

Influence of Teachers' Working Conditions on Curbing Examination Malpractices in Public Secondary Schools in Kisii County, Kenya

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Abstract: Examination malpractice has become one of the most serious problem threatening our education system at all levels of learning irrespective of the institution status, level or location. For a long time examinations have witnessed increased and sophisticated incidents of examination malpractices. The problem is so alarming that all stakeholders in the educational systems all over the world have expressed serious concerns about it and need to find solution to it. The purpose of this study was to establish teachers' working conditions influence on examination malpractices in KCSE examinations in Kisii County selected public secondary schools where the vice has been perennially exhibited. The researcher provided background information on the roles of teachers in examination process and how teacher factors as the independent variables can be manipulated to curb examination malpractices. This study reviewed relevant literature based on the variables guided by the research questions in line with their study objectives. The research analyzed the influence of teachers' working conditions ,teachers' roles in the examination process and the challenges teachers are faced with in curbing examination malpractices as dependent variables and illustrated in the conceptual framework and related literature provided. The target population constituted 15 Principals, 15 Deputy Principals, 15Examination Masters and 3 District Examination Officers. Saturated sampling was used to obtain the sample which is equal to the target population. Causal comparative Ex post facto research design was used. Questionnaires and interview schedules which were subjected to expert judgement and pilot tested for validity and reliability were used as research instruments. Statistical analysis was done to generate frequencies and percentages. The study recommended promoting teachers' morale in terms of remuneration, better working conditions, provision of adequate and relevant educational/ teaching and learning facilities. The study also recommended full implementation of examination regulations and policies without partiality and further research on the role of other stakeholders in curbing examination malpractices.

Keywords: Examination, malpractice, teachers, working conditions.

I. INTRODUCTION

Examinations have remained major instruments used for the evaluation of learners' achievement as a means of assessing the quality of performance that an individual has accumulated at during a learning process. Examinations are an instrument for testing, assessing, evaluating and accreditation. Alutu (2005) defines examination as a process of measuring how much knowledge a student in an institution of learning has acquired after exposing him or her to a definite course of instruction. Public Examinations normally are intended to serve a number of functions. The most obvious is to assess the competence of students' learning, relative to some agreed criteria. The results are then frequently used to discriminate among students with regard to their preferred careers, further education or employment or fit into the societal strata.

Muola (2010) identifies that to date examinations are the best tools for any objective assessment and evaluation, of learners' achievement. Hence any action that undermines examinations poses a great threat to the validity and reliability of examination results and certification, promotion/ placement and even job recruitments. Unfortunately, the process of examination in Kenya secondary schools is characterized perennially with the phenomenon of examination malpractice that has become endemic in the education system. Although examination malpractice is neither a recent phenomenon nor peculiar to Kenya or Africa the alarming rate is a global issue. It has been widely reported that parents and teachers aid and abet examination malpractice directly or indirectly. Incidences of examination malpractices and the problems associated with the conduct of examination in Kenya continue to thrive. Efforts made to forestall the vice are yielding results in some regions in Kenya, though it is either inadequate or ineffectual at curbing the menace as the malpractices take newer, dynamic and appalling forms especially with the advances in Information and Communications Technology (ICT) coupled with the general falling standards of societal norms.

Joshua (2008) identified that for the results of an examination to be credible, valid and reliable, the examination must have been taken according to rules and regulations. Therefore any examination that is not in consonance with the regulations is a bad examination. Whenever examiners or examinees engage in a conduct that is contrary in a manner that places some students in undue advantage over other students, examination malpractice occurs.

Each year when KCSE examination results are released large numbers of irregularities have been recorded. The number of examination centers involved in examination malpractices recorded by KNEC from 2007 to 2011 was as indicated in Table 1.

Table 1: Centres involved in Examination Malpractices

Year	National,(N)	Kisii, (K)	K/N (%)
2007	246	6	2.47
2008	119	8	6.72
2009	146	5	3.42
2010	70	2	2.9
2011	151	9	5.96

(Source: KNEC Reports from 2007- 2011)

From the statistics it is clear that many people are involved in examination malpractices and Kisii County contributes a considerable portion therefore, there is a great need for Kenya to look for a permanent solution to this problem if education is going to be the catalyst for national development and if Kenyan certificate are going to be respected in this era of globalization. Despite the numerous efforts put in place to curb examination malpractice and its consequences, many irregularities are reported each time KCSE results are announced and each season witnesses new methods of cheating. The examination process has been endangered to the extent that promotion, placement or certification has almost lost its credibility in the country. Most studies conducted lay emphasis on trying to establish the cause, effects and consequences of the examination malpractice. Little has been done to establish how teachers who are centrally involved in the entire examination process influence examination malpractices. This research examined teacher factors in curbing examination malpractices in KCSE in selected public secondary schools in Kisii County with a view to establish teacher based factors to curb the menace.

Kisii County is to the western part of Kenya in former Nyanza region, on Latitude: 0° 41' 0 N and Longitude: 34° 46' 0 E. The county is a driving distance of 309 km from Kenya's capital city of Nairobi, located East-Southeast, on Class B3 all-weather road. Also, other major urban center's proximity distances from Kisii town are; Kisumu city which is 114 km to the Northwest, Nyamira at 23 km to the immediate North; Keroka at 25 km to the East; Kericho at 101 km to the Northeast, Kilgoris at 46 km to the Southeast; Narok at 165 km to the East, and Migori to the South-West 67 km which otherwise connects the town to the Kenya -Tanzania border at Isebania town located a further 31 km South. Kisii County is an amalgamation of ten distinct Sub counties which are Kisii Central, Masaba South, Marani, Sameta, Gucha, Nyamache, Kisii South, Gucha South, Kenyenyua and Nyamache. The secondary schools which are a major focus for this study are made up of mixed boarding, girls boarding, boys boarding, mixed day and boarding schools and day only schools. Due the large population and ever-increasing demand for education, most public universities and colleges have set up new Kisii based campuses and branches in the town.

Objectives of the Study

This study was guided by the following objectives:-

- i. Determine influence of teachers' working conditions on curbing examination malpractices in Kisii County public secondary schools.
- ii. Establish teachers' roles in the examination process in Kisii County public secondary schools.
- iii. Analyse challenges teachers are faced with in curbing examination malpractices in Kisii County public secondary schools.

II. RESEARCH METHODOLOGY

Study population:

The research targeted 15 public secondary schools Principals, Deputy Principals and Examination Masters from these schools and 3 District Examination Officers of Kisii County. The schools have been identified because they have exhibited one form of malpractice or the other at any one time.

Sample Size and Sampling Procedures:

Saturated sampling is a sampling technique that allows the researcher to use all cases that have the required information in respect of the research objectives was criterion for sampling. The sample constituted 15 Principals, 15 Deputy Principals, 15 Examination Masters and 3 District Examination Officers. This has been chosen because the schools have had examination malpractices at any one time.

Conceptual Framework:

This conceptual framework established a relationship between independent variables based on the teachers working environment, role of teachers in examination process and teachers' challenges in curbing examination malpractices as teacher factors (independent variables) intertwined with level of professional development and commitment, educational facilities, government policies, KNEC policies, guidance and counseling, learners' attitudes, motivation and teaching methods as the intervening variables establishing how they can be manipulated to lead to the examination malpractice (dependent variable) or curbing the malpractices which was the basis of this research.

III. RESULTS

The study analyzed how teachers' working conditions contributed to examination malpractices in public secondary schools in Kisii County. Data collected was presented and analyzed under the question "How do teachers' working condition influence examination malpractices in public secondary schools in Kisii County?" The findings are presented in the following sub- sections:

Teachers' working conditions and examination malpractices:

Respondents were asked to identify various teachers working condition which led to examination malpractices in Kisii County public secondary school. Responding to this question, data were collected using questionnaires, presented and analyzed using frequencies and percentages. Table 2 below presents the findings.

Table 2: Working Conditions leading to Examination Malpractices

Working Conditions	RESPONSES				total
	Agree		Disagree		
	<i>f</i>	%	<i>f</i>	%	
Overcrowded examination halls	36	81.8	08	18.2	44
Unfriendly school administration	24	54.5	20	45.5	44
Heavy teacher work load	32	72.7	12	27.3	44
inadequate teaching / learning facilities	34	77.3	10	22.7	44
Over demanding stakeholders	20	45.5	24	54.5	44
Indiscipline among students	28	63.6	16	36.4	44
Lack of effective supervision	30	68.2	14	31.8	44
Average total	29	65.9	15	34.1	44

In Table 2, the respondents views varied on the teachers' working conditions leading to examination malpractices; 36 of the respondents (81.8 %), claimed that overcrowded examination halls contributed to examination malpractices, 34 of the respondents reported inadequate teaching/ learning facilities,(77.3%), 72.7% heavy teacher work load, 65.9% lack of effective supervision, 63.6% indiscipline among students and 54.5% agreed to unfriendly school administration as a cause of examination malpractice with over demanding stakeholders on teachers at 45.5%. On the average 29 of the respondents (65.9%) claimed that the listed teachers' working condition influence examination malpractices in public secondary school in Kisii County.

Data analysis and interpretation revealed that respondents are of the opinion that teachers' working conditions influence examination malpractices. These findings indicates that overcrowded examination halls encourages students to 'giraffe' copy from each other or collude by easily exchanging examination papers or answer scripts encouraged further by ineffective supervision as a result of inadequate or incompetent or poorly inducted examination officials. Unfriendly school administration hinder co-operation with examination officials promoting indiscipline among students who in turn are un willing to abide by the laid down examination rules and ethics leaving the personnel administering the examination vulnerable to unethical demands of the students hence examination malpractices. The findings indicate that overcrowded examination halls, lack of effective supervision, indiscipline among students, unfriendly schools administration are a recipe for examination malpractices.

Nature of examination malpractice in Kisii County:

Respondents were asked to identify nature of examination malpractices their school had been involved in at any time in the past five years and the responses were as provided in the questionnaires and analyzed using frequencies and percentages. The findings are shown in Table 3

Table 3: Nature of Examination Malpractices.

Nature of malpractice	RESPONSES				
	Agree		Disagree		total
	<i>f</i>	%	<i>f</i>	%	
Smuggling notes to examination halls	28	63.6	16	36.4	44
Students copying from each other	34	77.3	10	22.7	44
Invigilators assisting students	26	59.1	18	40.9	44
Authorities colluding with examination officers	32	72.7	12	27.3	44
Impersonation	16	36.4	28	63.6	44
Accessing examination questions prior	25	56.8	19	43.2	44
Phone text messages during examinations	20	45.5	24	54.5	44
Average total	26	58.8	18	41.2	44

Table 3 reveals that opinions of the respondents varied on the nature of examination malpractices in public secondary schools in Kisii County. One major cause of examination malpractices given by 34 respondents (77.3%) was students copying from each other. Another response given by 32 respondents (72.7%) was school authorities colluding with examination officials and others include; students smuggling notes to examinations halls (63.6%), invigilators assisting students (59.1%), accessing examination questions prior (56.8%), receiving text messages during examinations (45.5%) and impersonation (36.4%). On the average, 26 respondents (58.8%) claimed that each item listed in Table 3 was a nature of examination malpractice in the selected public secondary school in Kisii County.

From the finding the nature of examination malpractices is closely related to working environment in that inadequate teaching/ learning resources lower students morale in facing certain subjects especially sciences, this also constrains the students and examination officials as the meager resources have to be shared or used in turns increasing chances of examination material leaked to those who have not sat the examination by those who have or from other sources like neighbouring schools. The research revealed that most of the results of student cancelled are due to collusion among students which is influenced by congested examination halls which make it easy for students to copy from each other or exchange answer scripts or smuggled materials with least knowledge of the officers manning the examination.

According to those interviewed many secondary schools' students complete their secondary education without ever having contacted with botanical or zoological specimen or chemical reagents. Some have not seen a map extract before examinations hence will tend to seek for assistance. Microscopes, gauges and several equipments are merely heard of or seen on black board sketches made by teachers whom may not be willing or ready to improvise those which can be improvised.

Respondents interviewed, majority 145 respondents (90.6%) agreed to adequacy and use of teaching and learning materials affects the effectiveness of a teachers' lesson leading to inadequate and poor coverage of syllabi which eventually propagates examination malpractices. The study revealed that most schools lacked extra and relevant material like map extracts, globes, text books or equipments making learning of subjects like social science very abstract to the candidates and is a factor compelling students to seek by the way assistance when handling practical examination.

Statistical analysis of the research objective gives strong indication that lack of educational facilities leading to overcrowding in halls contribute significantly to examination irregularities in public secondary schools in Kisii County. These findings are in consonance with the submission of Corcoran (2008), Rivera (2005) and Denga (2003) that physical condition have direct positive and negative effects on teachers morale, sense of personal safety and feeling of effectiveness in the classroom and on the general learning environment in which where working conditions are good, they result in enthusiasm, high morale, cooperation and acceptance of responsibility leading to low or no examination malpractice but when working conditions are unfriendly, teachers are not motivated to work which eventually leads to poor learning out comes and desire of achievement success at all costs hence indulgence in examination malpractices.

Most public secondary schools are located in rural areas in the county characterized by shortages of teachers and teaching/ learning resources. In order to have comparable performance with the disparities for their candidates, school managers or parents, even communities support everything that could be done to assist their students to pass their examinations. Inequality of access to good quality schools and resources appears to be a major factor in the propensity to engage in examination malpractices in public secondary school in Kisii County. On the other hand schools which have no human or material resource disparities enlist support for their children to cheat in order to maintain their high class status.

These findings agrees with Adekate (2003) and Denga (2003) that one possible cause of examination malpractices in Nigeria is the attempt to maintain social equilibrium through boosted examination performance as a compensatory action and further agrees with Aina (2006) that if there are equal educational opportunities, the endemic, struggle between the rich few (the haves) and the majority (the have nots) in the county could ease and the desire to support examination malpractices among public secondary schools in KCSE could then be reduced.

The research further found out that the teachers -students ratio is high putting the students and teachers under great pressure in handling the immense work load which is usually haphazardly covered lowering students confidence in facing examination which eventually act as a catalyst leading to examination malpractices. Similar views are shared by Nyandoro (2008) that many teachers have been demoralized as a result of poor remuneration and lack of incentives in the profession hence frequently absent themselves from teaching to indulge in other subsidizing ventures at the expense of the teaching. It was also revealed that schools located in rural areas are often understaffed as those teachers who are posted their work out their way to more favourable places usually in easily accessed or urban schools or those with desirable amenities. The few teachers who remain in these schools find their work output inadequate in preparing students to confidently face the examinations and therefore resort to achieve success through indulgence in malpractices.

The results of the findings showed that teachers' inadequacy is a significant cause of examination malpractices the results in the accordance to the finding of Nyandoro (2008) that teachers' inadequacy and incompetence were the prime predictors of students' involvement in examination malpractices in secondary schools in Kisii County. It also agrees with the findings of Mucheke (2006) who opined that the teachers' attitude to the profession was significant in examination malpractices. This adds to Denga (2003) that inadequate educational facilities and obscured instructional materials which are inadequate in schools may force some students to check for possible answers even if they do not want to do so in an examination.

Falsification of candidates (impersonation) which is well planned by the various stakeholders/ interested parties with masked knowledge of the school administration is a form of examination malpractice identified by respondents. In some circumstances teachers end up marking papers of their own children or relatives and in this case they are prone to enhance

malpractices at the marking stage usually unnoticed or proved. It is clear that teachers' challenges in examination administration play an outstanding role in enhancing examination malpractices in the county.

Teachers' Challenges in Administration of Examinations:

The objective was to identify the challenges teachers experience in administration of examinations in public secondary schools in Kisii County. To achieve this, data was collected and analyzed under the question. "What challenges do teachers experience in the administration of examinations in public secondary schools in Kisii County?" The results are presented in the following sub sections

Table 4: Teachers' Challenges in Examination Administration

Teachers' Challenges in Examination Administration	RESPONSES				
	Agree		Disagree		total
	<i>f</i>	%	<i>f</i>	%	
Educational facilities	36	82	06	18	44
Student indiscipline	22	50	22	50	44
Technology	30	68	14	32	44
School management	24	55	20	45	44
Accessibility to centers	18	41	26	59	44
Inadequate personnel	32	73	12	27	44
Insecurity	20	45	24	55	44
Lack of commitment	16	36	28	64	44
Average total	26	63.6	18	36.4	44

It is revealed from the table that 36 respondents (82%) agree that educational facilities is a major challenges with 34 respondents (77%) agree to unethical practices, 32 respondents (73%) accept that personnel inadequacy in administering examination is a challenges. Further 30 respondents (68%) and 24 respondents (55%) agree that technology and school management are challenges respectively. An equivalent number of 22 respondents 50% agree and disagree with student's indiscipline as a challenge. Insecurity, accessibility of examination centres and lack of commitment represented large number of respondents disagreeing 28 (64%), 26 (59%) and 24 (55%) respectively.

The data was analyzed and presented in frequencies and percentages and results indicated that teachers are faced with all the itemized challenges in examination administration in Kisii County. Most responded that inadequate educational facilities, technology, inadequate personnel, unethical practices and school management as the major challenges in examination administration.

The statistical analysis of the objective to analyze the challenges teachers experience in administration of examinations in public secondary schools in Kisii County indicated that lack of enough educational facilities, inadequate personnel in managing examinations, advanced technology especially the use of mobile phones and teachers' unethical practices contribute significantly to examination irregularities in Kisii County. This is in consonance with the findings of Ayiin (2008), that lack of necessary facilities; among other things sustain examination malpractices in Nigeria giving credence to the results of this study in Kisii County.

Results from the findings revealed that teachers are involved in registration of candidates for examinations, setting, vetting, invigilation /supervision and marking of examination. It further found out that examination malpractices occurred at each stage of the process involve teachers who are faced with insecurity, difficulties in accessing examination centres and policies which are not fully committed to execute to the fullest all examination rules and regulations adding to Olatoye (2004), findings that the economy is a challenge on teachers asserting to the poverty level and dividing economic standards, low income to meet the ever growing wants, teachers cum supervisors engage in misconduct and malpractices

in exchange of money. The study identified school management and administration played a significant role in academic mischief to obtain increase in enrolment and or to maintain high status or uplift school popularity.

This further agrees to Aina (2006) findings that the desire to maintain high class status by some secondary schools and maintain social equilibrium through boosted examination performance as a compensatory action. Therefore school managers arrange the malpractices with the aim of maintaining a high class standard aimed at attracting more students and work for the teachers as a recipe for promotions or rewards.

Respondents identified that schools embracing poor conditions of service for teachers like setting unrealistic or intimidating standards/ expectations in which teachers are to record certain mean scores in the schools or be transferred, demoted or stagnated in a grade such policies in agreement with Maunda (2010) study findings on causes of examination malpractices . The findings also identified that examination malpractice by heads of institution that plan to manipulate candidates sitting arrangement with the aim of letting the bright students assist the weak students in one way or the other during examinations. Further, the mode of indexing students and labels on answer scripts in which the names of the examination centre and that of the candidate is indicated promotes the often attitudinal and subjective awarding of marks or grades especially on papers requiring continuous writing like English compositions, 'Kiswahili composition' and essay type questions in other examinable subjects.

Roles of teachers in Examination Process:

The respondents were asked to identify the role of teachers in examination process and their responses tabulated in Table 5

Table 5: Roles of Teachers in Examination Process

Roles of teachers in examinations	RESPONSES				
	Agree		Disagree		total
	<i>f</i>	%	<i>f</i>	%	
Setting questions	40	91	4	09	44
Supervision	44	100	0	0	44
Invigilation	44	100	0	0	44
Security	28	64	16	36	44
Marking	42	95	02	05	44
Registering candidates	26	59	18	41	44
Assisting weak candidates	12	27	32	73	44
Assisting in practical examination	24	55	20	45	44
Total average	33	73.9	11	26.1	44

In Table 5, the respondent's views varied on the role of teachers in examination administration. All 44 respondents agreed that teachers are involved in examinations supervision and invigilation with significantly large number 42 and 40 representing 95% and 91% respectively acknowledge teachers are involved in marking and setting of examination. 28 respondents (64%) agree that teachers participate in provision of security, with 24 respondents (55%) agreeing that teachers are involved in assisting candidates in practical examinations while 32 respondents (73%) disagree that teachers assist weak candidates. It was deduced from the analyzes of results presented in frequencies and percentages that the respondents are of the opinion that teachers should not be involved in assisting candidates in practical examination or helping weak candidates as they are involved in supervision/ invigilation, marking, setting examinations and providing examination safety.

Dealing with Examination Malpractices:

Respondents were asked to identify the strategies to be employed to deal with examination malpractice in public secondary school in Kisii County. In response to this question, data on measures that could be taken to discourage, prevent or otherwise address curb examination malpractices based on teachers' roles in public secondary schools in Kisii County were collected from the responses to the questionnaire and data were analyzed using frequencies and percentages. The findings are presented in Table 6.

Table 6: Strategies in Dealing with Examination Malpractice

Strategies in dealing with Examination Malpractice	RESPONSES				
	Agree		Disagree		total
	<i>f</i>	%	<i>f</i>	%	
In-service examination officials adequately	32	73	12	27	44
Use only professional teachers in administration	44	55	20	45	44
Improve teachers' assessment skills	28	64	16	36	44
Full implementation of KNEC legal provision	40	91	04	09	44
Students frisking before entry to examination hall	35	80	09	20	44
Improve teachers' remuneration	38	86	06	14	44
Encourage adequate syllabus coverage	30	68	14	32	44
Terminate services of involved teachers	42	95	02	05	44
Cancel certificates of involved centres	30	68	14	32	44
Total average	33	75	11	25	44

Table 6 shows strategies given by respondents that could discourage or help in curbing examination malpractices in Kisii County. Among the strategies, termination of services of teachers involved in malpractices had the largest number of respondent 95%. This was followed by the respondents suggestion of the full implementation of the KNEC legal provision of examinations at 91% and towards by improvement of teachers remuneration 86%, other measures include intensifying efforts in effectives frisking of students before entering the examination halls, 80% in-service of examination officials 73%, ensuring teachers cover syllabus in time at 68%, improved teachers assessment skills 64% and cancelling of certificates of teachers/ institution involved in malpractices 68%. On the average 33 of the respondents (75%), claimed that the strategies suggested in table 8 should be taken to discourage, prevent or otherwise curb cheating in examinations in the public secondary schools in Kisii County. The results from the data analyzed in frequencies and percentages indicate that teachers can play a significant role in dealing with examination malpractices

What Sustains Examination Malpractices:

Respondents were asked to enlist factors that sustain examination malpractices in public secondary schools in Kisii County. In addressing this question data on the factors sustaining examination malpractices in public secondary schools in the county were collected by use of questionnaires and analyzed using frequencies and percentages, the findings are presented in Table 7.

Table 7: Factors Sustaining Examination Malpractices

Factors Sustaining Examination Malpractices	RESPONSES				
	Agree		Disagree		Total
	<i>f</i>	%	<i>f</i>	%	
Inadequate preparation of candidates	26	59.09	18	27.27	44
Inadequate syllabus coverage	32	72.70	12	45.45	44
Poor teacher professional development	24	54.55	20	40.91	44
Teachers' unethical behaviour	26	59.09	18	31.82	44
Inadequate teacher remuneration	30	68.18	14	36.36	44
Inadequate educational facilities	28	63.64	16	54.55	44
Desire to maintains high status	20	45.45	24	31.82	44
Non implementation of KNEC legal provision	30	68.18	14	45.45	44
Students indiscipline	24	54.55	20	40.91	44
Corruption among examination officials	26	59.09	18	40.91	44
Total average	27	59.09	17	38.64	44

In Table 7 the opinion of the respondents varied on what sustain examinations malpractices in public secondary school in Kisii County. One major factor that sustains examination malpractices given by 32 respondents (72.73%) was inadequate syllabus coverage by teachers. Another response given by 30 respondents (68.18%) was the non implementation of KNEC legal provision which elaborates the necessary measures and punishment to be executed in the culprits and inadequate teacher remunerations 30 respondents (68.18). Other responses on what sustains examination malpractices include corrupt examination officials 26 respondents (59.09%), with the same number of respondent agreeing that inadequate preparation of candidates and teachers' unethical behavior contribute to sustaining the malpractices. 28 respondents (63.64%) agreed to inadequate educational facilities, whereas 24 respondents (54.55%) said it is sustained by poor teacher professional development and students' indiscipline. On the average 27 of the respondents (61.36%), claimed that all items suggested in Table 7 are factors which sustain examination malpractice in public secondary school in Kisii County.

This research exposes the extent to which the inability of teachers to cover prescribed syllabuses contributes to the preponderance of examination irregularities and the effects of poor curriculum delivery and not adherence to teachers' professional ethics characterized with corruption, immoral behavior and indiscipline amongst students and other stakeholders as catalyst of examination malpractices adding to Alutu and Alutu (2003) and Aina (2006), that "Ethics and integrity hold the promise of a panacea for all besetting examination ills, yet implies greater promise far beyond examinations, which when realized may leap the nation into a meritocratic society where honesty, hard work and virtues are rewarded while indolence and social vices are punished."

IV. DISCUSSION

The study focused on public secondary schools in Kisii County which have been involved in any form of examination malpractice at any one time in the past five years from 2007. This was necessitated by the fact that despite the numerous efforts put in place to curb examination malpractices and its consequences, many still thrive endangering the examination process credibility hence the need for this study singling out to establish the teacher factors towards curbing examination malpractices in public secondary schools in Kisii County.

The findings of this study indicated that examination malpractice is directly influenced by the conditions under which teachers work. It revealed that overcrowded, nature of classroom/ examination hall with few invigilators during examination encourages collusion among students, 'giraffing' where students stretch their necks to copy from a neighbour or exchange examination scripts amongst themselves hence compromising the examination outcome. When conditions are not motivating to the teachers, they lead to frequent absenteeism, lateness and eventually inability to cover stipulated course curriculum.

The results of this study indicate that majority of the respondents believe that poor performance of students in public examinations could be one of the major causes of examination malpractices in Kisii County. This poor performance in secondary schools is orchestrated by poor resource situation in which despite the increased students population the number of facilities are static and dwindling an indicator of congested learning areas. It was realized that many secondary schools students complete their secondary education without even having contact with basic equipments / apparatus or specimens and chemical reagents. Inequality to access good quality schools and resources was revealed to be a major factor in the propensity to engage in examination malpractices.

The research further found out that the students population is high putting the students and teachers under great pressure in handling the immense work load which is usually haphazardly covered lowering students confidence in facing examination which eventually act as a catalyst leading to examination malpractices.

The study identified that large proportion of the sources of examination malpractices in Kisii County could be traced to the officials of the examining body. Leakage of questions from strong rooms, sale of life questions and undue assistance to candidates, school managers' connivance, ethical decadence among teachers and officials charged with the duty of managing examination. The incompetence in frisking students before entering examination halls, smuggling of materials to the rooms and letting candidates exchange scripts within the room or receive short messages or mobile phone calls is characteristic of the professionally and morally compromised lot of officials.

The study realized that the manifestation of moral decadence and loss of family values are key to examination malpractices in Kisii County. The societal emphasis on success irrespective of the means employed in achieving the success; put pressure on candidates to indulge in examination malpractices. Students are involved because they want to achieve success; teachers and other examination officials because of the financial, materials and other intangible gains derived from involvement in examination malpractices which are sustained by whatever sustains corruption.

Over-regard and over-emphasis on certificates obtained based on the good grades translating to prestigious facilities in higher institution irrespective of how they were earned is a recipe for examination malpractices. This research study revealed that the high regard placed on the summative assessment KCSE plays a leading role to examination malpractices as it is believed the only gateway for a decent future when you pass the examination and therefore, one has to make it through any means hence examination malpractices. Considering the findings of this study, it was found out that there lacked full implementation of the examination rules by relevant authorities and poor teachers' working conditions contributes greatly to examination malpractices. Indiscipline among students and lack of adherence to professional ethics by teachers are critical variables in involvement in examination malpractices in schools. It was also evident that poor curriculum delivery characterized by inadequate syllabus coverage, absenteeism/ lateness of teachers, lack of teachers preparedness and commitment, poor school management with low teacher morale lead to low student confidence in taking examinations and resort to irregularities as a way of compensation or bridging the gap.

V. CONCLUSION

This study investigated the teacher factors towards curbing examination malpractices in public secondary schools in Kisii County. The purpose of this study was to establish teacher factors in curbing examination malpractices in selected public secondary schools in Kisii County. This was in relation to the frequent occurrence of examination malpractices in public secondary schools in Kisii County and the consequences of the examination malpractices on the students, teachers, parents, school authorities and the general citizenry despite the numerous efforts put in place to curb the vice.

The study specifically sought to analyse how teachers' working conditions influence examination malpractices, establish the impact of teachers' professional ethics on examination malpractices, examine how curriculum delivery influences examination malpractices and analyze the challenges teachers experience in administration of examinations in public secondary schools in Kisii County.

It was established that poor or inadequate school resources hinder teachers' efficiencies in performing their duties making it ineffective and learners' achievements inadequate hence leading to examination malpractices to compensate for the inadequacies. A congested examination halls is a recipe for students' copying from each other, or exchange answer scripts, whisper answers to each other without notice of supervisors/ invigilators. In the attempts to make up for the lapses in teaching and understanding occasioned by lack of equipments, in that, students in many secondary schools complete their secondary level without ever having contact with a variety of laboratory equipments, chemical reagents, specimens and relevant charts like periodic tables lead to examination malpractices as a compensation during examinations.

Based on how curriculum delivery influences examination malpractices it was established that poor pedagogy, teachers' unpreparedness and lack of teachers professional commitment leads to poor syllabus coverage and poor teaching which in turn affects the candidates level of confidence in handling examinations which subsequently leads to examination malpractices. It was established that most teachers are no longer committed in their work; planned programmes are ineffectively or not covered at all making students to lack confidence while facing examinations and therefore seek alternative sources of passing their examinations hence examination malpractices. Frequent lateness, absenteeism even teachers strikes agitating for teachers' rights lead to uncompensated time lost leading to poor syllabus coverage.

In examining the challenges teachers experience in administration of examinations in public secondary schools in Kisii County, the study found out that teachers encounter various challenges at different levels as they are involved in the examination process. Most schools in the county are ill-equipped, poorly accessible, poorly staffed and have overcrowded rooms with squeezed /shared facilities. Under these conditions the candidates are enticed to examination malpractices of one kind or the other as even the personnel managing the examinations in inadequate. In some schools supervisors/ invigilators are threatened to the extent that they comply with the demands of either the institution or students during the examination most of which are unethical and lead to examination malpractices.

Despite its limitations and delimitations this study is hoped to be useful to the government and other agencies by providing knowledge on how the teacher can be central in dealing with examination malpractices and instrumental when taking decisions concerning teachers especially in terms of professional development, remuneration, allocation of resources to school and selection of personnel managing examinations. This study will be fundamental to employers in devising additional hiring criteria above the certificates owned by possible employees and revised admission criteria to various faculties in institutions of higher education other than certificates which may be earned through examination malpractices.

Finally it is upon all stakeholders in the education sector to take monitoring and evaluation seriously in order to address the teachers' factors effectively and to devise schemes well planned to curb examination malpractices in public secondary schools in Kisii County and in all other parts of the country as examination malpractices send bad signals to other students who are honest and hardworking when their lazy colleagues who have cheated come out in flying colours. If perpetrators are not brought to book, morally principled students may be tempted to cheating eroding reputation and confidence in learning institutions. Therefore examination malpractice needs to be urgently checked before it destroys our educational system as it is having a devastating effects on our students who have become lazy and unwilling to study influenced by pre-planned examination malpractices undermining and rubbishing the examination process, concern ministry/ personnel and or the examining body.

VI. RECOMMENDATIONS

Basing generalizations on the findings of the study the researcher recommends that:-

KNEC should be able to devise a way of generating its own indexing nationally to avoid the pre-organized indexing by school principal which are in most times criterion for candidates assisting each other and establish anonymity on students scripts to avoid examination malpractices during the marking and results compiling stages. There should be complete execution of KNEC legal provision without favour or fear. Involved centers should be banned or blacklisted, personnel involved should be prosecuted in a court of law and have their certificates rendered invalid through cancellation alongside the law taking its course.

There should be close collaboration among stakeholders in vetting and identifying examination centres which are suitable and meet the council specifications and recommendations. Those which do not comply with the standards or involved in examination malpractices should be avoided. The government, community and various institutions should be able to collaborate towards fair acquisition and equitable distribution of educational facilities to all learning institutions.

Personnel managing examination should be discriminated based on morality and general integrity. Those who have questionable integrity should not be hired to manage examinations and those who are to be given the job should undergo a well prescribed programme to facilitate their competencies and relevancies. There should be general teacher development to enhance their understanding of content and embrace current pedagogy which will eventually improve their morale and output leading to commitment to the profession. Higher education institution should devise appropriate admission modalities over the certificates whose basis and emphasis for admission should not be over emphasized. Potential employers should also devise better recruitment and employment criteria over and above certificates.

The Ministry of Education Science and Technology and teachers' employer (TSC) should ensure teachers are provided with relevant instruments, instructions, resources and monitor their professional competences through regular school/ teacher inspections to advice on quality of service rendered to students and how it is done; with the aim of embracing current pedagogy. Those who are retrogressive are to be forcefully refreshed through retraining or retired on public interest while those who are progressive should be rewarded by promotions and improved remunerations to keep up their morale and commitment.

There should be all inclusive examination management through hiring competent and independent security monitoring teams to boost and check perpetrators in or out of institution used as examination centres and at all other stages in the examination process. The county should no more take certificates as passports to jobs or admission to higher education but put more emphasis on competence and skill acquisition by enhancing continues assessment which should be popularly implemented over the summative assessments which are held as almighty examinations.

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