

**AN INVESTIGATION INTO STUDENTS PERCEPTION OF ACADEMIC INTEGRITY,
FACTORS INFLUENCING CHEATING BEHAVIORS AMONGST PUBLIC
SECONDARY SCHOOL STUDENTS IN NGONG DIVISION, KAJIADO COUNTY**

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MARIST INTERNATIONAL UNIVERSITY COLLEGE

**A CONSTITUENT COLLEGE OF THE CATHOLIC UNIVERSITY OF EASTERN
AFRICA**

NAIROBI-KENYA

APRIL, 2019

DECLARATION

This research is my original work and has not been submitted to any university for examination purposes. The work should therefore not be used in anyway without the due authorization of the owner.

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DECLARATION

This research is my original work and has not been submitted to any university for examination purposes. The work should therefore not be used in anyway without the due authorization of the owner.

DEDICATION

To God, Supreme and Master of all, and to all the loved ones whose support and encouragement saw me through this work. In a special way Papa Alfred Ndi, my dad and Mama Judith Ndi my mother. To all my siblings, niece and nephews.

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To very many who supported me. I say, God bless.

ABSTRACT

Education describes the total process of human learning by which knowledge is imparted, faculties trained, and skills developed (Farrant, 1980). Education is essential for the development of any society. The more educated the people of a society are, the civilized and well-disciplined the society might be. It is based on the importance placed on education and the character formation which the society receives based on the integrity of education that motivated this research work. If the society depends on educated people for proper functionality and when in school, students are not expected only to produce awesome certificates but skills which are commensurate to the certificates which they acquire. In a situation where students cheat their way through school, they end up with results that are not theirs or whose skills are not measurable to their grades. Based on these assumptions, every society and every country see integrity as a key factor that should be fostered in our schools so that we might have honest citizens who will be able to deliver services to the society based on what they have learnt in school. Imagine a medical doctor who cheated his way to this profession; many lives will be at risk in his hands because he does not know the job at its best. The research therefore sets out to investigate, what are the factors that influences dishonest practices in public secondary schools in Ngong sub County, Kajiado county. The following objectives guided the study: to establish how curricular factors and teacher practices can influence students dishonesty, to establish if social factors like peer pressure, parental pressure, ranking system and competition could influence cheating behaviors among students and to suggest ways which the problem of cheating in examination can be minimized and thereby improving academic integrity among learners in public secondary schools. The questionnaire was used to collect data from both students and teachers. The findings indicated several factors like peer pressure, ranking of students, and pressure from parents still contributes enormously to influence students cheating behavior. While seeing that in spite of the presence of heavy punishment and sanctions meted on defaulters yet the behavior is not completely wiped out, the further recommendation was to use positive reinforcement, coaching and guidance counseling so as to build esteem, courage and a spirit of hard work among learners so that the cheating behavior can be greatly reduced or ended and the integrity of our education system upheld or improved.

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LIST OF ABBREVIATION

KCSE: Kenyan Certificate of Secondary Education

CATs: Continues Assessment Tests

GPA: Grade Point Average

Systems: Missing Items

CHAPTER ONE

INTRODUCTION

1.0 Background to the problem

Education describes the total process of human learning by which knowledge is imparted, faculties trained, and skills developed (Farrant, 1980). Education is essential for the development of any society. The more educated the people of a society are, the civilized and well-disciplined the society might be. Owing to its great impact in the society, education has been regarded as a means through which society can use to either build its society or destroy it. Academic institutions would like to attract honest students as well as foster a culture of honesty and ethical conduct among their students. The prevalence and increasing severity of cheating should be distressing to educators because of their implications (King and Mayhew, 2002; Whitley and Keith Spiegel, 2002).

Firstly; most schools in Kenya as it is in United States colleges and universities as well as elsewhere in the world, have a mission that includes preparing for citizenship, character development, moral leadership, and service to society; each of these has a moral dimension. Prevalent cheating undermines efforts to accomplish such missions.

More so, acts of academic dishonesty undermine the validity of measures of student learning. This, in turn, interferes with school's ability to correctly diagnose gaps in students learning for the purpose of both re-teaching current students and re-designing instructions for future students. Whitley and Keith-Spiegel (2002) make related claims that cheating undermines equity in grading and the mission to transfer knowledge.

Finally, research has shown that students who cheat in college are more likely to cheat in graduate and professional schooling (Baldwin, Daugherly, Rowley, and Schnartz, 1996), to engage in unethical workplace behavior, (Beck and Ajzen; 1991), to cheat on income taxes (Fass, 1990), and to abuse substances (Blankenship and Whitley, 2000; Karkvliet, 1994).

Interventions that effectively encourage a student not to cheat during high school could reduce the frequency of his or her decisions to engage in other unethical behavior during school and beyond.

The above points show how education could be the most important areas that requires integrity since it is the foundation of our intellectual standards. Education is seen normally as the first step towards which we live our lives and work for the benefit of the society. So, it is very important that we act with integrity in all the aspects of our learning processes. It is really unfortunate that students do not think of integrity when they go to their schools or University. The opposite of integrity is corruption and this exist among some students in our schools. Corruption means getting away with things we know to be wrong, Carter (1996). This means that we do some wrong things even when we know in our hearts that we should not do them. Cheating for example is something wrong in education but some students still do this to get their desired grades. This cheating is done in various forms; some cheat by taking a peek at their classmate's answers during exams.

Integrity as a state of life has a strong backing even from the holy Bible. In the Old Testament, the Hebrew word translated 'integrity' means the conditions of being without blemish, completeness, soundness, perfection, sincerity, uprightness and wholeness. In the New Testament, it means honesty and adherence to a pattern of good works and Christ is the perfect example of integrity as his followers too we are called to emulate his example.

1.1 Statement of the Problem

The primary reason for any society or government embarking on educating her citizens is that education is considered as a key factor in a nation's development. Education assessment however poses demands and pressures that are enormous on both students and teachers resulting to an increase in attempted (and successful) cheating not only in invigilated examinations but also in homework and assignments. Examinations cheats have not been completely eliminated despite stringent mechanisms employed by the Kenya National Examination Council (KNEC) to curb the vice. Cheating discourages competition, reduces the student's incentive to study, and leads to inaccurate evaluation of the student's abilities. To assess quality of an education system, standards must be set to ensure that examinations are valid and reliable. The main reasons to why students continue to cheat both in the national examinations and the school-based examinations have not yet been fully established. More knowledge about the phenomenon of cheating behavior is needed with a view to rectifying the situation. This study therefore sets out to identify which factors would influence cheating behavior in examinations among the public secondary school students in Ngong district.

1.2 Purpose of the Study

The purpose of this study is to investigate factors influencing recurrence of examination irregularities, cheating and absence of integrity in public secondary schools in Ngong division, Kajiado County, Kenya

1.3 Objective of the Study

The following objectives guided this study:

- a. To establish if social factors, like peer pressure, influence cheating behavior in examinations among public secondary schools' students in Ngong District.

- b. To establish if curricular factors and teachers' practices influence academic dishonesty in examinations among public secondary school students in Ngong district
- c. To determine the contribution pressure from parents, the ranking system and competition among schools lead to increase cheating during examinations in public secondary schools.
- d. To suggest ways in which the problem of cheating in examinations can be minimized and thereby improving academic integrity among learners in public secondary schools

1.4 Scope and Delimitation of the study

Delimitation of the study can be understood as the remarkable boundaries where the researcher will tackle the study. It can also be defined as the deliberate action taken by the researcher in order to make the study manageable (Mwira, 1992). This study was delimited to public secondary schools in Ngong District. Teachers and students constituted the population for the study. The researcher delimited the study to three schools in Ngong District due to the conviction that the selected schools would provide the necessary variables for the study. The choice of the public schools was based on the many societal interpretations that most public secondary schools have high numbers of academic dishonesty and the integrity of student's performance is often doubted because of so much cheating and also the teachers haste in completing the syllabus without a corresponding understanding and assimilation of the knowledge in the classroom.

1.5 Significance of the Study

The information obtained in this study may be useful to the ministry of education, curriculum developers, teachers, parents and students. This is absolutely important to the various stake holders, to the parents and finally to the students because of the following reasons; if the ministry of education in the country is able to come up with a program that can foster not only succeeding

in exams but also rewarding skills, honesty, truth, respect and other values which can be promoted at the school level, there may be a positive outcome at the level of the society since the main objective of education aims at forming, informing and transforming young people who may fit into the society not only as intellectuals at the cognitive levels but also as people who are efficient in the affective and the psychomotor domain.

Secondly, the curriculum developers may be able to come up with syllabus that help the students to develop skills and abilities instead of just cramming and reproducing in order to achieve a certificate without a corresponding ability to deliver in terms of performance. The teachers who are agents of curriculum will acquire new ways and strategies in teaching and training students in all honesty, truth and skill development rather than focus on the completion of given syllabus which in itself can be cumbersome and difficult for the students to assimilate.

The students in secondary and high schools as well as universities may develop a new mentality towards studies and certification, the desire to create new knowledge and to invent new skills and ideas will be improved among the students because they will see the short-term glory which academic dishonesty can bring and the long-term benefits of honest research, creativity and innovation.

1.6 Theoretical Framework

A Theoretical Model of Academic Dishonesty Whitley (1998) organized the variables that he found to be related to academic dishonesty into a tentative causal model of academic dishonesty.

The model holds that the intention to engage in academic dishonesty is based on three factors:

a) Attitudes towards academic dishonesty including perceived norms concerning academic dishonesty and moral obligations not to engage in academic dishonesty (from the theory of planned behavior).

b) Benefits expected to accrue from academic dishonesty.

c) Perceived risk of being caught.

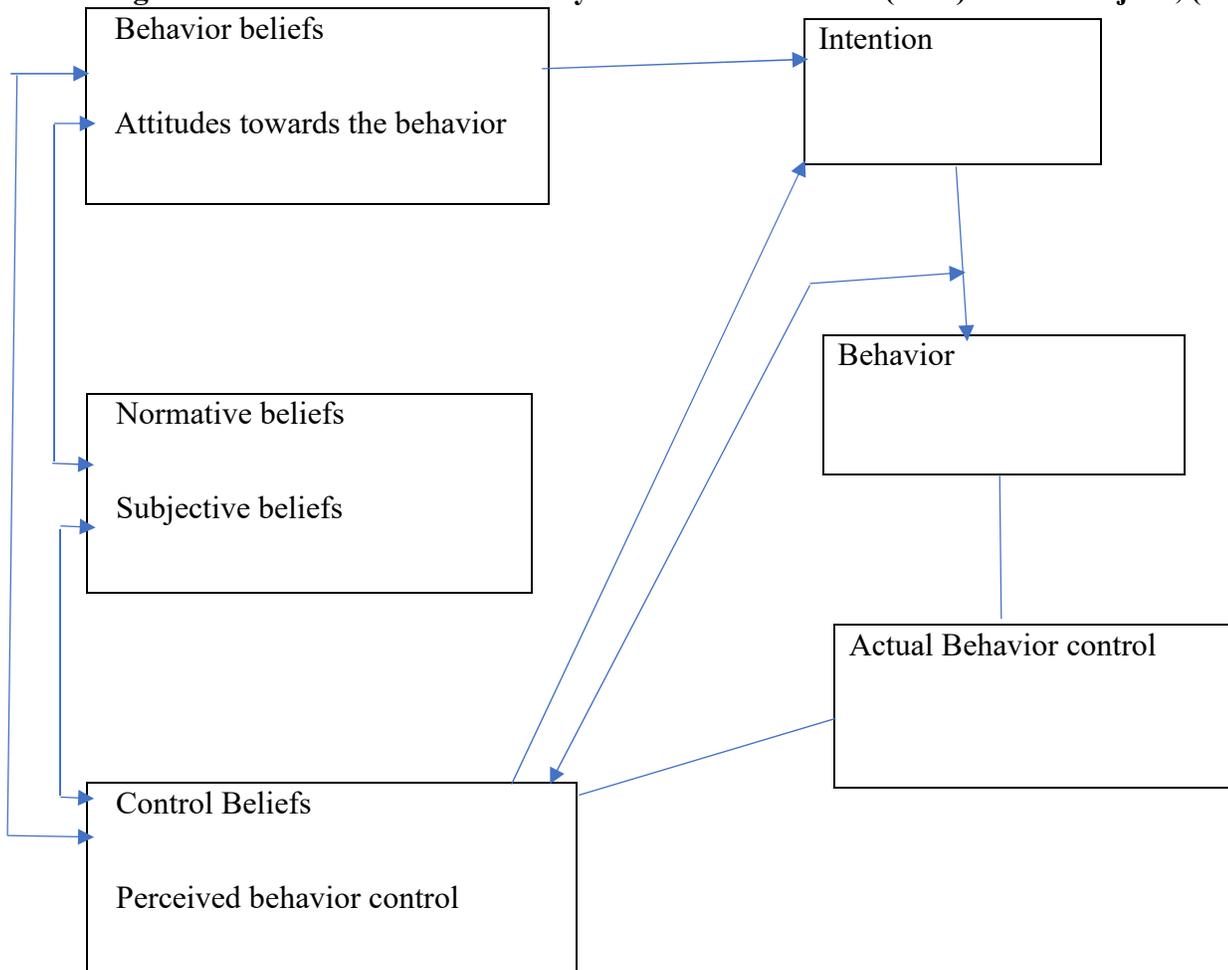
A positive risk-benefit analysis accompanied by a positive attitude toward academic dishonesty, perception of a normative structure that allows academic dishonesty, and lack of a felt moral obligation to avoid academic dishonesty lead to the formation of an intention to perform a dishonest behavior. The model does not address whether these factors combine additively to contribute to an intention to engage in academic dishonesty or whether the variables interact with one another because the existing research literature has not addressed that question. The researcher used Theory of Planned Behavior (TPB) as the theoretical framework for organizing the independent variables because most researchers in their works, have demonstrated its applicability to academic cheating. Janzen's Theory of Planned Behavior postulates that human behavior is guided by rational decisions that are influenced by both the intention to perform the behavior and also a perception of control over the behavior (Ajzen, 1991). Intention is determined by three components:

- i. Attitude towards a behavior (attitude)
- ii. Perceived social pressures to engage in or not engage in the behavior (subjective norms).
- iii. The perceived ease of performing the behavior (perceived behavior control).

Beliefs are the antecedents of attitude, subjective norms, and perceived behavior control. "Beliefs about the likely (positive and negative) consequences or other attributes of the behavior (behavior

beliefs)” that produce the attitude toward the behavior. Belief about the normative expectations of other people (normative beliefs) leads to subjective norms, and beliefs about the presence of factors that may further or hinder performance of the behavior (control belief) result in perceived behavior control. Further, perceived behavior control is theorized to have a direct influence on both actual behavior and intention. The direct influence of perceived behavior control on actual behavior allows for the study of behaviors that are not under the complete violation control of the individual. The researcher included moral obligation as a modifying construct in the TPB for the purpose of organizing independent variables representation of the theory.

Figure 1.1. Schematic of the Theory of Planned Behavior (TPB). Source: Ajenz, (2001).



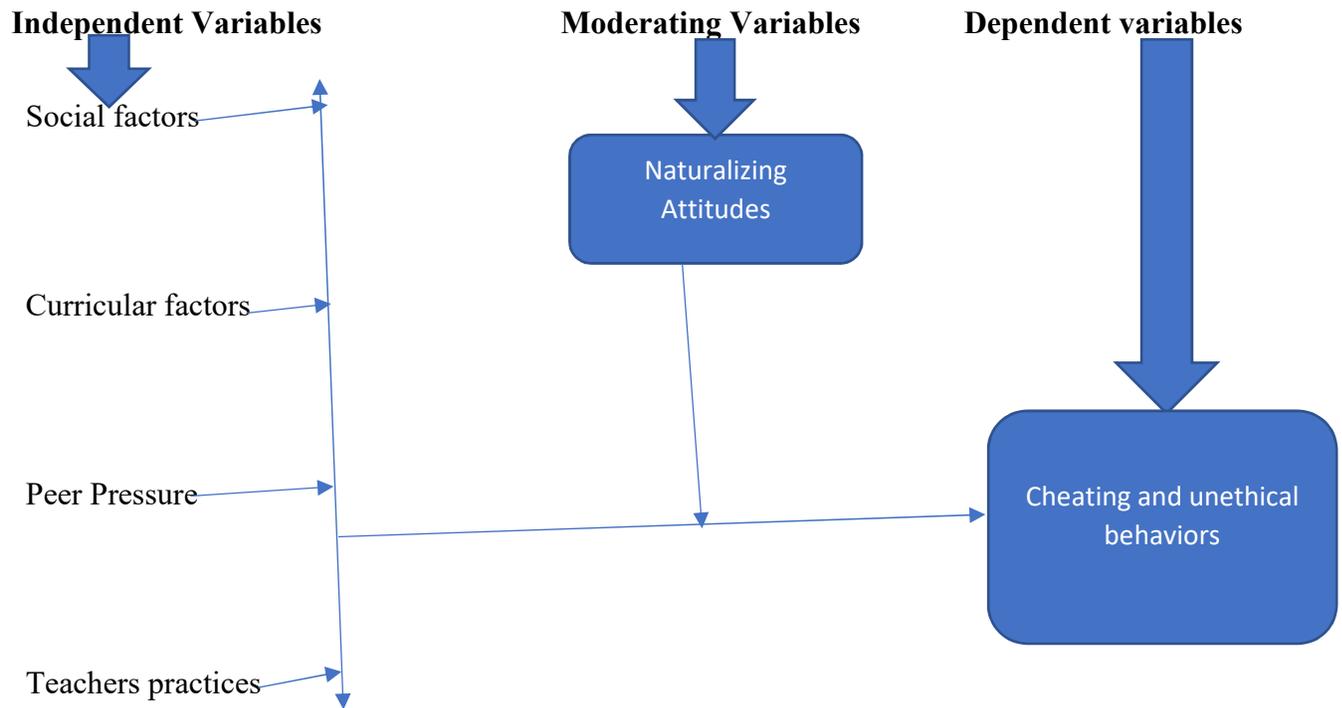
1.7 Conceptual Framework

The conceptual framework shows the interaction of various variables that influence cheating behavior in some secondary school students. The independent variables under study are social factors, curricular factors, peer pressure and teachers' practices.

Independent variables are the variables that the researcher manipulate in order to determine their influence on the dependent variable. Variations in these variables would predict the amount of variations that would occur in the dependent one. The changes in the dependent variable therefore indicate the total influence arising from the total effect arising from the changes in the independent variables. Behavior to cheat in examinations therefore, varies as a function of the independent variables; social factors, curricular factors, peer pressure and teachers' practices.

The conceptual framework also incorporates the moderating variable, the neutralizing attitudes operationalized as justifications for deviance that are seen as valid by the delinquent but not by the legal system or society at large. This is because in actual situations, simple one-on-one relationships between the independent and dependent variables are rare. Other variables play a part within the relationship. It is strongly believed that neutralizing attitudes has a significant, contributory or contingent effect on the original independent-dependent relationship. According to neutralizing theory (Sykes and Matza, 1957), neutralizing attitudes allow students to rationalize behavior that is contrary to their ethical codes. Neutralization under the traditional view does not directly cause cheating, but rather enables it. The relationship of the independent, dependent and moderating variables are conceptualized below.

Figure 2: Conceptual Framework.



1.8 Operational Definition of Key terms

For the purposes of this study the following meanings were attached for the terms as below;

Cheating: In an attempt to define Cheating otherwise referred to as Academic Dishonesty Kibler (1993a) noted; “One of the significant problems a review of the research on academic dishonesty reveals is the absence of a generally accepted definition” (p.253). One of the more widely cited definitions of academic dishonesty is that devised by Pavela (1978), who proposed a typology consisting of four components:

- 1. Cheating** is “intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercises”. The term academic exercises include all forms of work submitted for credit or honors (p.78). Thus, cheating includes such behaviors as using

crib notes or copying during tests and unauthorized collaboration on out-of-class assignments.

2. Fabrication is “intentional and unauthorized falsification or invention of any information or citation in an academic exercise” (p.78). Thus, fabrication includes behaviors such as making up sources for the bibliography or a paper or faking the results of a laboratory experiment.

3. Plagiarism is “deliberate adoption or reproduction of ideas or words or statements of another person as one’s own without acknowledgement” (p.78).

4. Facilitating academic dishonesty is “intentionally or knowingly helping or attempting to help another engage in some form of academic dishonesty” (p.78). Although Pavela’s (1978) This involves a wide variety of behaviors which include;

- ✓ Misrepresentation consists of providing false information to an instructor concerning an academic exercise (Hollinger and Lanza-Kaduce, 1996).
- ✓ Include behaviors such as giving a false excuse for missing a test or deadline or falsely claiming to have submitted a paper.
- ✓ Failure to contribute to a collaborative project involves not doing one’s fair share.
- ✓ Sabotage consists of actions that prevent others from completing their work (Stem and Havlicek, 1986).

5. Neutralizing Attitudes

First defined by Sykes and Matza (1957) in order to explain criminal behavior, neutralizing attitudes are “justifications for deviance that are seen as valid by the delinquent but not by the legal system or society at large.” Successful neutralization results in individuals avoiding “moral culpability for criminal actions.” Since individuals who cheat can experience feelings of guilt or

shame because they recognize that certain behaviors violate their own ethical codes, they too must often justify or rationalize their actions to mitigate dissonance.

Cheating Culture

Although most of the students understand that cheating is against the rules, they often look to their peers for cues as to what behaviors and attitudes are normative at their institutions. Thus, the belief that many other students are cheating, and that others believe cheating to be acceptable, can constitute “peer pressure” to cheat. Jordan (2001) found that estimates of the amount of cheating on a college campus were higher for students who had admitted cheating than their peers who had not cheated.

Academic Integrity

Academic integrity is ethical behavior mostly expressed by representing the value of words, thoughts, images and ideas; as well, it includes an understanding of the principles of ownership with respect to words, thoughts, and ideas. Sara Lawrence Lightfoot (1983) noted that although Academic integrity is defined specifically as practices and ethics which pertain exclusively to respecting the words, images, ideas and thoughts of others, the notion of academic integrity can also be viewed in a wider context as a community ethic. From this perspective academic integrity becomes synonymous with honor. Within the context of a community, honor is a virtue which permeates all practices, interactions, assumptions, and interpersonal relationships in the School.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Chapter one dealt with an overview of the study, describing the problem, defining the purpose of the research and providing objectives that guided the study. The chapter also dealt with the conceptual idea of academic integrity through the eyes of academic misconduct prevention and promotion of academic integrity using theoretical framework that guides academic integrity in our present time. This section shall deal with the related literature review mainly concerning cheating in examinations in general and drawing examples from various places in the world. The historical background and the prevalence of cheating in examinations are discussed. The effects or consequences of cheating, the reasons for cheating, reasons why cheating is wrong, what constitutes examination cheating are also discussed. Some of the factors believed to be influencing cheating behavior are outlined and methods of promoting academic integrity. Finally, solutions and recommendations for the research problem are briefly outlined.

2.1 Why cheating is wrong

In *Educating for Character*, Thomas Lickona (1991) defines five reasons why cheating is wrong:

1. It will ultimately lower your self-respect, because you can never be proud of anything you got by cheating.
2. Cheating is a lie, because it deceives other people into thinking you know more than you do.
3. Cheating violates the teacher's trust that you will do your own work. Furthermore, it undermines the whole trust relationship between the teacher and his or her class.
4. Cheating is unfair to all people who are not cheating.

5. If you cheat in school now, you will find it easier to cheat in other situations later in life - perhaps even in your closest personal relationships.

Since the study aims at investigating students' perception on academic integrity, this research aims at looking more deeply into aspects of integrity and what they can contribute in the ethical, moral and socially acceptable norms of the students in the society. The research accepts that cheating is immoral, unethical and so will build on this point in looking for the way forward since it is not acceptable by the society.

2.2 The Effects of Cheating in Examinations

Cheating in academia has a host of effects on students, on teachers, on individual schools, and on educational system itself. Smith, Davy, and Easterling (2004) posits that students who in an attempt to justify cheating, are more likely to engage in cheating in the future, potentially putting them on a road to a life of dishonesty. The question one will therefore be answering in this research will be, what can be done so that students should be formed and educated in all honesty and transparency so that society does not have dishonest workers. This can be possible in schools and school examinations

Academic dishonesty also creates problems for teachers. In economic terms, cheating causes an underproduction of knowledge, where the teacher's job is to produce knowledge (Bunn, Caudill and Gropper, 1992). "Dealing with a cheating student is one of the most difficult aspects of the job," (Whitley and Keith-Spiegel, 2002).

Academic misconduct can also have an effect on a college's reputation, one of the most important assets of any school. An institution plagued by cheating scandals may become less attractive to potential donors and students and especially prospective employers. Alternately,

schools with low levels of academic dishonesty can use their reputation to attract students and employers. Academic dishonesty undermines the academic world. It interferes with the basic mission of education, the transfer of knowledge, by allowing students to get by without having to master the knowledge (Whitley and Keith-Spiegel, 2002). (unconducive learning atmosphere)

2.3 Factors Influencing Cheating Behavior

Based on several studies done on this subject, a good number of factors have been pointed out as those having an influence on cheating behavior. These factors include: Social factors, curricular factors, peer pressure, and teachers' practices. This study will focus on these variables. However, there are other factors influencing the cheating behavior including: Situational factors, cheating culture, motivational factors, Gender, Grade Point Average (GPA), Work ethics, Self-esteem, Honor code, Age, Race, School management styles, Technological advancement, severe punishment for the cheaters among many others.

2.3.1 Social Factors

In a one-time article on academic pressure among New York City's private schools, Ralph Gardner (1996) observed that: "the growing academic competition has left teenagers, at an age when their idealism and sense of opportunity should be sparkling, cynical and pessimistic about their future. Rather than rejoicing in the freedom and adventure that college promised even a decade or two ago, they're worried about what's going to happen to them after they graduate"

Children of the wealthy bear burdens, as well. In a study on adolescents and alienation done by Raymond Calabrese and John Cochran (1990), it was seen that " adolescents from affluent homes confront intense pressure to succeed, reflect the success image of their parents and maintain an affluent status." These privileged young people believe that they must choose occupations which befit their social status and they must earn an income which enables them to

maintain a lifestyle equivalent to their parents'. At times, they doubt whether these expectations take into account their own interests and desires. These pressures make the affluent adolescent susceptible to feelings of alienation, a desire to withdraw from anxiety producing expectations.

The potential for alienation increases when the adolescent runs the risk of failure at an important undertaking. When this occurs, the child begins to consider alternative means by which to succeed. In different studies done over the years, "fear of failure" and "parents demanding good grades" were consistently scored by students among the top five reasons for cheating. Cheating is an example of a type of "anti-social" behavior which affluent adolescents may pursue in an attempt to please their parents and maintain the "success image."

Students often perceive the school to be an accomplice in the message that "success" is the preferred value. (especially the situation of private schools)

Schools have been perceived to be unconsciously promulgating the notion that a student's worth is synonymous with achievement. In their study, Calabrese and Cochran (1990), the authors of the alienation study, believe that private schools unintentionally promote an ethic which might not be consistent with their stated values. It is sometimes ironic that this could be found also in private mission schools, something which is against the values they stand for.

2.3.2 Curricular Factors

Educators should consider whether the school curriculum contains characteristics which promote cheating behavior. A good number of teachers, for example, feel that it is necessary to "cover" all the important topics in their discipline. Often this results in a rapid-fire survey of dates, facts, people, and events. Too much material is covered in too short a time. No doubt, the motives for covering everything of importance are worthy. Howard Gardner has said, "We would all like, as

Renaissance men and women, to know everything, or at least believe in the potential of knowing everything, but that ideal is clearly not possible anymore." Attempting to cover everything of importance has little lasting effect; the facts are quickly forgotten and the material often seems irrelevant

Although American culture is by nature highly competitive and individualized, it is possible to alleviate excess competition among students in our schools. Some schools have done this by refocusing the educational process away from ranking and on to learning. TheodoreSizer, the former Head of Phillips Andover Academy, began a movement among secondary schools called the Coalition for Essential Schools.

Today, there are alarming statistics regarding student willingness to engage in self-centered and unethical behavior. For the student, most cheating begins in high school, and continues or increases in college. Moreover, the cheating behavior continues into the graduate's professional career. For example, it was recently learned that most business executives are willing to commit fraud in order to advance their own careers. Schools must act to halt this downward ethical spiral. One way to do this is to consider adaptations in teaching methods which would make use of more student-centered learning, cooperative studies, alternative forms of assessment, and applications of knowledge.

One of the more obvious reasons a student might be inclined to engage in academically dishonest behavior is for better grades. Some students feel pressure to get better grades, and some students struggle academically and feel that cheating is their only path to any kind of success. In their findings, McCabe et al., (2004, 2012, and 2015) found out that Students seem to be willing to do anything to get the grades they want and to get through school.

2.3.3 Peer Pressure

In seeking to influence adolescents, the greatest challenge is the sub-culture which often binds teenagers in a code of secrecy; some have referred to this as “the student code”. In the Evans and Craig study, for example, most students indicated that they rarely complain to peers who cheat and they almost never report other students who they have witnessed cheating. Schab's thirty-year study of cheating behavior revealed not only a small percentage of adolescents who expressed a willingness to report cheating, but also a declining willingness to report cheating.

One theory of social psychology which demonstrates the profound influence of peers in molding adolescent social behavior is social learning theory. Building on social learning theory, Ronald Akers (1985) has developed a theory of deviant behavior which illustrates that rather than being influenced by the "threat of formal punishment from conventional society," the deviant draws his/her support from a "primary group." In other words, when they cheat, students have no difficulty finding support for their behavior. It is easily rationalized as acceptable.

In fact, statistics indicate that cheating in schools is not deviant, it is normative. It is the non-cheater who is in the minority. Consequently, the greatest challenge posed to schools in attempting to stop cheating is inspiring student loyalty to the school community. The most effective means of inspiring loyalty is by giving students a stake in shaping the community. John Dewey (1916) in one of his writing, said a democratic society "must have a type of education which gives individuals a personal interest in social relationships and control, and the habits of mind which secure social change without introducing disorder."

2.3.4 Teachers' Practices

By their attitudes and actions, teachers will affect cheating behavior in their classrooms. This was the conclusion of the Evans and Craig (1990) study, which evaluated the attitudes and

perceptions of students and teachers about cheating behavior. Teachers and students agreed that teachers who were vague in explaining the relevance and/or purpose of learning can unknowingly promote cheating behavior. When students have no idea why they are studying the things they are studying, or the topic is perceived as inapplicable to their lives, students will interpret the exercise as a waste of time. Consequently, they will look for shortcuts. In addition, students and teachers agreed that the number of grading opportunities offered in a course can affect cheating. When students were evaluated based on only one or two exams, there was a higher likelihood of cheating.

The study also revealed differences in student and teacher perception with regard to the importance of "teacher characteristics" in affecting cheating behavior among students. Students believed that teachers who were "unfriendly, boring or dull and have high expectations are more likely to encounter classroom cheating." Teachers, on the other hand, did not recognize such personality characteristics as having an impact on cheating behavior. Finally, students also expressed that teachers who require students to be accountable for their knowledge and apply their learning to real-life situations actually discouraged cheating.

Although it would be unfair to generalize about teachers' realizations of the seriousness of the cheating problem from one study, it must be pointed out that teacher vigilance is crucial in controlling cheating. If teachers do not realize the seriousness of the cheating problem, they will not be as attentive as they need to be in order to stop or reduce cheating. In addition, they might not be as keen to adopt practices or policies which could effectively thwart cheating, such as the ones listed above.

Teachers play a crucial role in the prevention, detection and punishment of cheating. Classroom management, teaching methodology, teacher vigilance, and enforcement are all crucial factors.

Students speak of the moral impact which various teachers have had on their lives. To speak of the potential impact of teachers as only being in management and methodology is to do a disservice to the teaching profession. Adolescents are inspired by the integrity of their teachers and they intuitively know when a teacher has integrity.

2.4 Policies and Measures aimed at mitigating academic dishonesty

While the numbers of students engaging in academic dishonesty may have remained high overtime, the process by which institutions develop policies around academic integrity has shifted over time. As far back as (1833), McGuffey's readers were school textbooks, designed to promote morality and character for children, wherein the lessons described acts of dishonesty as immoral, and therefore, un-American (Traiger,1995). This means that the more the education family condemns dishonest practices, talk often about their negative impact, would bring about a positive change of attitude in the students.

Aaron (1992) suggest that student affairs professionals are largely responsible for academic misconduct prevention and academic integrity promotion in schools and colleges. These are the academic councilors. One will be asking the question therefor if these councilors are actually on the ground doing their work in order to instill integrity in the students through various talks, counselling sessions and others; and also, if their number is sufficient to carry out this great and laudable task.

In Kenya, Nyamwange (2018), reported that there are laws on Kenya's statute books that stipulate stiff penalties, including jail time and fines. But they aren't used because the management systems are weak. These need to be strengthened. He added that, over the last couple of years, the ministry of education has taken steps to try and reduce the levels of cheating. In a bid to cut contact between candidates and outsiders it has banned a range of activities at

boarding schools such as prayer days, family visits, half term breaks, sports, prize giving ceremonies and annual general meetings. There are 8,592 public secondary schools. Nearly half of these are either full boarding schools or have a boarding section. The ministry also shortened the exam period for the Kenya Certificate of Secondary Education from six weeks to four and put head teachers directly in charge of the tests in their respective schools. The aim is to shorten the window of cheating opportunity and to have the head teacher be directly accountable.

2.5 The case of Kenya

In a report that attempted to check on the causes of cheating in Kenya's schools, Callen Nyamwange (July, 2018) came up with the following reasons to indicate why there is prevalence of cheating in Kenya's schools; its prevalence has risen significantly over the past 30 years. Nyamwange said that it comes in many forms, from prying over a colleague's shoulder to steal answers, to individuals – like teachers – selling exam or marking papers. In some previous reports it was cited that in the Kenyan certificate examinations, teachers and candidates work together to beat the system, and sometimes use mobile phones to transmit exam related material. Callen said "Because it's done undercover, it's hard to assess how prevalent cheating is and catch those that do. Even so, there's a worrying increase in the detected cases. The number of Kenyan students caught cheating and punished by the national examination body during the Kenya Certificate of Secondary Education exams in 2015 was less than 1% – or 5,101 candidates. This was 70% more than the 2,975 identified in 2014.

Musau Kithuka (2004) attributes examination cheating to collusion between students, impersonation, and carrying unauthorized materials into the examination room. KNEC classifies nature of cheating into six groups which are collusion, pre-prepared notes, impersonation,

different handwriting, two script cases, and registration irregularities. Collusion and pre-prepared notes are the most common form of cheating.

2.6 Impact of Examination Malpractice upon Examinees and Educational Development

Examination is a very integral part of any educational system. In fact, a deep look at educational institutions seem to suggest that schools, colleges and universities have been established for the sole purpose of preparing students for examinations (Khan 2004). This is why, teaching, learning process and the success of any given educational system is evaluated according to the purpose and efficacy of its examination system.

The seriousness of examinations as the primary end of formal education at the secondary schools can never be underrated. It often engages the students in a competitive manner to achieve good results and satisfy the expectations of both their teachers and parents. However, notwithstanding observations have claimed that passing examinations and obtaining certificates are nevertheless essential for the success of the examinees in today's competitive world. And, it is not merely the acquisition of certificates; the success needs to be measured by good grades. This is because, for one to join any reputable training program or university, a standard grade is required. Once more this expectation or need for success, explains why students are prone to examination irregularity. Unfortunately, the negative impact of examination malpractice often leads to discontinuation of a student from an academic institution.

Examination irregularity does not only affect its agents, but rather the institutions which register cheating candidates are equally culpable. For, when they (students) finally acquire certificates whose academic contents they can hardly measure up to in any competitive interview; the

schools, colleges and universities which housed them are equally underrated. As soon as particular educational institutions are associated with examination malpractices, their graduates, and even certificates issued from such institutions are not recognized and accepted in the job market.

The magnitude of examination irregularity cannot be underestimated. Hence, the parents, and teachers are advised of the dangerous practice of cheating and its adverse effects on the moral, intellectual and social development of the youth (Iqbal Khan, et. al. 2011:602). Owing to the expenditure of time and space, one cannot assume that he has exhausted the discussion on the negative impact or consequences of examination malpractices. Nevertheless, the foregoing, attempts to suggest that examination irregularity does not benefit and contribute to the desired educational development. This is because, the goal of education, is to inculcate proper values for the benefit and survival of the learners and their society; and to develop intellectual ability of students in order to question and appreciate their local situations and external environments. To ensure successful achievement of these aims, there has to be a well-organized and effectively managed examination system that would permit competition among examinees for promotion to the next academic level or entry into a job market.

Examination irregularities often lead to the erosion of public confidence in the examining body and an increased public expenditure in the already overburdened national budgets through hiring more personnel to maintain security. They also undermine the credibility and reputation of examination authorities and countries they present (Nkumbi, 2002).

According to a KNEC circular (2011) to all heads of Primary and Secondary schools on Examination Ethics, schools are to make an impact by inculcating honesty and integrity of their

pupils as a way of stamping out cheating in examinations by using every possible opportunity during the school life of the students through several ways including:- Teaching of good values during school assemblies and programs of pastoral instruction; Guidance and counseling; Strengthening of supervision and invigilation of school based tests and examinations.

2.6 Summary of Literature

From the various studies conducted on cheating in examinations, researchers agree that there are many factors that can be considered to influence the cheating behavior in examinations. This study was focused only on four of the factors namely: social factors, curricular factors, peer pressure, and teachers' practices. The greatest challenge to the schools in deterring cheating is inspiring student loyalty to the school community. The schools that do not, at the very least, engage their students in a meaningful dialogue about academic integrity are likely to experience the persistent levels of academic dishonesty identified in virtually all research on cheating in institutions. The students need to be sensitized on the reasons why cheating is wrong; the effects of cheating; the consequences of violating the principles of academic integrity and the need to engage in what they are learning for authentic reasons. There is also the need to review academic policies which might aggravate competition. Embrace educational reforms that inspire a genuine student desire to learn. Practice the numerous classroom techniques which thwart cheating. Following the Literature review, it is clearly seen that previous authors and researchers have done so much on establishing factors that influences students' dishonest practices especially cheating in examinations. Musau Kithuka (2004) and Nyamwange (2018) in their work also established some common forms of cheating practices which they say it is either by: collusion, impersonation or by prying over a colleague's shoulder. The literature review had also indicated some serious ways which the KNEC and other schools have established as ways to punish

defaulters and so bring an end to this unfortunate practice in our schools. Despite the efforts the practice has not completely ended which makes one to find out, what could be the possible gap that needs to be further research. This research therefore will be focused on practical ways which the teachers, the schools can carry out so that cheating attitudes may be completely wiped out. The research will be focused on teachers attitudes in schools and their teaching methodologies, it will also be focused on positive motivation as way of building confidence in the learners so that they may be courageous and confident enough to carry on with studies on their own. The research will also be based on moral code of students and schools to see how far if well reinforced can help to end dishonest practices among students in secondary schools.

CHAPTER THREE

RESEARCH METHODOLOGY AND DESIGN

3.1 Introduction

This chapter discusses the research methodology used to uncover the determinants of student's performance in public secondary schools in Ngong, Kajiado sub county and their perception of integrity in education. The chapter gives the details of methodology of the study. The research methodology was discussed under the following sub-topics. Research design, location of the study, sample and sampling procedure, research instruments, validity and reliability of research instruments, data collection procedures and data analysis techniques.

3.2 Research Design

According to Leedy and Omrod (2001), a research design refers to a set of plans which a researcher develops to provide criteria and specification for a study or a research. Kombo and Tromp (2007) opine that a research design is a selection of conditions for collecting and analyzing data in a way that aims to integrate relevance with the research purpose. Research design can be therefore understood as a kind of structure within which the research is conducted. There are different types of research designs which are; descriptive experimental, correlation, case study and cross-cultural designs (Kombo & Tromp, 2007)

The study used a correlational Ex-post factor approach. The independent variables that were considered were student's "background and attitudes, teacher qualifications, teaching methods, syllabus coverage, parental support and other factors. The dependent variable was practice of integrity in the class assignments and examinations.

Ex-post factor is a type of correlational research which aims at discovering relationships between two or a set of variables or data. There are different measures of relationships but the most commonly used is the Pearson's Product Moment Correlation. (Orodho, 2009). The design was

considered fitting here because the research did not attempt to exert an influence on a measured response. Since variables were not controlled, this approach did not attempt to identify causal relations among variables but instead it aimed at identifying the variables that occurred together.

The researcher sought to find out whether there was a relationship between:

- i. Learning resources, supervision of teaching, teachers in – service courses and students practice of honest behaviors in academic exercises in Ngong sub county.
- ii. Students -related variables and student’s “ level of practice of transparency during school examinations Ngong sub county, Kajiado
- iii. Teachers’“ qualifications and teaching methodology and student’s performance in academic task based on their level of comprehension
- iv. Influence of government policy, the school and home environment and students’“ adherence to the stipulated policies.

3.3 Population of the study

A target population as defined by Mugenda and Mugenda (2003) is a population which the researcher wants to use to generalize the results. They further explained that it is an aggregate of all that conforms to a given specification. In addition, they opine that a target population is the absolute population to which researchers would like to generalize results. Vogt (1999) also describe this target population as a group about which a researcher aims to make assumptions. Hence, the students in form three and four and also the teachers taking these classes from three public schools in Ngong District namely, Oloolaisa, Kibiko Day and Ololua secondary schools constituted the target population of this study.

3.4 Description of sample size and sample techniques

3.4.1 Sample Size

Khothari (2004) defines a sample as a part of the statistical population whose properties are studied in order to obtain information about a whole. The study focused on students and teachers to obtain a sample size. The total number of form four students in these three schools was 310 (three hundred and ten) The sample size for the student population was the sum of 30% of each student's subgroup population selected randomly as shown in table 3.1. The 30% ratio was used in order to take as big a sample as possible to avoid the danger of small samples that do not reproduce the salient characteristics of the accessible population to an acceptable degree (Mugenda & Mugenda 2003, 42)

Table 1: Description of the population and sample

Name of School	Total population (of teachers and student respondents)	30% sample		
Number of Teachers		Total Sample size		
Enomatasiani	135	41	5	46
Kibiko	75	23	5	28
Ololua	100	30	5	35
Total	310	94	15	109

In the selection of the sample of students for the study, simple random sampling techniques was used. This is because the students were many and the researcher did not intend to select either a

particular group of students or a certain gender. This provided equal chances for each student to be included in the sample. Thus, in Enomatasiani Girls Secondary School, 80 (double of the required sample size) pieces of papers 40 marked and 40 unmarked were prepared for students to select at random. The students who picked the 40 marked papers were included in the sample of Enomatasiani Girls secondary school. The same procedure was repeated for both Kibiko and Ololua secondary schools to obtain their own samples. The total number of students was 110. In the selection of the sample of teachers for the study; purposive sampling was used as the researcher believed that this provided reliable information (Kombo & Tromp)

3.4.2 Description of data collection instruments

The research instruments used to collect data for this study were students' and a teachers' questionnaires. The research instruments had both structured and unstructured items that enhanced depth and reliability. The students' questionnaire and the teachers' questionnaire therefore were the source of primary data. The questionnaires had two main parts; section A was mainly concerned with students' and teachers' personal details and the other sections had the variables of measurement.

Secondary data was sourced from professional journals in various websites, theses, and articles posted in the internet. The data was used as the basis on which the research was carried out.

3.4.3 Questionnaire

There were four sets of questionnaires. Students questionnaire and teacher's questionnaire.

Questionnaire was used because it was the most commonly used method when respondents could be reached and were willing to cooperate. Questionnaire could reach a large number of subjects who were able to read and write independently (Orodho, 2008). The questionnaire could be completed at the informant's own time. The required information can be extracted from the

answers given by the respondents (Kibuuka & Karuga, 2003). Questionnaires covered a wider scope

3.5.4 Students' Questionnaire

The questionnaire was meant for pupils and was divided in five parts, sections A, B, C D and E .

Section A had the general information about the students' background, sex, class and age.

Section B examined reasons for cheating in examination, C dealt on the assumptions which is commonly taken as an excuse if found guilty of cheating. D was about the various modes or ways of cheating in examinations and E checked on the prospects of a possible end to examination malpractice or cheating

3.5 Validity and Reliability of instruments

Borg and Gall (2006), defines validity as the degree to which a test measures what is meant to measure. To enhance content validity, appropriate and adequate items relevant to research objectives were contained in the questionnaires. Different research instruments will be used for triangulation purposes. Validation will be done by my supervisor through expert judgment to ensure that the items of the research instruments are valid and in line with the study objectives. Reliability of the instruments refers to the consistency of scores or answers from one administration of an instrument to another, and from one set of items to another (Fraenkel & Wallen, 2006).

3.6 Data collection Procedures

The researcher will seek for a research permit from education officers of the Ngong sub-county, which will be visited before commencement of the study. Letters seeking permission to conduct the study will be written to all secondary school principals which will be done by at the authorities of Marist international University college. The researcher will then directly

administer the questionnaires to the respondents and thereafter collect them on completion the same day.

3.7 Research strategy

The research held with respect to this work was an investigative one, but not new. Rather, numerous pieces of previous academic research exist regarding the perception of students on academic integrity, not only for students in Kenya as a whole but more precisely on the students of Ngong sub division in Kajiado county. As such, the proposed research took the form of a new research but on an existing research subject.

3.8 Data analysis technique

According to Mugenda and Mugenda (2003), data analysis is the process of bringing order and meaning to raw data collected. After the questionnaires will be returned the researcher will then check for completeness, accuracy of information and uniformity. Descriptive statistics such as frequency distribution and percentages will be used to analyze the data collected. Tables will be used to present responses for each item that was used. Qualitative data from open ended questions will be organized into sub topics and tabulated in line with the research questions.

3.9 Ethical considerations

Ethical challenges are conflicts of interest between the researcher and the respondents. Therefore, this study will observe the following considerations in order to avoid biasness; It may be useful to think of risks and responsibilities. The responsibilities for this study lie firmly with the researcher; the risks can be on both sides. For this study no incentives to take part will be provided. Individual potential participants will also be fully informed, and will have the option of not taking part. However, if a participant fails to complete and return a questionnaire, the researcher will make a follow-up request for its completion and return. Making data

„anonymous“ means removing the contributor’s name, thus, in this study the researcher will not need the participant’s identity. Confidentiality relates to the protection of the data collected. The respondents will be assured that the information provided will be treated with confidentiality and only used for the purpose of the study.

CHAPTER FOUR

PRESENTATION OF DATA ANALYSIS AND INTERPRETATION OF THE FINDINGS

4.0 Introduction

This chapter presents data analysis and interpretation of the finding. In the data presentation the researcher used statistical descriptive methods to illustrate the presentations using frequency distribution tables, graphs and pie charts to analyze the data collected from the respondents: on an investigation into Student's perception of integrity and factors influencing cheating behaviors in public secondary schools in Kajiado county, Ngong division. The first part of the analysis deals with the demographic information while the second, on factors influence dishonesty in examinations. The following are the results of the data analysis and their interpretation. The analysis was done using SPSS.

Of all the 135 respondents targeted by the researcher (120 students and 15 teachers) 106 students and 11 teachers filled and returned questionnaire, hence it is above 85% return rate. The interpretation of the data collected was based pm the objectives of the study.

4.1 Demographic Information of the Respondents

4.1.1 Response rate

Table 2: The response rate of the respondents who participated in the study

Respondence	Questionnaires Distributed		Questionnaires Returned	
	f	%	f	%
Students	120	100	106	87
Teachers	15	100	11	86
Total	135	100	117	88

Table 2: The finding above shows that of the 120 questionnaires sent to students in the three different public school, 106 of them were filled and returned while 14 others were either incomplete or not returned at all. Among the 15 questionnaires that were also sent to teachers in the three schools 11 of them were returned filled. The deputy principal assisted the researcher during the filling in of the questionnaires.

4.1.2 Gender of the Student respondents

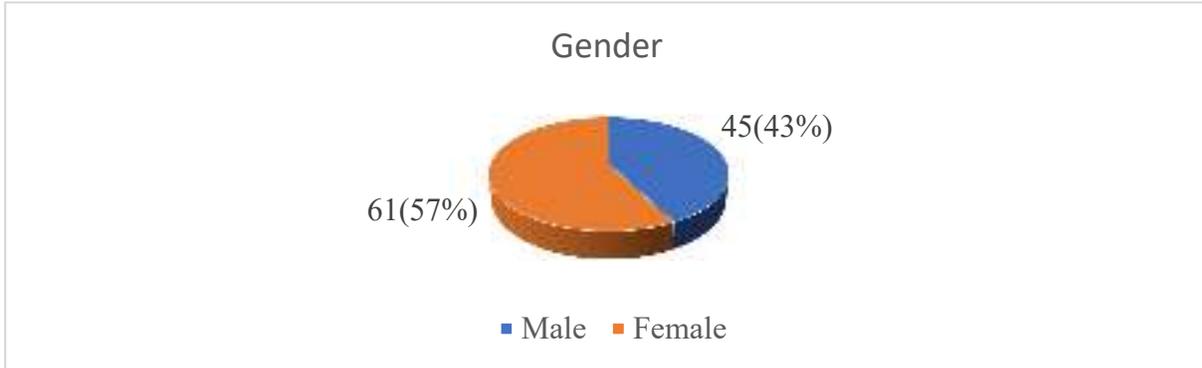


Figure 3: Gender of the Student respondents

The figure above depicts the gender of the students from the various schools in which the researcher carried out his research. The figure shows that the respondents were made up of 61 female and 45 males. This was a percentage of 57% and 43% respectively. A total of hundred and twenty questionnaires were prepared and forty sent to three different schools. The total number collected was hundred and twelve, three were wrongly filled so the total number retained were one hundred and nine.

4.1.3 Age of the Students respondents

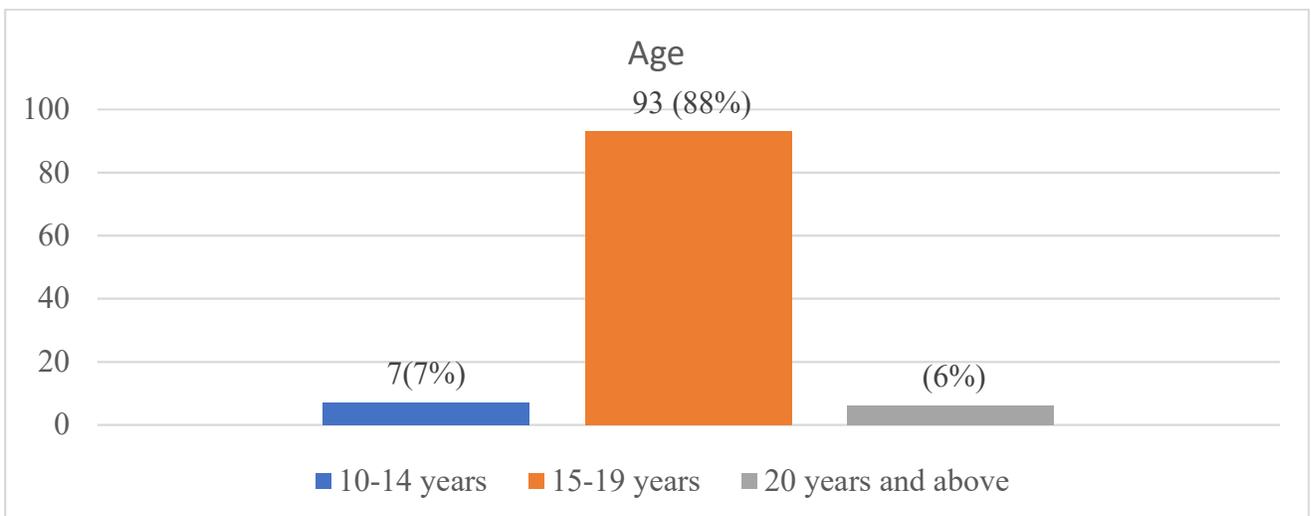


Figure 4: Age of the respondents

The chart above indicates the ages of the students who responded to the questionnaires. From the sampled population of form three and four students in the three public schools in Ngong sub County of Kajiado county. The ages indicate that the respondents were of a very close age. A big majority had their ages ranging from 15 to 19 years as their total percentage was 88% of the total respondents. Those whose ages ranged from 10 to 14 years among the schools were seven recording a total percent of 7% and lastly were those whose ages were 20years and above in all the three schools, only 6 of the students indicated that they were of this age making a total of 6%.

Table 4: Class distribution of the students

Response	Frequency	Percentage
Form 3	50	47
Form 4	56	53
Total	106	100.0

Table 4 above shows the total number of respondents according to the classes from which the researcher made his sample. They were sampled from form three and four in all the three schools. The researcher carried out a purposive sampling where he wanted to get from those who have been in secondary school for more than two and three years and who are getting closer to finishing high school. This was because the researcher felt that they have done several examinations while in school and are gearing up to do their final examinations which will determine their various dreams and aspirations of professionalism and university studies.

4.2.1 Reasons why students cheat during examinations

Table 5: What are the reasons for cheating?

Statements	Agree		Disagree	
	f	%	f	%
If the examination is difficult, cheating is a good option.	24	23	81	77
Cheating is helpful since most people who cheat often pass their examination without repeating or even being punished	24	22.6	82	77.4
No matter how much you read, if you do not cheat, you will fail.	12	11.3	93	87.7
I cheat in examinations because I lack confidence in myself.	22	20.8	83	87.3
I cheat because my classmates also cheat in examinations	21	19.8	85	80.2

I will cheat in examination if my parents support the idea.	22	20.8	82	77.4
Cheating is good in competitive examinations because passing will please parents, teachers and friends.	27	25.5	79	74.5

Table 5 shows the reasons why students will engage in dishonest activities during examinations in public secondary schools. The findings indicated that the reasons are quite numerous to the cheating act in examinations based on the low percentages. Over 77% of the students disagreed on the reasons which is a sign that there is a strong awareness of integrity among the students in the secondary school. The students agreed to the fact if examinations are difficult, they will certainly cheat in examination, meanwhile 77% however disagreed to this idea. A similar percentage of 22.6% agreed to the idea that cheating may be helpful in examinations while 76.4 disagreed to the idea. One respondent abstained from answering this question.

A very big percentage disagreed to the point that no matter how one reads if he or she did not cheat he will be liable to fail the exams. A percentage of 87.7 disagreed to this while a small percentage of 11.3 however admitted that they must cheat no matter how hard to prepare for examinations.

The table shows that 20.8% respondents agreed that they cheat in examinations because they lack confidence while 87.3% disagreed to this idea. One respondent abstained from the question. It is also indicated in the table that 19.8% of the respondents agreed that they do cheat in

examination because their classmates also do the same, while 80.2% however refuted this by marking that they disagree.

Still on the table, 20.8% of the respondents agreed that they will cheat in the examinations if their parents supported the idea, while 77.4 disagreed to this point. Two respondents abstained from this question. Similarly, 25.5% of the respondents agreed that cheating is good because it pleases the parents, friends and mates if one makes in hi or exams, while 74.5% were against the idea.

4.2 Some common Assumptions for cheating

4.2.1 Do parents encourage cheating in examinations?

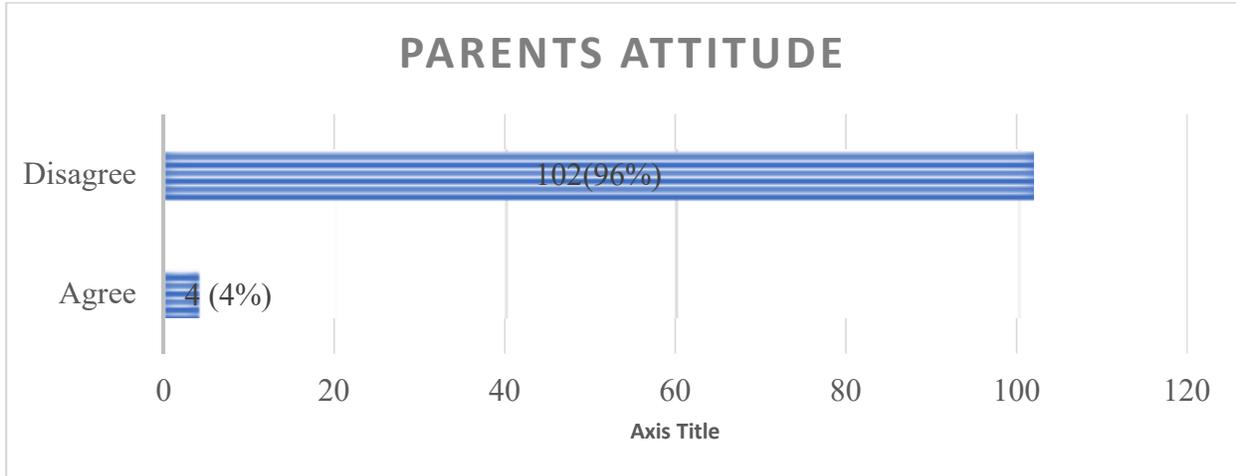


Figure 5: If parents encourage cheating in examinations.

Data indicate that 4%, a very limited number of respondents agreed parents do encourage cheating in examinations. A total of 96% of the respondents disagreed to this. It indicates that the question did not reflect any assumption as to why students cheat in examinations.

4.2.2 The Kenyan education system and cheating in examination

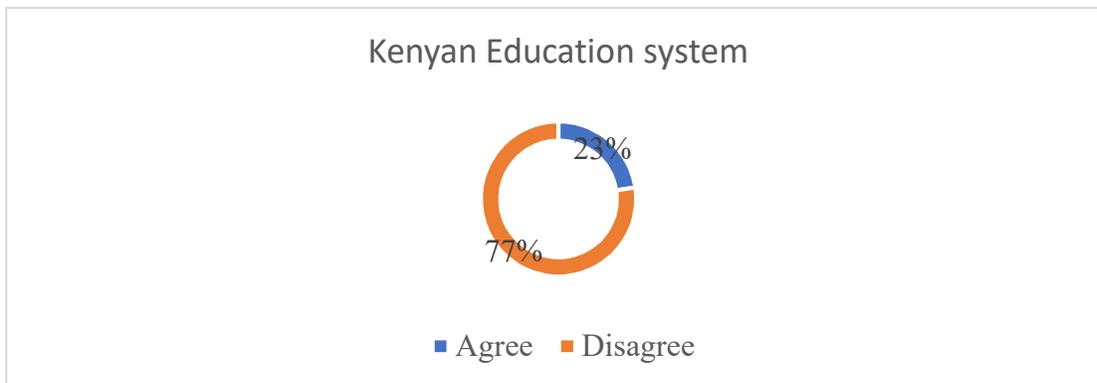


Figure 6: The Kenyan education system seems to encourage cheating in examination. From the findings above, 23% of the student respondent agreed that the Kenyan system of education has loopholes that may encourage cheating in examination. This means that the

Kenyan education system possibly might have had some weaknesses which have been dealt with to a very great extent.

4.2.3 Students Opinion on whether cheating is common in Kenyan secondary schools

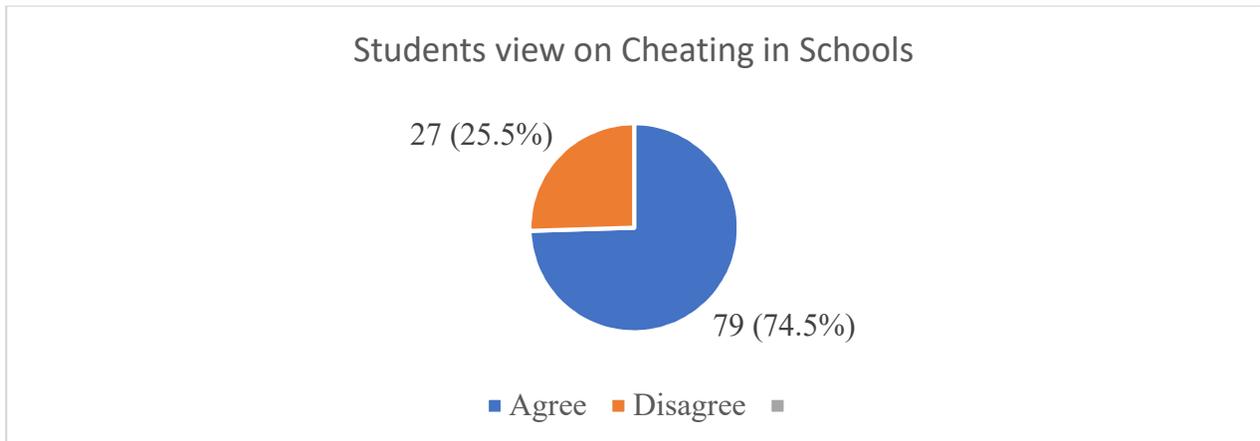


Figure 7: Indication of Students response on cheating as being common in secondary schools.

The chart above indicates that out of the total number of student respondents, 25% and above students indicated that cheating is a common practice in secondary school while 74% and above also disagreed with this idea. The fact that a quarter of the student had indicated that they agreed to reality is a major concern for all schools who aim at instilling educational integrity on the learners. The greater percentage which disagreed with the view is however an indication of hope that the achievement of educational integrity in most secondary schools is almost being achieved.

4.2.4 Students opinion on cheating and high grades in examinations

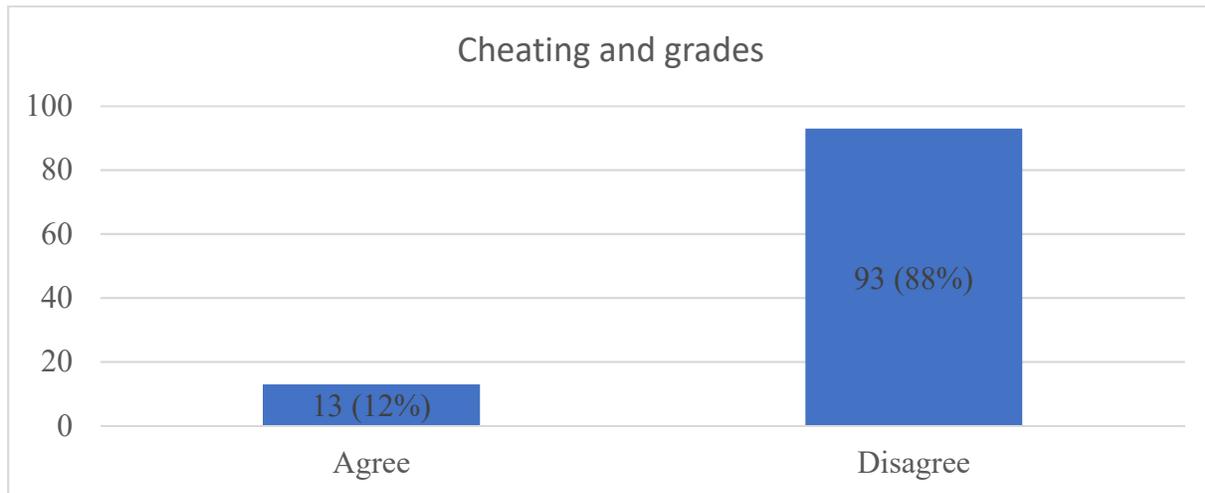


Figure 8: Only those who cheat have high grades in examinations

The above figure shows that a majority of the students disagreed to the idea that if students cheat, they will be opportune to have high grades. A great percentage of 88% indicated that they do not agree to the idea while a 12% of the students accepted that cheating could lead to one getting high grades. The diagram shows then that students do not mostly rely on cheating in order to obtain high grades but the little percentage showing that some of the students agreed with the statement means that attempts at cheating could still exist among the students even as they work hard to acquire good grades.

4.2.5 Should cheating be advised or allowed for difficult examinations.

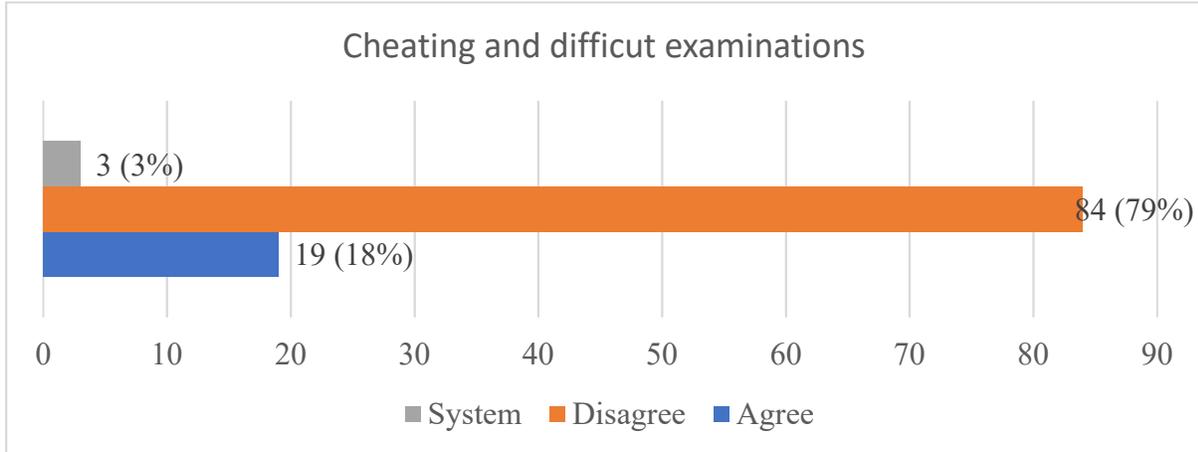


Figure 9: Is cheating allowed for difficult examinations?

In responding to this question as indicated in figure 8, a majority of 79% of the students disagreed with this, 3% of the students abstained from answering the question while 18% agreed to this. Big differences show therefore that no examination is difficult, all examinations can be within reach if the students are well prepared. The very small percentage of students who agreed that there should be cheating if examinations are difficult is an indication of the reality that some students will assume that examinations will be difficult and so instead of understanding the questions, would opt for dishonest ways in trying to succeed.

4.2.6 Students opinion on whether if they did not cheat in an examination and others do, those who cheat will have an advantage over the rest.

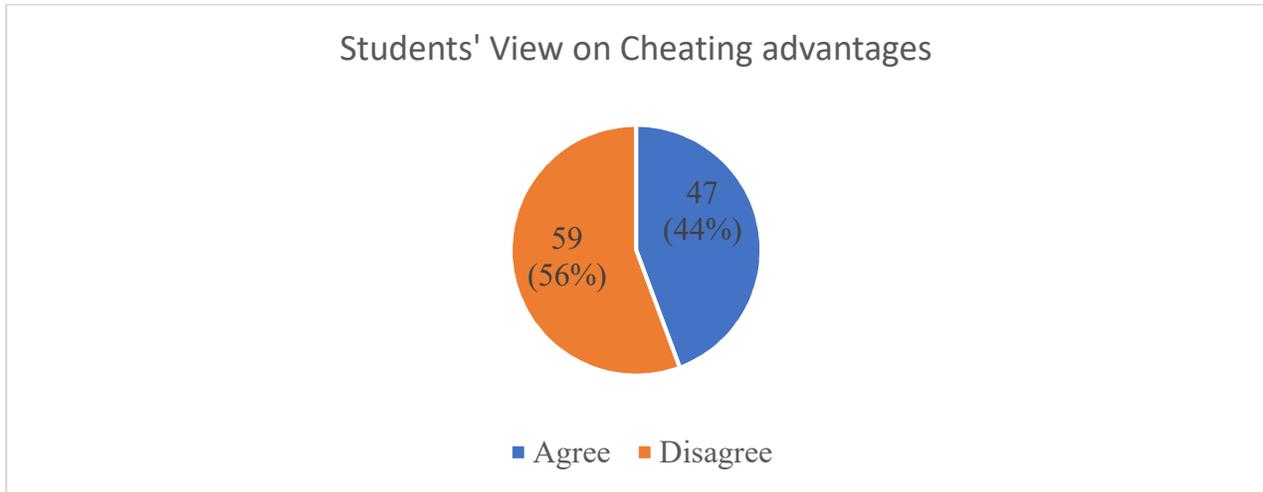


Figure 10: If Cheaters are of an advantage over those who do not cheat

The figure above indicates the student's response to the question on advantage of cheating over those who do not cheat. In responding to this question, 56% of the students of the student disagreed to the point that cheating gives advantage to students while a very significant percent of 44% indicated that this was true. This observation is very interesting since it indicates that a great majority of the students agreed to the point that the one who cheats has an advantage over the one who does not cheat. This means that students need more encouragement and more reinforcement on integrity in education so that all forms of dishonesty especially cheating in examinations should be discouraged and hard work, honesty and integrity encouraged.

4.2.6 Should cheating be considered the only way out if so, much work done over a long period of time is to be examined once in a short time

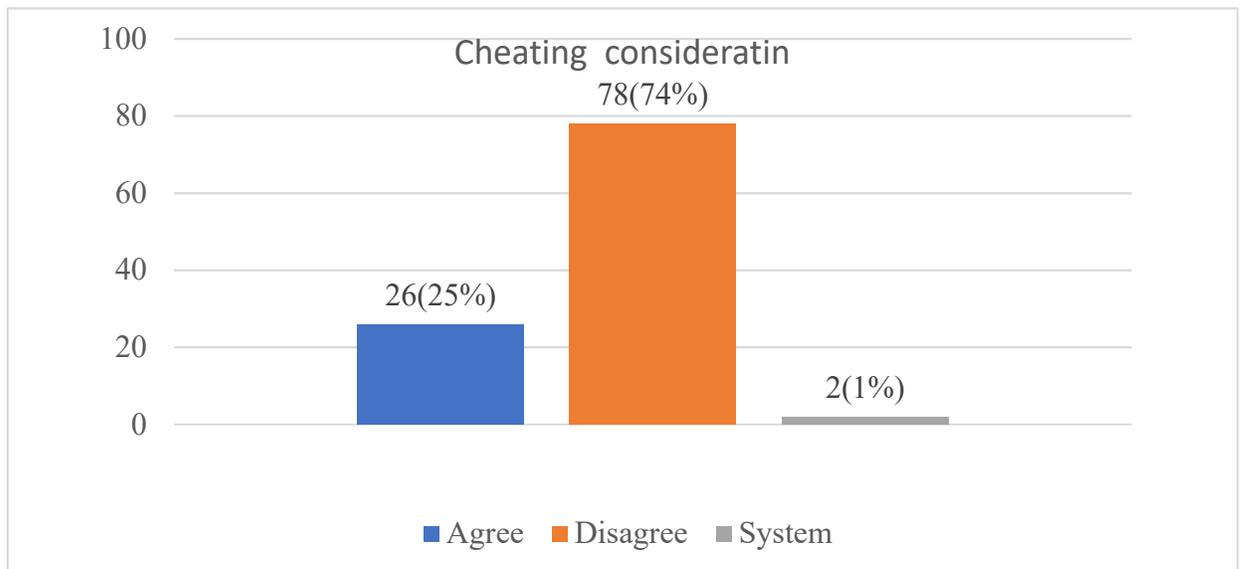


Figure 11: Cheating as a way out for accumulated work to be examined in a short time. The figure above shows that 74% of the respondents did not agree to the idea that cheating in examination should be an option or a way out if examinations cover vast amount of work that has been done over the years, 25% of the students however agreed that cheating could be an alternative to such a situation while 1% of the respondents abstained from this question.

4.2.7: Students opinion on whether cheating is helpful for people who are afraid of examination



Figure 12: Is cheating helpful for students who are afraid of examinations?

The figure above indicates respondent’s reaction the question of whether one could be allowed to cheat in an examination because of fear or cheating can be considered helpful for students who are afraid of examination. The students responded 64% against this question while 36% accepted that those who are afraid and can find help through cheating. The question actually intended to identify whether it is possible for students to cheat in examination because of fear. The bottom line therefore was to measure student’s confidence in examination as a tool to honesty.

Table 6: Common Ways of Cheating

4.3.1 Some Common forms of Cheating in examinations

Statement	Agree	Disagree

	f	%	f	%
It is good to arrange to sit next to someone in order to copy from his or her paper.	26	25	80	75
I can take examination for another person	17	16	89	84
If the question paper is available to me before the examination, I will definitely pass.	74	70	32	30
Some teachers encourage cheating (assisting students) in examinations.	40	40	66	60
A few teachers help their students to pass the examinations	74	70	32	30
Smuggling unauthorized materials in an examination hall is a common way of cheating in examinations.	75	71	31	29
I am interested in cheating in examinations because I do not have sufficient time to prepare for the examination.	29	27	77	73
Buying certificates is alright provided one is not caught.	38	46	68	64
Buying certificates is another form of cheating in examination.	82	78	18	17

The table 6 above indicates the reactions of students on the various forms of cheating in secondary schools. Considering that cheating exist to an extent even though to a limited extent because a lot has been done about this dishonest academic behavior in the Kenyan schooling system, this section was aimed at acknowledging some common ways in which cheating continuous to show its ugly face in our public secondary schools today. A total of 25% of the respondents indicated that the sitting position can influence cheating in examinations while 75% refuted this point. A very small but significant percentage of 16% students accepted the idea that they would take examinations for other. 70% of the respondents agreed to the point that they would do very in the examinations if the question papers are made available before the examination day, 30% however did not agree to this idea. It indicated that leakage of examination could be one of the greatest ways in which dishonesty could be practiced in the academics. The respondents also largely agreed that bringing in unauthorized materials to the examination hall is a dishonest behavior. A total of 71% of the students admitted that bringing in authorized materials in the examination hall is a form of cheating. What was interesting is that up to 29% of the respondents never agree with this which means that for them, bringing in such materials in the examination hall is normal. This means then that the 29% actually represent the number of students who will still bring in unauthorized materials in the hall because they do not see it as being dishonest.

On the motivation to cheat, 27% of the respondent said that they will cheat because they do not have sufficient time for studies before exam, while a large majority of 73% contradicted this idea. On the idea of buying certificates, the respondents agreed 46% to the fact this is correct if one is not caught but 64% refuted the idea. A large number of respondents 78% accepted that

buying of certificate is another form of cheating while 17% disagreed to this idea. Four respondents abstained from this question.

4.3.2 Is it difficult to completely end cheating in examinations

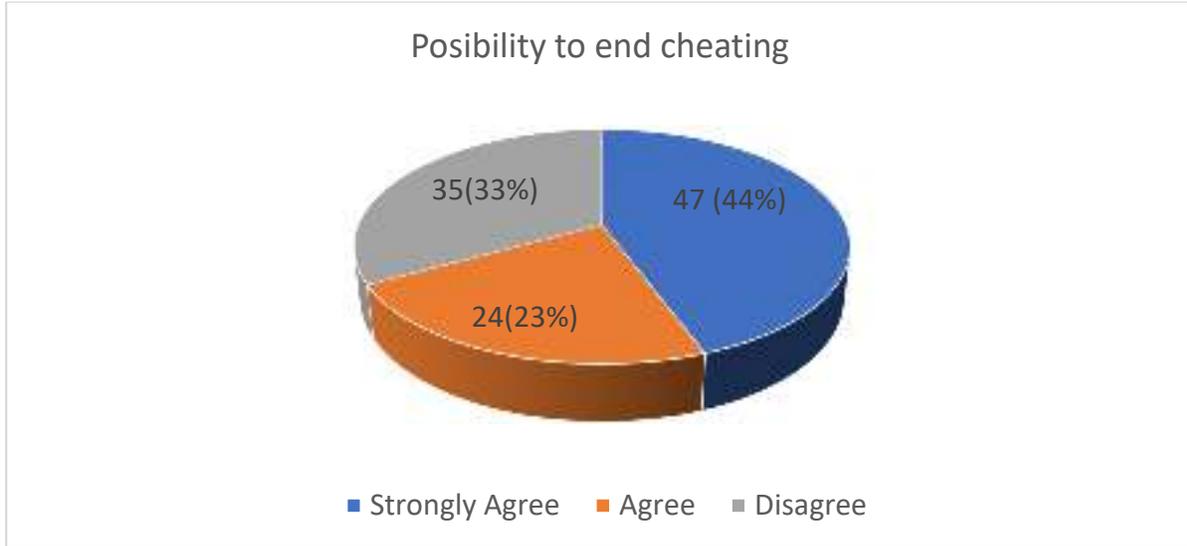


Figure 13: Is it completely difficult to end Cheating in examinations in Kenyan secondary schools?

Figure 13 above reports the findings which the researcher got from the field. They respondents indicated 44% strongly agreeing to the fact it is absolutely difficult to end cheating in our Kenyan secondary schools. Out of the total number, 33% of the respondents agreed to the point that it is a difficult to completely end cheating in our secondary schools. At the same time 23% of the respondents indicated that they were disagreeing to the fact, for them then, cheating can be completely done away with in our secondary schools.

4.3.3 Should students be allowed to write examinations without the presence of invigilators?

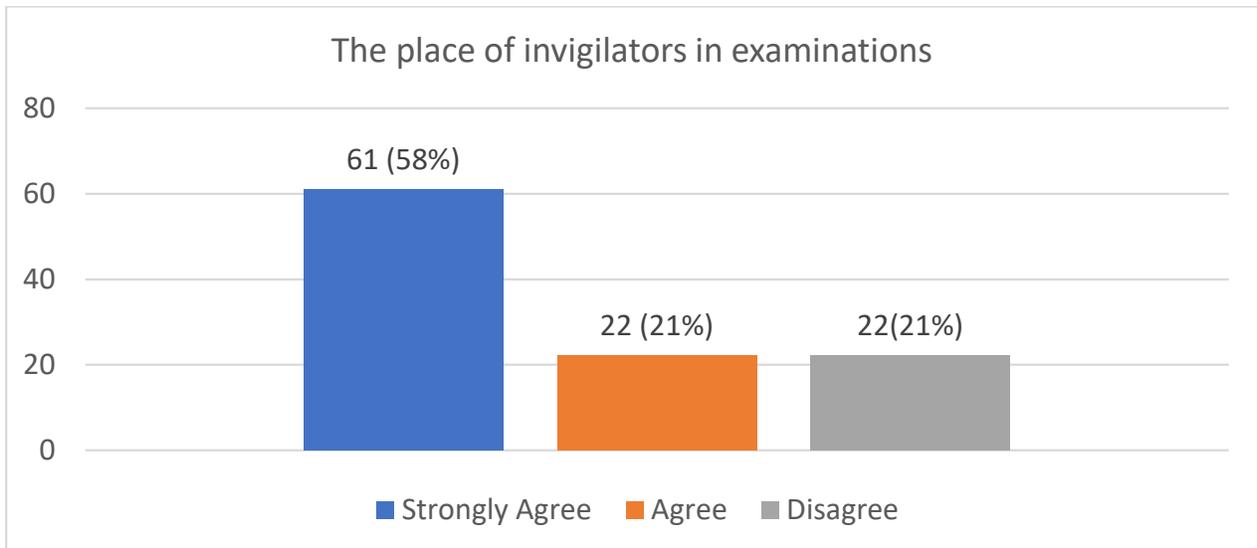


Figure 14: Students should never write examinations without the presence of supervisors or invigilators.

Based on the question of whether students can write examinations without invigilators, the figure above indicates what the researcher got as feedback from the respondents in the field. It indicated that 58% of the responded marked strongly agree to the idea that students should never be allowed to do examinations without the presence of supervisors, 21% marked agreed to the same idea that students should never be allowed to do examinations on their own, while 21% of the them disagreed to the idea, for them students can be allowed to do examination on their own. This question however attempted to measure the level of integrity of students when faced with examinations. Could students be academically honest to do an examination without the need of a supervisor, then it would mean that there is great hope that honesty and integrity will be soon established in the secondary education.

4.3.4: Do cheating make students feel guilty?

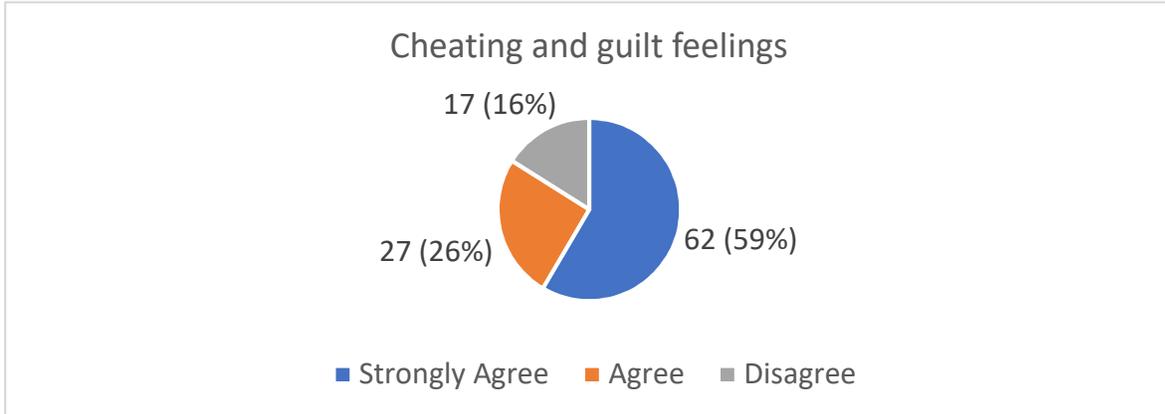


Figure 15: Cheating in examination makes me feel pretty guilty.

Figure 15 above indicates how the respondents reacted on the aspect of guilt after cheating. A huge margin of 59% strongly agreed that they do feel guilty whenever they cheat in examinations, 26% also agreed that this usually bring a feeling of guilt each time they cheat in an examinations, while 16% disagreed to the point, for this few, there is no feeling of guilt after they have cheated in the examinations.

4.3.4: Teachers' methodology of teaching and Cheating

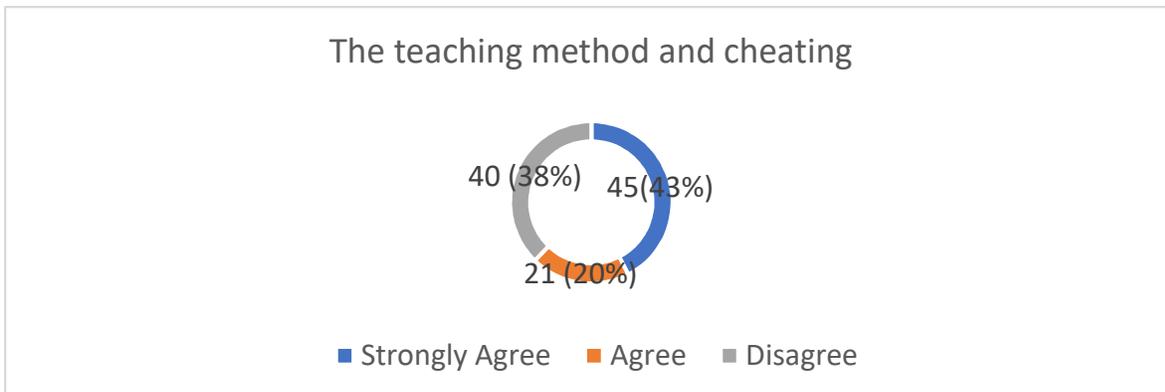


Figure 16: I may not feel guilty to cheat if the lecturer or teacher does not teach properly.

According to figure 16 above, the researchers responded with an indicated 43% in favor of the idea that they would strongly agree to cheat if their teachers did not teach well the subject, 20% also responded by agreeing that if teachers do not teach well then there should be no feeling of guilt in cheating. Up to 38% of the respondents however disagreed to this idea because for them cheating is still cheating no matter the excuse one may give.

4.3.5 Should candidates cheat even when they have adequately prepared before examinations?

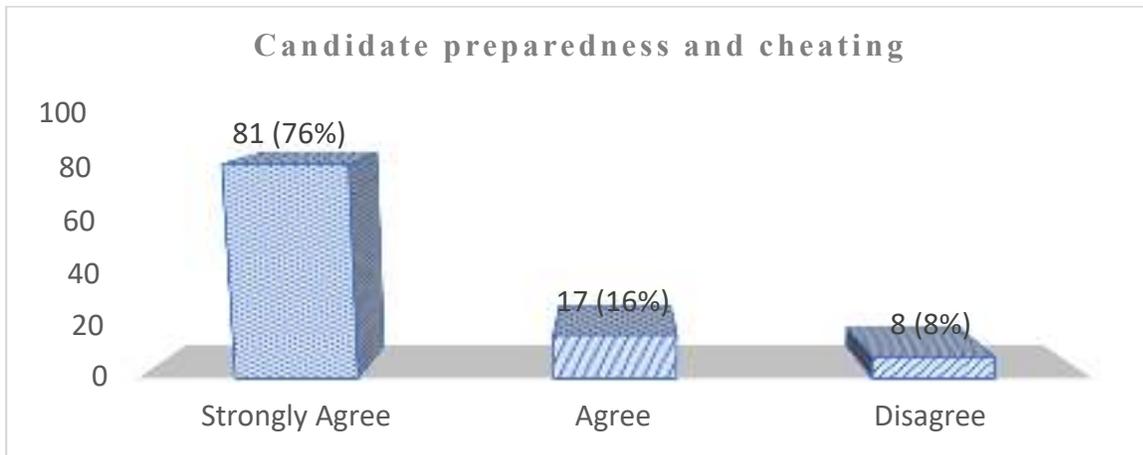


Figure 17: Cheating is not necessary if a candidate has adequately prepared before the examinations.

The above figure indicates respondents' reaction to idea that it not necessary to cheat if one has prepared adequately for examination. The respondents reacted 76% strongly agreeing to the fact, 16% was also in agreement to this while 8% disagreed to the idea.

4.3.6: Is Cheating is lack of morals?

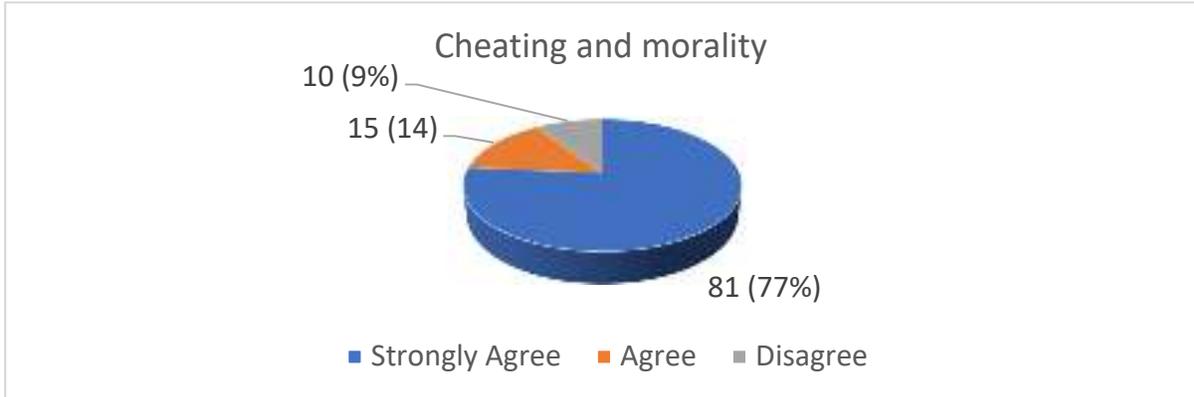


Figure 18: Cheating in examination is a proof of lack of good moral of a society that leads to corruption.

A majority of the respondents amounting to 77% strongly agreed with this point, 14% also agreed that it was right of any one who cheated to be dishonest and immoral, while 9% disagreed with this view as the figure above shows.

4.3.7 Cheating in examination should be severely punished

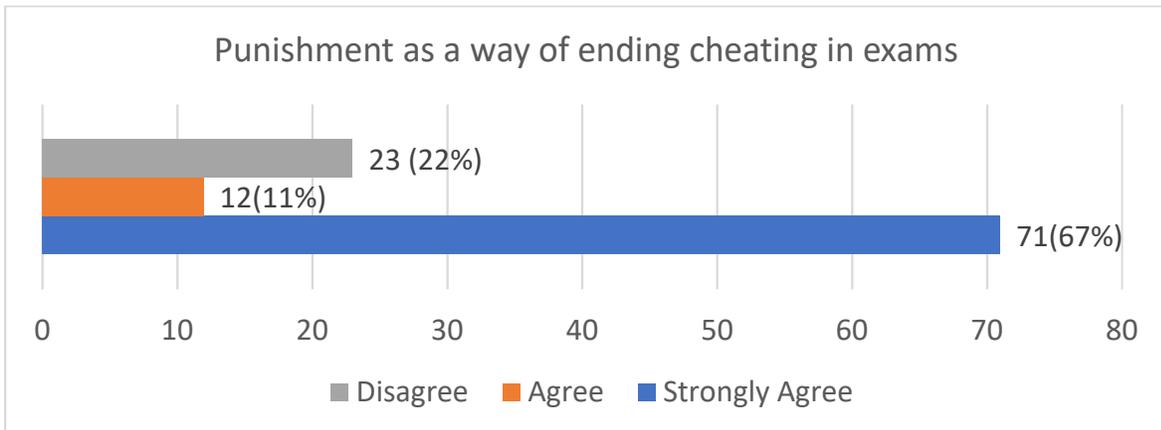


Figure 19: Any cheating in examinations is a fraudulent act that should be severely punished.

Figure 19 above indicates respondent's reaction to the idea of severe punishment should anyone be found cheating. 67% of the students strongly agreed to this, 11% agreed, while 22% disagreed to punishment should anyone be found cheating.

4.4 Demographic Information of Teachers

4.4.1 Gender of Teachers

Table 7: Gender of teachers

	Frequency	Percent
Male	4	36
Female	7	64
Total	11	100.0

Table 7 above shows that 36% of the teachers were male while 64% were female. This shows that the number of female teachers were more than the male teachers. This is also clear that the female teachers contributed a lot under the research study.

4.4.2 Age of the teachers

Table 8: Teacher's ages

	Frequency	Percentage
21-30years	3	27.3
41-50years	2	18.2
51-60years	6	54.5
Total	11	100.0

Table 8 above shows the age division of the teachers who participated in the research. 27.3% of the participants were young teachers between the ages of 21 and 30years. The second group was made up of middle age teachers who covered 18.2% of the respondents and the last group was those whose age ranged from 51 to 60years and they had 54.5 participants. This shows that a good number of participants were really mature and experience as teachers, meanwhile a reasonable percentage also represented the younger generation of teachers.

4.4.3 Subjects of Teachers

Table 9: Teachers subjects

	Frequency	Percentage
Mathematic and Chemistry	1	9.1
Kiswahili and CRE	2	18.2
Business	1	9.1
History and CRE	2	18.2
Biology and Mathematics	2	18.2
English and Literature	1	9.1
Agriculture and Biology	1	9.1
Mathematics and Physics	1	9.1
Total	11	100.0

Table 9 above shows the number of teachers who participated in the research and their subjects which they teach as well. From eleven teachers, the researcher was able to get information from teachers who take 12 different subjects and so it can be observed that there was a fair distribution of the teachers according to their subjects.

4.5 Factors Responsible for Examination Malpractice or Dishonesty

4.5.1 Distribution of respondent's reaction on students cheating because of desiring a pass mark.

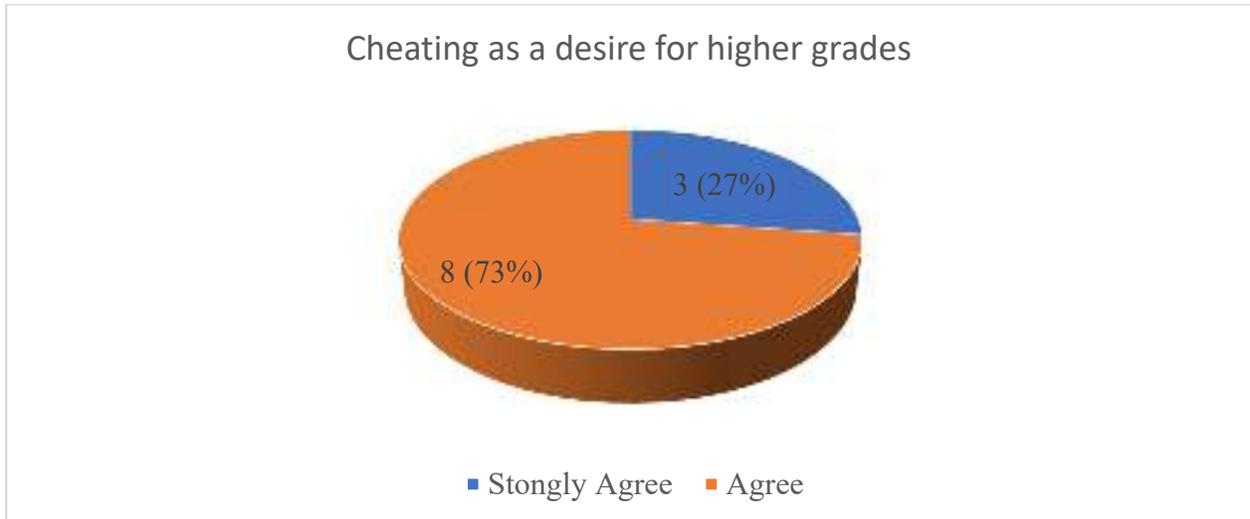


Figure 20: Distribution of teacher's response to the question of some students cheat because they want to have a pass mark even when they do not understand the lessons in class.

Figure 20 above indicates teacher's reaction to the question which aimed at finding out if some students will choose to cheat just to have a pass grade even when they have not understood the lessons. A total of 73% disagreed, 27% strongly agreed to it.

4.5.2 Are some lessons more than student's intellectual capacity

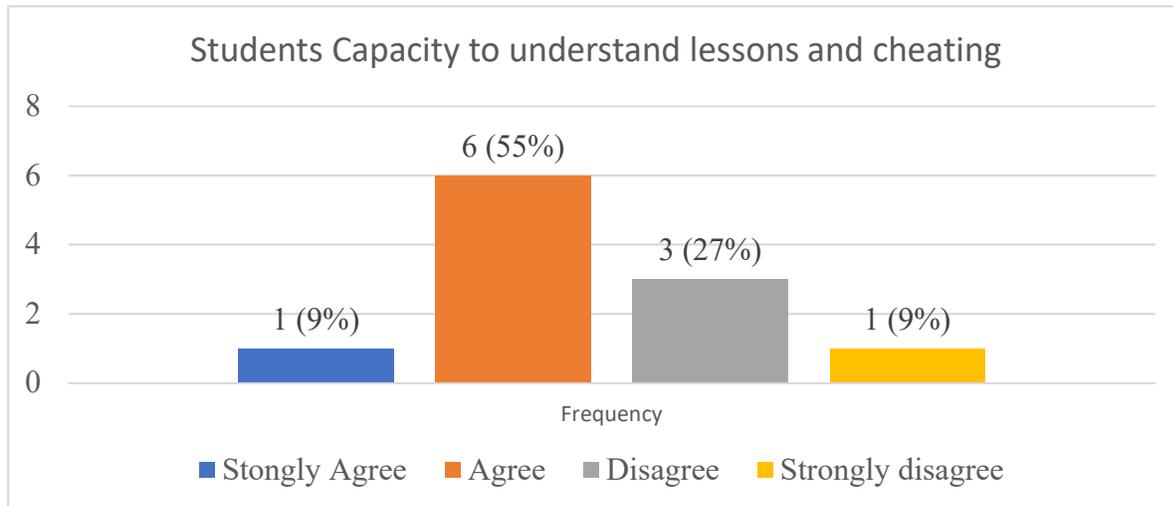


Figure 21: Distribution of respondent's reaction on student's intellectual development and cheating.

Figure 21 above shows how teachers reacted to the idea that students may cheat because what is been taught them is above their intellectual development so they are prone to cheat so as to make a successful mark in examinations. Of this, 1% strongly agreed, 55% agreed, 27% disagreed while 1% strongly disagreed.

4.5.3 Available time is enough and can lead to great performance

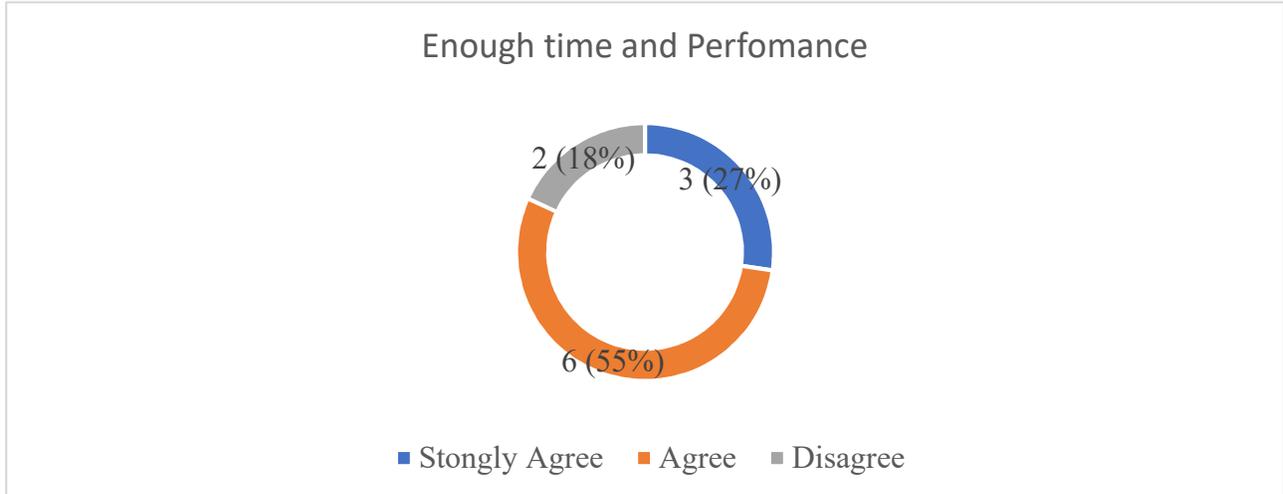


Figure 22: Reactions to the aspect of time available to teach and prepare for examinations. Figure 22 above, shows that 27% of teachers strongly agreed that there is always enough time to prepare for examinations and students can actually use this time to perform very well in their examinations, 55% of the teachers also indicated that the agreed to the idea, meanwhile 18% disagreed to the point.

4.5.3 The length of School semesters and work completion

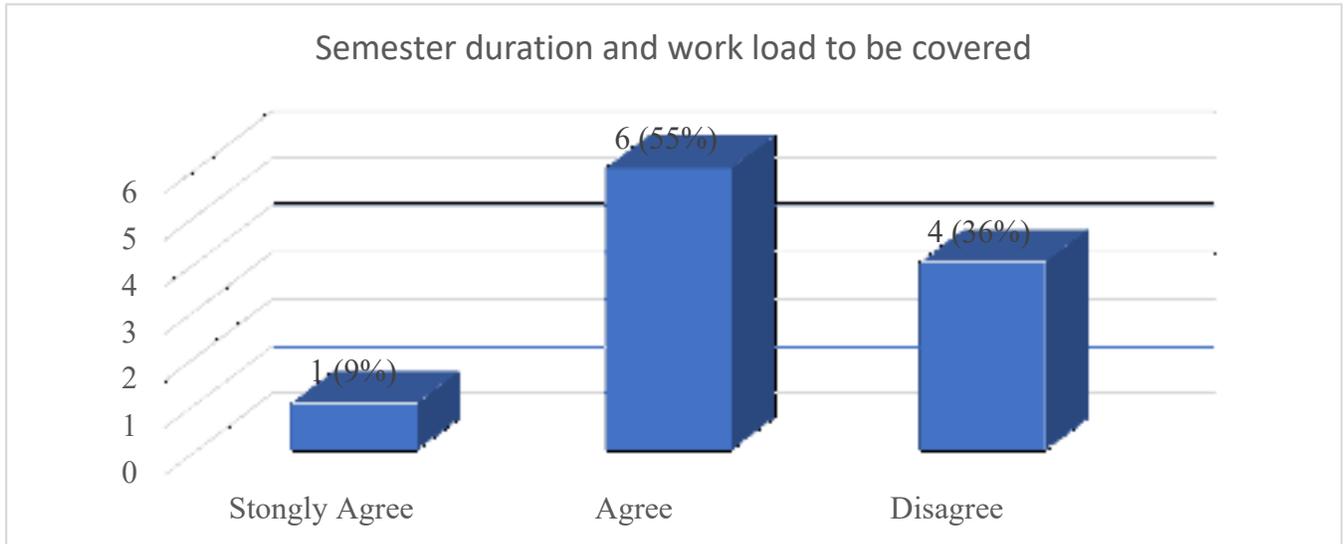


Figure 23: The distribution of respondent’s reactions to School semesters durations and the amount of work to be completed.

The figure 23 above, indicates how teachers reacted to the question which aimed at getting information on whether cheating could be caused by semesters which are often so short and have plenty of work to be completed and examined by teachers. The respondents indicated 9% for strongly agreed, 55%, for agreed to this idea, while 36% disagreed to it.

4.5.4 Students who cheat in class test often cheat in Examinations

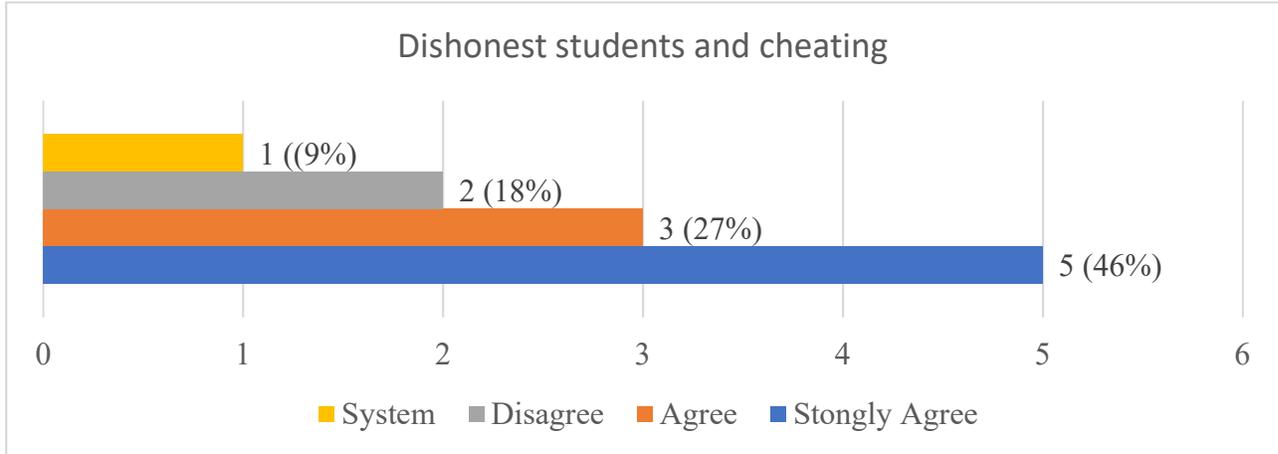


Figure 24: Respondent’s reaction to the idea that students who cheat in class test are often those who can cheat during exams.

The figure above, indicates that the researcher’s question to teachers about students who normally are fond of cheating even during class test and exercises would most probably be the ones who would cheat even during national examinations. The teacher’s respondent 46% strongly agree, 27% for agree, 18% of the teachers disagreed while one of them (9%), indicated on the figure as (system) abstained from this question.

4.5.5 Some Parents encourage dishonest practices such as cheating in examinations

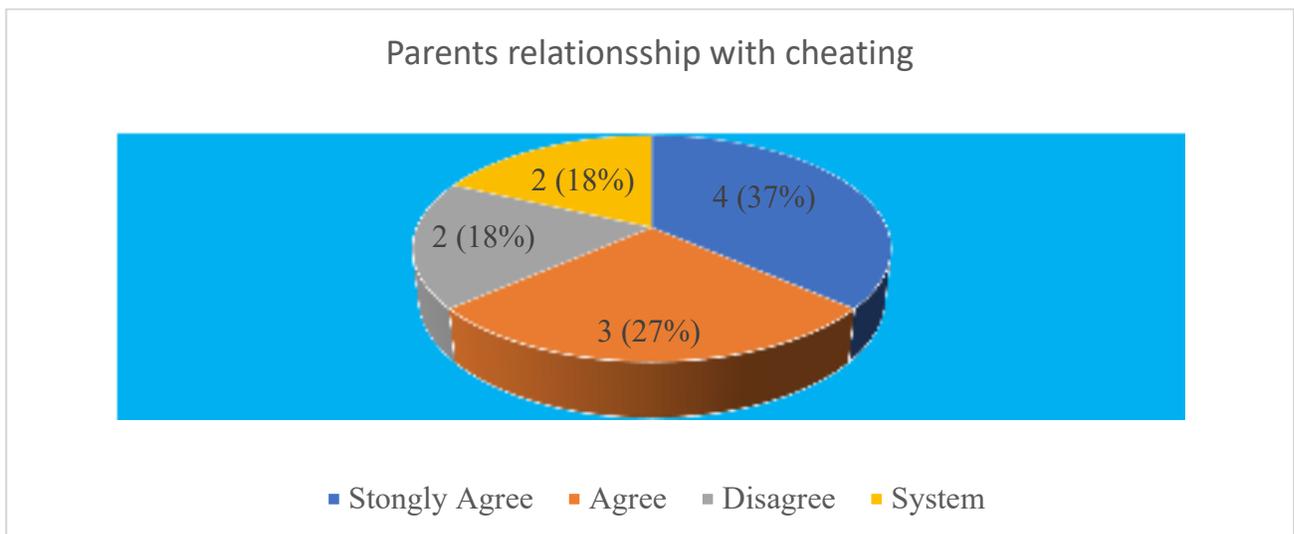


Figure 25: Indication of respondent’s reaction to the idea that cheating sometimes is encourage by desperate parents.

The above figure indicates that in trying to find out if some parents actually encourage the dishonest practice of cheating in examinations by paying any sums of money to teachers to ensure their children acquire a pass, teachers responded 37% strongly agree, 27% agree while 18% disagreed and two teachers, indicated as (system on the figure), abstained from the question (18%).

4.6 How Honesty and Integrity Can Be Restored in Schools

Table 10: Policies in schools aimed at mitigating Cheating

Response	Frequency	Percent
Strongly Agree	1	9
Agree	8	73
Disagree	1	9
Strongly Disagree	1	9
Total	11	100.0

Table 10 indicates teachers’ reactions to the point that there are good policies in their schools that are been put in place to mitigate dishonest behaviors like cheating in examinations. The

teachers responded 9% for strongly agree, 73% for agree, 9% for disagree and 9% for strongly agree.

Table 11: Teachers talk and advice about dishonest in class is often and recommendable

Response	Frequency	Percentage
Strongly Agree	3	27
Agree	6	55
Disagree	1	9
Strongly Disagree	1	9
Total	11	100.0

Table 11 shows that 27% of teachers strongly agreed that in their class times, they usually allocate some time to talk to their students about dishonest practices, 55% of the teachers also agreed to the same, while 9% disagreed and 9% also strongly disagreed.

Table 12: Use of examination as a tool to test students intelligence should be discouraged

Response	Frequency	Percentage
Strongly Agree	5	45
Agree	4	36
Disagree	2	18
Total	11	100

Table 12 above indicates that 45% of teachers strongly condemned examinations as a tool for testing student’s intelligence, 36% others agreed to the same idea that examinations should be discouraged as a means of testing student’s performance, while 18% disagreed thus indicating that examinations remains relevant tool to measure student’s performance in school.

4.6.1 Respondents Reactions on National Policy and Academic dishonesty

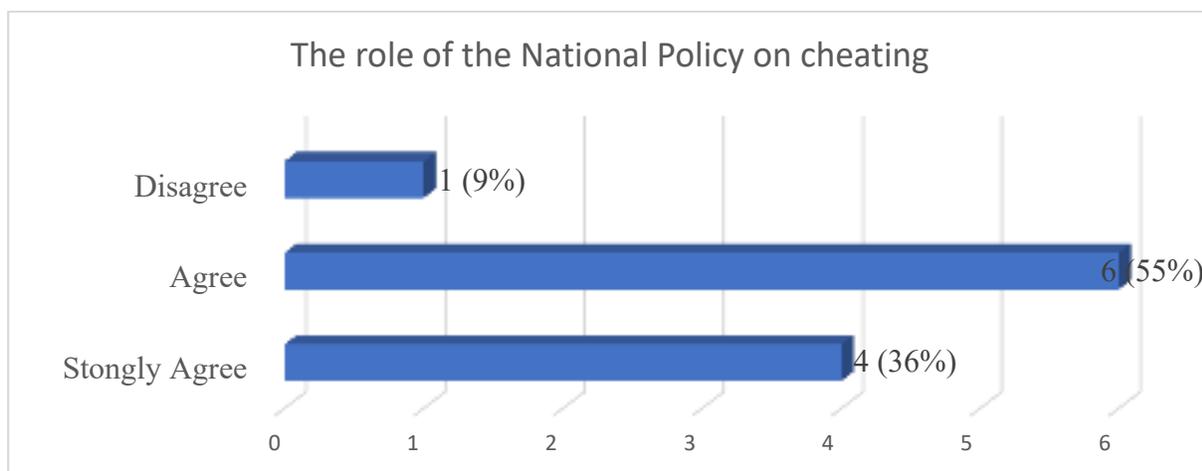


Figure 26: The National Policy on Academic cheating.

Figure 26 above indicates that teachers had various views on the national policy on academic cheating. The question aimed at getting views on how strict the policy could be so as to mitigate academic dishonesty. If the national policy in education is not strictly followed, cheating during school examinations will still frequently occur. To this, 36% of the teachers strongly agreed, 55% agreed, while 9% disagreed.

4.6.2 Respondents Reaction on and Academic integrity

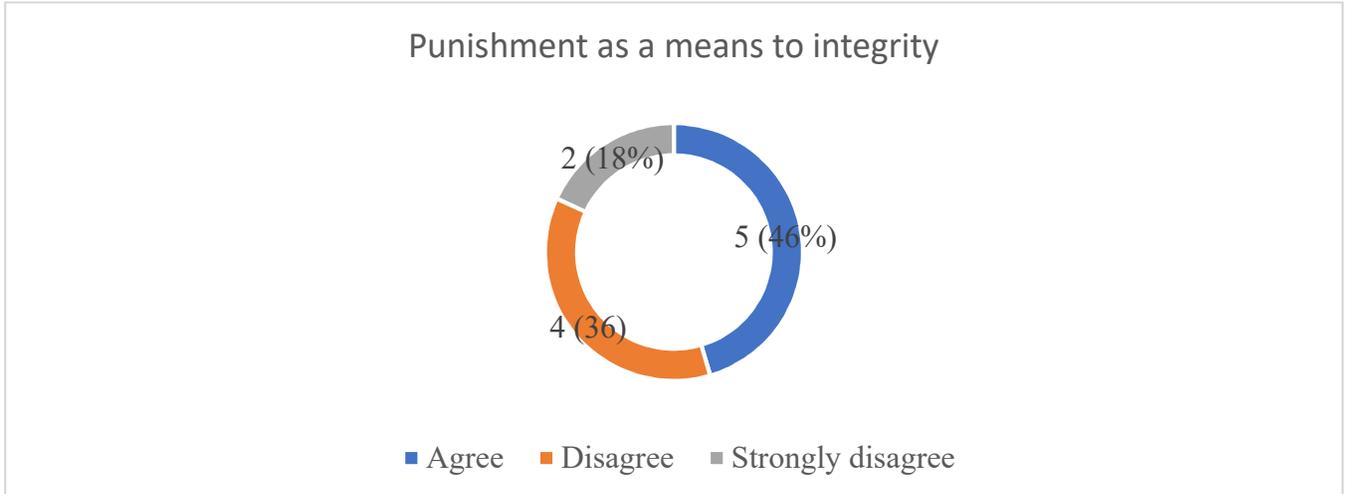


Figure 27: Punishment given to offenders of academic integrity policies are not so serious to end the dishonest practices.

Figure 27 as seen above indicates teachers responds to the researchers question on if the punishment given to the offenders of academic integrity policies are not good enough to deter the students from carrying out these practices. The teachers responded 46% by agreeing that they are not enough, 34% disagreed to the point, while 18% strongly disagreed.

4.7 What the Teachers could recommend to their schools and the education sector as the best policies that could help amongst existing ones to mitigate dishonest behaviors in examinations.

In this question, teachers contributed by suggesting that; discipline should be emphasized in our schools, that ample time should be given by each teacher to talk about honesty in school especially during examinations. Some also suggested honesty should be encouraged and rewarded in schools so that others may imbibe these good values.

A good number of teachers suggested that defaulters in examinations should be severely punished like sending to jail, suspending them from schools and a ransom should be paid so that

the others may desist from dishonest practices in school. To many also there should be some serious efforts to eliminate corrupt practices in adults who at times facilitate dishonest practices in the students.

Teachers as well indicated that it will be better for CAT's (continues assessment tests) to measure the students performances not exams, that the syllabus should as well be reduced so that they can be completed within a short time so that students can revise well, and that if there must formal examinations, they should be well managed and efficient, while early revision should be encouraged to raise the confidence in the students.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter gives the summary and conclusion from the findings and brings forth recommendations to the various participants and to the stakeholders on factors influencing dishonest behaviors (cheating in examination) in Public secondary schools in Ngong sub County, Kajiado County.

5.1 Summary

The study aimed at analyzing various factors influencing Student's perception of integrity and factors influencing cheating behaviors in public secondary schools in Kajiado county, Ngong division. The objectives of this study were to do the following

- a) To establish if social factors, like peer pressure, influence cheating behavior in examinations among public secondary schools' students in Ngong District.
- b) To establish if curricular factors and teachers' practices influence academic dishonesty in examinations among public secondary school students in Ngong district
- c) To determine the contribution of the school in fighting or eliminating academic dishonesty in public secondary schools.
- d) To suggest ways in which the problem of cheating in examinations can be minimized and thereby improving academic integrity among learners in public secondary schools

The researcher used questionnaire for both students and teachers as instruments in collecting data for the study. The sample size was 125: 110 students and 15 teachers within three secondary schools.

The researcher made use of SPSS to analyze, present and interpret the data.

The study found out that most of the students will cheat in an exam if they find that it is hard. It also revealed that a good number of students would cheat in an examination because they feel that those who do so are privileged to pass more than those who never cheated.

The study also revealed that a little percentage of students believe that one must cheat no matter how hard he studies if not he or she will fail.

The study also revealed that students will cheat in an examination because they lack the confidence in themselves, while others will simply cheat in exams because their friends do so too.

The study also revealed that of the students will cheat if their parents support the idea, while others will agree to cheat in a public examination because succeeding in them will please their parents, friends and other peers. This is in line with the findings of Raymond Calabrese and John Cochran (1990) as cited by Kamau (2015) which found out that students will cheat because they are faced with pressures from families and friends, they also have the fear of failure of failure and in some cases there is the strive to maintain a successful image of the family.

The study also indicated that most parents do not encourage cheating in examinations but how ever desperate parents will do so to ensure success for the children.

The study also indicated the Kenyan education system still gives chances for cheating in national examinations. In relation to this Nkumbi (2002) did a finding which indicated that all nations always strive for credibility and reputation of their examinations and the countries they represent.

The study revealed that in student's opinion, cheating still exist in the Kenyan education system.

The study however revealed that students do not believe that it is only those who cheat in examinations that have high grades in their performance after examination, even though some other believe that its only through cheating that one can actually get high grades.

The study also indicated that most students refute the idea that cheating should be allowed for difficult examinations even though some agree to the idea of cheating should be tolerated for difficult examinations.

The study revealed that students feel that those who cheat in examinations are of greater advantage than those who do not cheat at all. This is line with the findings of Thomas Lickona (1999) as cited by Maina (2012) in which he said that cheating is wrong because it lowers self-esteem, cheating is a lie because it portrays a wrong image of our learners.

The study also indicated that of the students do not agree for cheating even if the syllabus is extensive with a limited time to revise, however, a good number believe that if syllabus is long and revision time short, cheating can be pardoned.

The study revealed that a majority of students deny that idea that cheating can be helpful for those who are afraid of examinations, although up to of the students feel that cheating can come from lack of confidence and fear of the exams.

The study discovered of teachers do assist their students to pass in examinations either directly or indirectly. It also revealed cheating is done by smuggling illegal materials into the examination room. This confirms Akers (1985) findings as cited by Kimutai (2011) which opined that cheating occurs as a result of deviant behaviors which a in most cases drawn from primary groups. The point here is that cheating emanates from deviant, dishonest behaviors that are sometimes fostered by friends.

The study also revealed that students cheat in examinations because they do not have sufficient time for studies and revision.

The study revealed that students will chose to buy school certificates to show that they had succeeded so well, provided they are not caught, it also revealed that a majority of the students are aware that buying of certificates is a form of cheating the examinations.

The study revealed that students in Kenyan public schools strongly agreed that it will be difficult to completely end cheating in examinations while a few others agreed that this will not be possible any soon.

The study also discovered that it is absolutely dangerous for students to be allowed to write examinations on their own if not they will definitely cheat. Most students of the strongly agreed that they should not be allowed to do examinations on their own.

The Study observed that a good number of students usually feel guilty when they cheat in examinations, while another good number observed that they will not feel guilty cheating if their teachers have not taught them well in class. This shows that the methodology of teaching could either promote or mitigate cheating practices in the secondary schools.

The study also revealed that students will not cheat if they are fully prepared for the examinations. Most respondents strongly agreed that students will not cheat in an examination if they are a well prepared and others also agreed that there is no need to cheat once the students are fully prepared.

The study also revealed that cheating in examination is because of morals and integrity in a decaying and corrupt society where everyone can do anything to succeed in life or at school without minding the consequences.

The study also indicated that punishment is the best way cheating can be treated in schools and society.

The study revealed a strong indication by teachers that students often cheat because they desire to have a pass mark and that they may do so even when they have not understood the content of what has been taught them in class.

The study also indicated that most of students who cheat do so because their intellectual development does not often match with the content of the knowledge they are being taught and so they find it difficult to understand.

This study revealed that cheating comes because the time given to teach the subjects well by the teachers is often too short with so many to be done and prepare students to perform well in the examinations and have good grades.

The findings also indicated that the short nature of the school semester is another challenge which the teachers face in properly handling their syllabus so as to prepare the students well and so mitigate cheating practices in their schools. Most of the teachers indicated that the length of the semester is a big challenge to them.

The study also revealed that most students who cheat in class test and exercises are often the ones who cheat even during the national examinations.

The study also revealed that some parents also encourage cheating especially in public examinations, the research indicates that parents do encourage and promote cheating practices in examinations.

The study revealed that in secondary schools there are good policies that exist and are aimed at mitigating dishonest behaviors especially cheating in examinations. The also revealed national policies on examinations cheating should be strictly followed to achieve a zero dishonest practice in national examinations.

The study also indicated that there is a positive impact on the teachers' constant talk to students by teachers about dishonest behaviors and that this has often found a good impact and this act is very recommendable as way of reducing dishonest practices at school.

The study also revealed that examination should not be used as the only tool for testing student's intelligence. The study finally revealed several ways like, discipline in schools, punishment ranging from sanctions, suspension from national examination to jailing of defaulters, to be used as ways of fitting dishonesty in schools.

It also revealed that CAT's (continues assessment test) should be used and not national exams to measure students' performance.

It also revealed that the syllabus should not be made to be too much to be taught in a short time but that it should be moderate and more time given to be taught and for revision also that all will be well assimilated and constant revision will build confidence in the learners.

5.2 Conclusion

In conclusion, integrity in education influences a credible education system, it creates trust worthy citizens who are honest and true to whatever career they chose for themselves. The factors that influence dishonest practices in our secondary schools are numerous, these factors range from peer pressure, poor methods of teaching, lack of proper reinforcement on integrity policies among many others. If the nation would desire to establish a solid education system it

would have to look at some of these factors. The Kenyan education system is among the best in the East Africa and even in Africa as a whole but the presence of dishonest practices like cheating has been inevitable over the years. There have been tremendous efforts made by the government and schools to mitigate this practice which puts a doubtful picture on the integrity of the education system. Continues research on causes, and best ways on which this can be completely done away with.

To do away with this however is more than just having the policies established, some of which are punishments like exams cancellation, suspension and even imprisonment. It is more of an attitude of honesty that needs to be instilled, molded, encouraged and reinforced on learners, teachers, and parents who are the ones involved. The continuity of various forms of cheating for example may signal the fact that to end this will not be successful if it treated as war, as criminal but more of checking on the best ways of addressing it, and encouraging efforts made by teachers, parents and students not to be involved in such practices.

5.3 Recommendations

In line with the findings of the study, the following recommendations can be made:

Since students are tempted to cheat because they feel that examinations are difficult, the teachers are the only ones who can assure their students of that hope and that confidence by teaching very well and doing constant practice and exercises in the classrooms.

The study found that some students will surely want to cheat even if the examinations are easy because for them, if they do not cheat, they will not make it in the exam. This is an assumption and a case of fear and lack of self-confidence; the students need positive motivations and constant encouragement from their teachers so that they can believe in themselves and subsequently out do this wrong thoughts or assumptions. Teachers need to comment on every effort of students during class exercises and also encourage them to do more.

The study revealed that some students cheat because of the pressure from their parents and colleagues, this is a difficult situation which students find themselves inside. The national policy on cheating should be made public to both parents and students and strict implementation followed so that fraudulent parents should be aware of what it entails to be involved in examinations dishonesty.

Since the study revealed that the Kenyan education system still gives room for cheating and that up to 73% of this is still common in public secondary schools, I strongly recommend that Continues assessment should be used as the best alternative to measure students' performance and if the formal examination should continue, the best schools and students who are been noted for honesty should be rewarded and promoted so that the societies quest for grades and prestigious certificates will be reduced and in this way integrity in education will be instilled.

The study revealed that above 70% of students disagree to cheating as a means to succeed in examinations. This means that so far, the national policy on cheating and examination malpractice has had a positive impact. The recommendation would be that all schools should strictly follow this policy so that in the near future examination malpractice will be a thing of the past.

The study however indicated that above 50% of the students believe that it will be very difficult to completely wipe out cheating in examination in the Kenyan schools. The recommendation here is for stakeholders to see this a moral threat and there should be an insistence to moral practices and reward in the schools.

The study also indicated that cheating comes because of the too many things that are to be tested over a short period of time. The recommendation here will be that the final classes of high schools should not see many new things though but it should be a kind of revision of what has been taught over the years in high school, this will build confidence in the students, they will have enough time to revise and cheating will be limited compared to when all the four years are for teaching and then examinations set for all what they had studied over the years.

To sum it all, cheating can be mitigated if students are made to have confidence in themselves through constant practice, the well behaved students should always be rewarded so that the idea of performing without integrity should be discouraged, and the teachers should always follow the policies as set by the national education sector and also talk to the students always about the dangers of corruption in examinations.

5.4 Suggestions for further Study

1. There should be a different school-based study on factors influencing cheating behaviors among high school students in Kenyan secondary schools
2. There should be a study carried out in Christian or religious institutions (schools) so as to ascertain if the findings will be the same or similar
3. There should be a study focusing more on the effects of dishonest attitude of learners to the general performance of students in examinations

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APPENDIX 1: QUESTIONNAIRES FOR THE STUDENTS

Dear Respondent,

I am Ndi Deric Ngong, a registered student at Marist International University College. I am doing **an investigative on phenomenon of examination malpractices: an example of public Secondary schools in Ngong sub County, Kajiado county**. kindly note that all information will be treated confidentially. Thank you.

A. GENERAL INFORMATION

Tick (√) as appropriate

1. **Gender:**
Male () Female ()
2. Age: 10-14 () 15-19 () 19-23 () 24- 28 ()
3. Tick (√) as appropriate your class: Form 3 () Form 4()

B. WHAT ARE THE REASONS FOR CHEATING?

Read the following sentences and tick (√) against as either (Agreed or Disagreed) as appropriate.

4. If the examination is difficult, cheating is a good option. **Agree () Disagree ()**
5. Cheating is helpful since most people who cheat often pass their examinations without repeating or even being punished. **Agree () Disagree ()**
6. No matter how much you read, if you don't cheat, you will fail. **Agree () Disagree ()**
7. I cheat in examinations because I lack the necessary confidence in myself. **Agree () Disagree ()**
8. I cheat because my classmates also cheat in examinations. **Agree () Disagree ()**
9. I will cheat in examinations if my parents support the idea. **Agree () Disagree ()**

10. Cheating is good in competitive examinations because passing will please parents, teachers and friends. **Agree () Disagree ()**

C. SOME COMMON ASSUMPTIONS FOR CHEATING

11. My parents encourage cheating in examinations. **Agree () Disagree ()**

12. The Kenyan system of education seems to encourage cheating in examinations. **Agree () Disagree ()**

13. Cheating is very common in Kenyan secondary schools. **Agree () Disagree ()**

14. Only those who cheat have high grades in examinations. **Agree () Disagree ()**

15. Cheating is advisable or allowed for difficult examinations. **Agree () Disagree ()**

16. If I do not cheat, those who cheat in the same examination will have an advantage over me. **Agree () Disagree ()**

17. Cheating is the only way out if a lot of work done over a long period of time is to be examined once in a short time. **Agree () Disagree ()**

18. Cheating is helpful for people who are very afraid of examinations. **Agree () Disagree ()**

D. COMMON MODES (WAYS) OF CHEATING

19. It is good to arrange to sit next to someone in order to copy from his /her paper. **Agree () Disagree ()**

20. I can take examinations for another person. **Agree () Disagree ()**

21. If the question paper is availed to me before the examination, I will definitely pass. **Agree () Disagree ()**

22. Some teachers encourage cheating (assists students) in examinations. **Agree () Disagree ()**

23. A few teachers help their students to pass examinations. **Agree () Disagree ()**
24. Smuggling unauthorized materials in an examination hall is a common way of cheating in examinations. **Agree () Disagree ()**
25. I am interested in cheating in examinations because I do not have sufficient time to prepare for the examination. **Agree () Disagree ()**
26. Buying certificates is alright, provided one is not caught. **Agree () Disagree ()**
27. Buying certificate is another form of cheating in examination. **Agree () Disagree ()**

E. PROSPECTS OF A POSSIBLE END TO EXAMINATION DISHONESTY

28. It is in fact difficult to completely end cheating in examinations in the Kenyan secondary schools. **Strongly Agree () Agree () Disagree ()**
29. Students should never write examinations without the presence of supervisors or invigilators. **Strongly Agree () Agree () Disagree ()**
30. Cheating in examination makes me feel pretty guilty.
Strongly Agree () Agree () Disagree ()
31. I may not feel guilty to cheat if the lecturer/teacher does not teach properly.
Strongly Agree () Agree () Disagree ()
32. Cheating is not necessary if a candidate has adequately prepared before the examinations:
Strongly Agree () Agree () Disagree ()
33. Cheating in examinations is a proof of lack of good moral of a society that leads to corruption. **Strongly Agree () Agree () Disagree ()**
34. Any cheating in examinations is a fraudulent act that should be severely punished.
Strongly Agree () Agree () Disagree ()

APPENDIX 11: QUESTIONNAIRE FOR TEACHERS

Dear Respondent,

I am Ndi Deric Ngong, a registered student at Marist International University College. I am doing an investigative on phenomenon of examination malpractices: an example of public Secondary schools in Ngong sub County, kajiado County. kindly note that all information will be treated confidentially. Thank you.

A: General information

Gender:

- 1. Male () Female ()
- 2. Age: 21-30 () 31-40 () 41-50 () 51- 60 ()
- 3. Which subject(s) do you teach?

.....

B: FACTORS RESPONSIBLE FOR EXAMINATION MALPRACTICE OR DISHONESTY

4. Some Students often cheat because they want to have a pass mark even when they do not understand the lessons in class

Strongly Agree () Agree () Disagree () Strongly Disagree ()

5. Some lessons are not measurable/ consistent to students' level of cognition or students' level of intellectual development.

Strongly Agree () Agree () Disagree () Strongly Disagree ()

6. The time available to teach and prepare the students for examination is enough and can enable your students have good grades.

Strongly Agree () Agree () Disagree () Strongly Disagree ()

7. The school semesters are often so short with so much work to be completed and examined by teachers.

Strongly Agree () Agree () Disagree () Strongly disagree ()

8. The students who cheat in class test are often those who can cheat during exams.

Strongly Agree () Agree () Disagree () Strongly Disagree

10 .Some of those who encourage these dishonest practices (such as cheating in exams) are parents who are ready to pay any amount to teachers to ensure that their child acquires a good grade at school.

Strongly Agree () Agree () Disagree () Strongly Disagree ()

11. What could you recommend to your school and the education sector in your country as the best policies that could help mitigate dishonest behaviors in examinations?

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.....
.....
.....
.....
.....

HOW HONESTY AND INTEGRITY CAN BE POSSIBLY / FULLY RESTORED IN SHOOOLS / EXAMINATION

12. There are good policies in your school that are been put in place to mitigate and punish cheating in exams.

Strongly Agree () Agree () Disagree () Strongly Disagree ()

13. Teachers always allocate some time in their classes to talk about the ills of cheating in any form to the students.

Strongly Agree () Agree () Disagree () Strongly Disagree ()

14. According to you, the use of examinations to test student's intelligence should be discouraged and other motivational ways for awarding effort and intelligence introduced at secondary school levels.

Strongly Agree () Agree () Disagree () Strongly Disagree ()

15. If the national policy on academic cheating is not strictly followed, cheating during school examinations will still occur frequently.

Strongly Agree () Agree () Disagree () Strongly Disagree ()

16. The penalty or punishment given to the offenders of academic integrity policies in your school are not good enough to deter the students from carrying out these practices.

Strongly Agree () Agree () Disagree () Strongly Disagree ()



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02 APRIL, 2019

TO WHOM IT MAY CONCERN

RE: NDI DERIC NGONG (B.Ed/431/15/16)

Assistance for Research Exercise.

The person named above is registered as a full time student at Marist International University College. We kindly request you to assist him to carry out a research exercise.

The Research Topic To Be Carried Out Is: *An Investigation into Students Perception of Academic Integrity and Factors Influencing Cheating Behaviours among Public School Students in Ngong Sub-County, Kajiado - County.*

The research project being undertaken is done as a partial fulfillment of the requirements for the award of a Bachelor of Education in this Institution.

We would therefore be most grateful if you will kindly facilitate the exercise in whichever way possible and we thank you very much in advance for your cooperation.

Yours sincerely,

BR FRANCIS VERWEY FMS, PhD
DEPUTY PRINCIPAL ACADEMIC