
<td>52.9</td>
<td>17.6</td>
<td>5.9</td>
<td>11.8</td>
<td>5.9</td>
</tr>
<tr>
<td>Students in this school have turned in assignment done by someone else</td>
<td>58.8</td>
<td>5.9</td>
<td>11.8</td>
<td>5.9</td>
<td>11.8</td>
</tr>
<tr>
<td>Students in this school are allowed to bring relevant materials in examination room.</td>
<td>58.8</td>
<td>11.8</td>
<td>11.8</td>
<td>5.9</td>
<td>5.9</td>
</tr>
<tr>
<td>Students in this school usually cheat on a test in some way</td>
<td>52.9</td>
<td>11.8</td>
<td>11.8</td>
<td>5.9</td>
<td>11.8</td>
</tr>
<tr>
<td>Students in this school have ever used a textbook or notes on a test without the teacher’s permission</td>
<td>47.1</td>
<td>11.8</td>
<td>5.9</td>
<td>17.6</td>
<td>11.8</td>
</tr>
</tbody>
</table>

Source: Research Data (2020)

From the table 4.7 over a half of the teachers affirmed that students in their school copy materials from each other in an assignment, majority of the teachers agreed that their students have used an unfair method to learn what was on a test before it was given to
them, three quarter of the teachers agreed that students in their school have copied a few sentences from each other in an examination, close to a half of the them stated that students have indeed helped each other cheat in a test almost all of the teachers agreed that students usually collaborated in doing individual assignments together, 5 out of every teacher said that students in their schools had a practice of cheating in a test, majority of the teachers strongly agreed that students have brought in assignments done by somebody else as theirs, most of the teachers stated that they allowed students to bring into the exam room relevant materials, half of the teachers concluded that their students cheat in the exam in some way and finally close to a half of them suggested that students in their schools have ever used materials such as notes or textbooks in the examination centers.

The finding reveals that examination malpractices was prevalent in those schools just like many other schools in Kenya Ingolo (2009) stated that even with the strict rules that the K.N.E.C was providing, still the cases of cheating are there in almost all schools. Hence this made this study even more relevant.
CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Introduction

This chapter summarizes the findings from the study, gives an elaborate conclusion and prescribes the possible recommendations on the determinants influencing examination malpractices. The study had objectives as follows:

i. To investigate how much examination malpractice is influenced by perceived opportunity.

ii. To examine the association between examination malpractice and self-control.

iii. To find out how much examination malpractice is influenced by the student’s attitude.

5.2 Summary of the findings

Two hundred and eighty five students were sampled from Garissa County in a well-balanced sample of boys and girls in almost equal proportion. The study got extensive information from 16 teachers. The study investigated about the determinants influencing the examination malpractice and these determinants were perceived opportunity, self-control and student’s attitudes and the results were summarized as follows:

Objective one of this study sought to investigate how much perceived opportunity influences examination malpractice. The findings on the responses given out by the students on the perceived opportunity showed that cheating the schools takes place from time to time, they also claimed that indeed they had seen students from their school
cheating in the exams frequently. However, the students stated their schools had strong policies to restrain them from cheating in the exams and that the punishment for engaging in examination malpractices in their school was very tough. This clearly indicates that students will still cheat even if the conditions are very tight. This shows how cheating in the exams has evolved since punishing the students who cheat and limiting the perceived opportunity to cheat no longer prevents the students from cheating. The students would rather create the opportunity to cheat by themselves instead of waiting for such opportunity to make itself available which is typical of the times we live in today.

Objective two of this study examined the association between examination malpractice and self-control. In summary, the researcher tested for the level of self-control among the learners and the scale tested things like recklessness, leaning towards physical activity, being egocentric, loving simple tasks and being temperamental. All this facets from the study showed that the students had a low self-control but the results also showed there was no notable association between self-control and the examination malpractice. Hence the study did not adhere to the theory of crime which asserted that low levels of self-control is the ultimate reasons as to why students engage in deviant behaviors such as the examination malpractice.

The third objective of the study scrutinized the impact of student’s attitude on examination malpractice. The study revealed that there was no significant relationship between attitude and examination malpractices. However, most students affirmed that
it is right for the students to cheat in the exams, while a majority implored that students should help each other to cheat in the examination.

The study further showed that there was no notable association between the student’s attitude and the examination malpractice, this may mean that it doesn’t matter what type of attitude the learners have on cheating since they will cheat anyway.

5.3 Conclusions

The following were concluded from the study from the preceding chapters that:

(i) There was no notable association between perceived opportunities and cheating in exams which may mean even in an environment that is not opportune rich learners may still engage in examination malpractice.

(ii) There was also no notable relationship between self-control and examination malpractice. This may mean that lack of self-control may not be the main reason as to why the learners engage in examination malpractices. Students may have a high level of self-control but still engage in examination malpractices.

(iii) There was statistically no notable association between the student’s attitude and examination malpractice. This may suggest that learners have embraced the culture of cheating in the examinations to an extent that their attitude towards the same doesn’t count anymore.

(iv) That the culture of cheating in the secondary schools is still deeply entrenched in most of the secondary schools in Kenya. It’s only the cheating methods that are evolving.
5.4 Recommendations

5.4.1 Policy recommendations

The researcher recommends the following based on the findings of this research:

(i) Results from this study show that there was no notable association between perceived opportunity and examination malpractice which suggests that even in an environment that is not opportune rich learners may still engage in examination malpractice hence it is recommended that educational psychology is supposed to be introduced as subject from primary level of education in order to make it a lifelong learning process as opposed to the current system which introduces it at the higher education level where damage in terms of behavioral development has already been done.

(ii) The study also found statistically no notable association linking the student’s attitude and examination malpractice. This may suggest that learners have embraced the culture of cheating in the examinations to an extent that their attitude towards the same doesn’t count anymore hence the study recommends that the teachers at all levels of education should work on instilling honesty in students and use positive reinforcements instead of adopting policies of stringent rules to dither the learners from engaging in examination malpractices.

(iii) The results in this study also revealed no notable relationship linking the student’s self-control and examination malpractice which may mean that lack of self-control may not be the main reason as to why the learners engage in examination malpractices it was found that Students may have a significant level
of self-control but still engage in examination malpractices therefore the study recommends that Guidance and counselling should be emphasized in schools and taught to leaners as subject to help the learners successfully go through several stages in life and make them develop a holistic view about the world.

(iv) The study finally revealed that the culture of cheating in the secondary schools is still deeply entrenched in most of the secondary schools in Kenya and that it’s only the cheating methods that are evolving therefore, the curriculum designers must come up with ways of insuring that subjects that focus more on other areas of psychology such as the psychomotor skills should be emphasized instead of only focusing on the cognitive skills.

5.4.2 Recommendations for further Research

The following propositions were advocated for further research:

(i) It is imperative for similar study to be carried out in private schools to enhance generalization of the study. Similar study should also be conducted in other institutions such as the colleges and universities.

(ii) Other psychological variables should be considered that may have influence on the examination malpractice other than self-control, perceived opportunity and attitudes.

(iii) It is also important for this research to be conducted in others counties to ascertain whether the results are the same and further improve on the study.
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Rae, K., & Subramaniam, N. (2008), *Quality of internal control procedures: Antecedents and moderating effect on organisational justice and employee fraud*. Managerial Auditing Journal, 23(2), 104124.


reported self-control measures do not assess the ability to override impulses.

Mansucript


[https://doi.org/10.11591/edulearn.v9i2.1732](https://doi.org/10.11591/edulearn.v9i2.1732).


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APPENDICES

APPENDIX A: LETTER OF INTRODUCTION

KENYATTA UNIVERSITY

THE DEPARTMENT OF EDUCATIONAL PSYCHOLOGY

P.O BOX 43844

NAIROBI

Dear sir/madam,

I am a student at the Kenyatta University currently undertaking a research. My research is titled “Determinants influencing examination malpractices among students in public secondary schools in Garissa county Kenya”.

I kindly request you to sacrifice a portion of your time in filling the attached questionnaires. The responses that you are going to give shall be used only for the purpose of the ongoing research. You are hereby assured that your information is confidential, please fill in the questionnaires with utmost honesty.

Yours faithfully,

DARO ABDULLAHI WOCHE
APPENDIX B: QUESTIONNAIRE FOR CLASS TEACHERS

Instructions

Please fill in your responses with the highest level of honesty. Your information shall be confidential and shall be used only for the purpose of this research. Please put a tick (√) where necessary or fill in the blank spaces provided where necessary.

Section 1: Background information

1. What’s your gender  Male ( ) Female ( )

2. What is your level of education?
   
   Diploma ( ) degree ( ) masters ( )
   
   Others (Specify).................................
Section 2: Behavioral causes of examination malpractices are indicated in the tables' below. Read the following sentences and tick (√) against as appropriate.

<table>
<thead>
<tr>
<th>Attitudes scale</th>
<th>Strongly agree</th>
<th>Moderately agree</th>
<th>Neither agree nor disagree</th>
<th>Moderately disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 It is right for a student to cheat in exams</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 If they may get away with it, then students should cheat in exams</td>
<td></td>
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</tr>
<tr>
<td>3 If the chance of being caught is slim, a student should cheat in exams</td>
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<tr>
<td>4 Incase another student asks others for the assistance in the exams, they should help each other to cheat.</td>
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</table>

<table>
<thead>
<tr>
<th>Perceived opportunity scale</th>
<th>Strongly agree</th>
<th>Moderately agree</th>
<th>Neither agree nor disagree</th>
<th>Moderately disagree</th>
<th>Strongly disagree</th>
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</thead>
<tbody>
<tr>
<td>1 Cheating in examinations in this school takes place frequently.</td>
<td></td>
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<tr>
<td>2 I had seen students in this school engaging in cheating in the examinations frequently.</td>
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</tr>
<tr>
<td>3 All teachers would strongly disapprove if they catch students cheating in an exam</td>
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</tr>
</tbody>
</table>
4. Any student in this school would completely disapprove if they found others engaging in examination malpractices.

5. Any student who finds another cheating in exams usually reports them in this school.

6. The punishments for engaging in examination malpractices in this school is very tough.

7. The school clearly follows the examination malpractice policies in this school.

8. The school has put in place strong policies on examination malpractice in this school.

<table>
<thead>
<tr>
<th>Self-control scale</th>
<th>Strongly agree</th>
<th>Moderately agree</th>
<th>Neither agree nor disagree</th>
<th>Moderately disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Students are often taken away by the spur of the moment.</td>
<td></td>
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<tr>
<td>2</td>
<td>Students sacrifice most of their time to shape their future.</td>
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<tr>
<td>3</td>
<td>Students usually concentrate on what gives them pleasure here and now.</td>
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<tr>
<td>4</td>
<td>Students are very concerned with what may happen to their life in the long run.</td>
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<tr>
<td>5</td>
<td>Students usually try to solve very hard projects.</td>
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<tr>
<td>6</td>
<td>When things get tough, students usually give up on them.</td>
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<tr>
<td>7</td>
<td>The easiest task in the students’ life usually gives them the pleasure.</td>
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<tr>
<td>8</td>
<td>Students like performing tasks that gives me a hard time to solve.</td>
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<tr>
<td>9</td>
<td>Students don’t feel the amusement in doing the things that are tricky.</td>
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<tr>
<td>10</td>
<td>Students often do risky things just to enjoy themselves.</td>
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<tr>
<td>11</td>
<td>Students never enjoy performing the tasks that may lend them into trouble.</td>
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<tr>
<td>12</td>
<td>Security is far less important than excitement and adventure for students.</td>
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<tr>
<td>13</td>
<td>Students would likely do something crazy than that which requires their energy.</td>
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<td>14</td>
<td>Instead of seating and engaging in thinking, students would rather be on the move.</td>
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<tr>
<td>15</td>
<td>Instead of getting out to do things, students would rather sit and think of ideas.</td>
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<tr>
<td>16</td>
<td>Students have more energy for adventurous activities as compared to the people of their age.</td>
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<tr>
<td>17</td>
<td>Students care more about the other people before they start looking after themselves.</td>
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<tr>
<td>18</td>
<td>Students feel very sorry for the people when they go through a tough time.</td>
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<tr>
<td>19</td>
<td>If students’ actions intimidates other people, they think it’s their own problem and are not concerned.</td>
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<tr>
<td>20</td>
<td>As long as students get what they want, they don’t care about the problems of the other people.</td>
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<tr>
<td>21</td>
<td>It’s not easy for the students to lose their temper.</td>
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<td>22</td>
<td>When students’ anger goes up, they feel more hurt and don’t want to talk about it.</td>
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<td>23</td>
<td>It’s advisable for people to be far from the students when they are angry</td>
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<tr>
<td>24</td>
<td>When students get into fight with other people, they can</td>
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</table>
easily sit and talk with them.

Section three

Suggest ways and means of eradicating cheating in examinations:

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________
APPENDIX C: QUESTIONNAIRE FOR SECONDARY SCHOOL STUDENTS

Instructions

This is not to test but to help us understand the causes of examination malpractice in your school. The answers will be treated with utmost confidence. For these reasons, don’t write your name anywhere on this questionnaire.

1. What is your age? ……………………

2. What is your gender   Male ( )   Female ( )

Section 2: Behavioral causes of examination malpractices are indicated in the tables’ below. Please put a tick (√) where necessary or fill in the blank spaces provided where necessary.

<table>
<thead>
<tr>
<th>Attitude Scale</th>
<th>Strongly agree</th>
<th>Moderately agree</th>
<th>Neither disagree nor agree</th>
<th>Moderately disagree</th>
<th>Strongly disagree</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>It is right for me to cheat in exams</td>
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<tr>
<td>2</td>
<td>If I may get away with it, then I should cheat in exams.</td>
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<tr>
<td>3</td>
<td>If the chance of being caught is slim, then I should cheat in exams.</td>
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<tr>
<td>4</td>
<td>If another student asks me for the assistance in the exams, I will let them cheat.</td>
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<tr>
<td>Examination malpractice scale</td>
<td>Not even one time</td>
<td>rarely</td>
<td>sometimes</td>
<td>often</td>
<td>Many times</td>
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<tr>
<td>1 I have copied material and turned it in as my own work</td>
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<tr>
<td>2 I have used unfair methods to learn what was on a test before it was given to me.</td>
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<tr>
<td>3 I have copied a few sentences from a textbook during the exam.</td>
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<td>4 I have helped someone else to cheat on a test</td>
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<tr>
<td>5 I have Collaborated on an assignment when the teacher asked for individual work</td>
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<tr>
<td>6 I have copied from another student during a test.</td>
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<tr>
<td>7 I have turned in work done by someone else.</td>
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<td>8 I have received substantial help on an individual assignment without the teacher’s permission</td>
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<td>9 I have cheated on a test in some way.</td>
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<td>10 I have used a textbook or notes on a test without the</td>
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<tr>
<td>Perceived Opportunity Scale</td>
<td>Strongly agree</td>
<td>Moderately agree</td>
<td>Neither disagree nor agree</td>
<td>Moderately disagree</td>
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<tr>
<td>1 cheating on tests occur frequently at this school</td>
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<tr>
<td>2 I have personally observed another student cheating on a test many times at this school</td>
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<tr>
<td>3 My closest friend would strongly disapprove if he/she found out I had cheated in an exam</td>
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<tr>
<td>4 A typical student at this school would strongly disapprove if he/she found out I had cheated in an exam</td>
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<tr>
<td>5 A typical student at this school would report someone who had cheated on a test</td>
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<tr>
<td>6 The penalties for examination malpractices at this school are severe</td>
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<tr>
<td>7 The school understand the policies on examination malpractice</td>
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<tr>
<td>8 The school support the policies on examination malpractice</td>
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<td></td>
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<tr>
<td>Self-Control Scale</td>
<td>Strongly agree</td>
<td>Moderately agree</td>
<td>Neither disagree nor agree</td>
<td>Moderately disagree</td>
<td>Strongly disagree</td>
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<tr>
<td>1 I often act on the spur of the moment</td>
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<tr>
<td>2 I devote much thought and effort to preparing for the future</td>
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<td></td>
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<tr>
<td>3 I often do what brings me pleasure here and now</td>
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<td></td>
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<tr>
<td>4 I am more concerned with what happens to me in the long run</td>
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<tr>
<td>5 I frequently try to seek out projects that I know will be difficult</td>
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<tr>
<td>6 When things get complicated, I tend to quit or withdraw</td>
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<tr>
<td>7 The things in life that are easiest bring me the most pleasure</td>
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<tr>
<td>8 I like really hard tasks that stretch my abilities to the limit</td>
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<tr>
<td>9 I feel little need to test myself by doing something a little risky</td>
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<td>10 Sometimes I will take a risk just for the fun of it</td>
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<tr>
<td>11 I find no excitement in doing things I might get in trouble for</td>
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</tr>
<tr>
<td>12</td>
<td>Excitement and adventure are more important than security</td>
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<tr>
<td>13</td>
<td>I would almost always rather do something mental than physical</td>
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<tr>
<td>14</td>
<td>I feel better when I am on the move rather than sitting and thinking</td>
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</tr>
<tr>
<td>15</td>
<td>I like to read or contemplate ideas more than I like to get out and do things</td>
<td></td>
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<tr>
<td>16</td>
<td>I have more energy and greater need for activities than most people my age</td>
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<tr>
<td>17</td>
<td>I try to look out for others first, even if it means making things difficult for myself</td>
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<tr>
<td>18</td>
<td>I’m very sympathetic to other people when they are having problems</td>
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<tr>
<td>19</td>
<td>If things I do upset people, it’s their problem not mine</td>
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<tr>
<td>20</td>
<td>I will try to get things I want even when it’s causing problems for others</td>
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<tr>
<td>21</td>
<td>I don’t lose my temper very easily</td>
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<tr>
<td>22</td>
<td>When I’m angry I feel more like hurting than talking about why I’m angry</td>
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</tr>
<tr>
<td>23</td>
<td>When I’m really angry, other people better stay away from me</td>
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<tr>
<td>24</td>
<td>When I have a serious disagreement with someone, I can usually talk calmly about it without getting upset</td>
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**Section three**

Suggest ways and means of eradicating cheating in examinations:

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APPENDIX D: THE MAP OF GARISSA COUNTY
APPENDIX E: KENYATTA UNIVERSITY RESEARCH AUTHORIZATION

KENYATTA UNIVERSITY
GRADUATE SCHOOL

E-mail: dean-graduate@kun.ac.ke
Website: www.kun.ac.ke

Our Ref: ESS/CE/25183/2014

DATE: 23rd September, 2019

Director General,
National Commission for Science, Technology
and Innovation
P.O. Box 30623-00100
NAIROBI

Dear Sir/Madam,

RE: RESEARCH AUTHORIZATION FOR DARO ABDULLAHI WOCHE – REG. NO.
ESS/CE/25183/2014

I write to introduce Daro Abdullahi Woche who is a Postgraduate Student of this University. The student is registered for M.Ed degree programme in the Department of Educational Psychology.

Woche intends to conduct research for a M.Ed. Project Proposal entitled, “Determinants Influencing Examination Malpractices among students in Public Secondary Schools in Garissa County, Kenya”.

Any assistance given will be highly appreciated.

Yours faithfully,

[Signature]

PROF. ELISHIBA KIMANI
AG. DEAN, GRADUATE SCHOOL
APPENDIX F: NACOSTI RESEARCH AUTHORIZATION

This is to certify that Mr. DARO WOCHER of Kenyatta University, has been licensed to conduct research in Garissa on the topic: Determinants influencing examination malpractices among students in public secondary schools in Garissa County, Kenya for the period ending: 07/November/2019.

License No: NACOSTI/R/19/26440

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### APPENDIX G: SIMPLE RANDOM SIZE TABLE

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**Note.** — *N* is population size. *S* is sample size.

**Source.** Krejcie & Morgan, 1970