

# **Factors Influencing Teacher Professional Misconduct in Administration of Kenya Certificate of Secondary Education Examinations: An Analytical Study**

**Raphael Samoei Tarus**

*Faculty of Education, Tom Mboya University, Kenya*

**Enose M.W. Simatwa**

*Faculty of Education, Tom Mboya University, Kenya*

**Maurice A. Ndolo**

*Faculty of Education, Tom Mboya University, Kenya*

---

## **Abstract**

The first Kenya Certificate of Secondary Education examination (KCSE) examination was held in 1989 at the same time as the last Kenya Advanced Certificate of Education (KACE) which it replaced as the entrance requirement for not only Kenyan universities but also international ones. This means that any practice that affects it is a matter of interventional concern. Consequently Teacher professional misconduct in administration of examinations in Kenya is a malady of international currency. As a result, Teachers Service Commission (TSC) issues a circular each year before the start of Kenya Certificate of Secondary Education examination on conduct of examinations to teachers and principals. The circular informs them to abide by rules and regulations and uphold values guided by TSC Code of Regulations for Teachers and Code Conduct and ethics. However, examination malpractices were frequently reported by media during KCSE examination period. Collusion, impersonation, use of unauthorized materials and mobile phones take place enabling some candidates obtain examination questions and answers in advance, contravening Kenya National Examination Council (KNEC) rules and regulations. High incidences of examination malpractices were high at national level from 1996 to 2020 where 65,430 candidates had their results cancelled in 1904 centres, while in Nandi County 1546 candidates in 24 centres suffered the same fate. From 2011 to 2020, TSC interdicted 287 teachers and principals, 5 from Nandi County for examination malpractices. These raised questions on the role of teachers, otherwise held in high esteem by parents and stakeholders for enabling students acquire knowledge, right attitudes, values, and skills in examination malpractices and cast doubt on credibility of KCSE examination results and quality education. The Nandi County was used as the site for the study. The objective of the study was therefore to examine factors influencing teacher professional misconduct in administration of in Administration of Kenya Certificate of Secondary Education examinations. The study established that Inclination towards cheating influenced teachers and principals to engage in these malpractices Kenya National Examination Council rules and regulations and Teachers Service Commission disciplinary procedures were effective in mitigating against teachers' professional misconduct, yet these were not observed thoroughly. The findings of the study recommended installation of Closed Circuit Televisions in examination rooms and vetting of teachers on integrity before appointment to administration of examinations. Centre managers, invigilators, supervisors and KNEC officers who fail to observe examination rules and regulations should be disciplined as provided for in the KNEC examination and TSC rules and regulations.

**Keywords:** *Factors Influencing Teacher Professional Misconduct, Administration, Kenya Certificate*

---

Date of Submission: 01-05-2024

Date of Acceptance: 10-05-2024

---

## **I. Introduction**

Quality education relates to the relevance of education from what is taught, learned and how well it fits into the present and future needs of learners (Coombs, 1985). According to World Bank (1995), it is difficult to define and measure quality education, noting that the definition must include student outcomes and nature of experiences that help to produce these outcomes. Quality education hence is the degree to which education can be said to be of high standard and satisfies basic learning needs. Quality is at the heart of education and is one

of the key goals in achievement of Education for All. Teachers play a critical role in provision of quality education by enhancing quality teaching, availability and use of textbooks and facilities. Shortages of these factors reduce quality education.

A parent, looking for a school for their child, in many instances assesses quality based on appearance of a school in terms of buildings, facilities, and the environment the school is located (Sophia, 2019). However, Sophia observed that this idea is a fallacy because it fails to see the crucial role of teachers, stating that quality teachers were key to quality education. Sophia noted that excellent facilities maybe great but teaching equips learners with knowledge, social and emotional skills to succeed in a rapidly changing world. Sophia cited a study by professor Klassen of the University of New York who concluded that some teachers make their students consistently succeed because they package their teaching with research, good communication and listening skills. This contradicts the attitude of some teachers who believe that their students can only succeed in academics if assisted to cheat in examinations, a subject of the current study.

The United Kingdom Government stepped up initiatives to enhance quality education in their schools (Gregory & Luka, 2019). Gregory and Luka cite the study of Sheffield (2001) whose study in 100 organizations in United Kingdom concluded that in-service training of teachers influences quality education because it enables teachers sharpen their pedagogical skills in planning, assessing lesson plans and tracking students' progress. Gregory and Luka concluded that quality education cannot be achieved in environment of indiscipline. However, their study concentrated on discipline of learners and did not mention how teachers' professional misconduct influences quality education. While launching the Schools' White Paper on 'Strengthening Teachers' Authority in Class and Giving more Autonomy to Schools' in handling their Day today activities in 2010, the prime minister of Britain raised concern on the falling standards of quality education in his country, citing a drop from 4<sup>th</sup> in science in the world in 2000 to 14<sup>th</sup> position, 8<sup>th</sup> to 24<sup>th</sup> position in mathematics. He said that no education system could be better than the quality of its teachers noting that countries that had the best education systems invested heavily in the training of teachers (Gregory & Luka, 2019). This is contrary to the situation that persists in Kenya where many teachers have been trained but cannot be absorbed in employment (Teachers Service Commission, 2019).

To enhance quality education, teachers should be supervised on curriculum implementation (Christopher, 2000). Christopher noted that supervision of teachers in Japan and USA show marked differences. In USA, principals were viewed as facilitators of school educational programmes and play an active part in teachers' professional growth by conveying their opinion about a teachers' professional matters while in Japan, principals were viewed as managers rather than directors of instructional programmes because they coordinated school activities by delegation. Christopher concluded that principals in Japan respect conflict avoidance hence, a principal may sidestep situations that may lead to conflict such as in evaluation of teachers and may decide not to express their opinion about a teacher's professional abilities. The current study seeks to determine the effects of the strategies used to mitigate teachers' professional misconduct administration secondary school examinations.

Quality Assurance Officers visit schools to ascertain that quality education is assured by teachers who plan, prepare for lessons, and evaluate learners to ascertain achievement of objectives. In a study that explored the reaction of teachers to quality assurance officers in Britain, Wilcox (2000) found out that teachers appreciate inspection as a worthwhile activity of monitoring school improvement and offering guidance. In a related study, Vischer (2008) opined that quality assurance officers in Netherlands carry out systematic classroom observation for quality control. Vischer observed that the work of quality assurance officers had impact in enhancing quality education because schools with weak systems were visited frequently until they improved. The World Education Forum in Dakar in 2000 not only emphasized the need for Education for All but also the need to improve quality education. It recommended 'improvement of all aspects of quality education to achieve recognized and measurable learning outcomes for All especially in literacy, numeracy, and essential life skills' (Dakar, 2000). The Forum concluded that one way of improving quality was through quality assurance. Despite emphasis by Nigeria MOE to take supervision seriously, Olele (1995), observed that there was inadequate inspection in schools which made teachers' performance of duties lacklustre. The practice of quality assurance started in colonial days in Kenya, being referred as inspection. Officers who visited schools often treated teachers as offenders of mistakes, hence teachers viewed inspection negatively (Muchanje, 2020). Further, UWESO (2010) noted that the performance of Quality Assurance and Standards Officers was in doubt following reports that 4/100 pupils in class eight could not read a class 2 book in primary schools. Additionally, the report noted that 10/100 pupils were absent from school on any given day.

The right to education is a human right (Republic of Kenya, 2013). A child's right to education entails the right to learn, yet for many children in the world, schooling does not lead to learning nor quality education (UNICEF, 2010). UNICEF observed that 600 million children and adolescents worldwide were unable to attain minimum proficiency levels in reading and mathematics due to poverty, lack of trained teachers, inadequate teaching and learning materials, drought, hunger, and insecurity. Compounding these challenges was the digital

divide where lack of internet limit opportunities to learners in many parts of the world. Academic achievement of students in Japan has roots in elementary school where foundation of literacy, numeracy and science are nurtured (Nazambayeu, 2016). Despite their efforts, teachers in Japan do not perceive competition as the purpose for improving quality education. In Kenya, competition in achieving excellence in KCSE is the norm (Republic of Kenya, 1976, 1988, 2001).

Republic of Kenya (1988) underscored the importance of quality assurance in education and recommended that heads of institutions be trained as first line quality assurance officers. The need for frequent quality assurance visits to schools increased since introduction of free secondary education and enhanced disbursement of funds to schools for 100% transition (Republic of Kenya, 2014). Despite high budgetary allocations, teacher absenteeism in schools, weakness in management of resources, staff shortages, examination malpractices are hardly mentioned in Government reports. The current study focused on prevalent teacher professional misconduct in administration of secondary school examinations and its influence on quality education.

## **II. Synthesis of Literature on Factors Influencing Teachers' Professional Misconduct in Administration of Secondary School Examinations**

Students are beneficiaries of the examination malpractices hence teachers who support their behaviour are their collaborators. Davis (2002) of Berkley University, California conducted a study on academic Integrity in the 21st Century. Davis noted that institutions handling examinations should develop systems that analyse ethical challenges in testing and cheating. He concluded that examination misconduct is shaped by both individuals and contexts they work in. He observed that high school students perceived negatively acts of honesty in school and society amidst a rise in cheating on tests and homework and a growing sense that success could be achieved by whatever means. According to Davis, most students perceived success in business and academics as the outcome of fraudulent activities such as cheating. Davis did not identify the role of teachers in examination malpractices nor actions that should be taken against offenders. The current study will focus on factors influencing teachers' professional misconduct and how these influences quality education.

A study by Baker (2005) in USA, found out that mobile phones could 'beam' or call data silently across the classroom or from anywhere else. Baker said mobile phones equipped with email, camera or video recorder were used to make transmissions of answers easily. Cell phones have devices such as the iPod calculator that candidates are allowed to store data that can easily be accessed and be used to cheat in examinations.

In a study on academic dishonesty, Callahan (2012) was informed by students of a school in Massachusetts, that a student had taken pictures of an examination paper using a cell phone and send pictures and answers to other students. This study does not mention action taken by teachers against examination cheats. One method of cheating on large-scale examinations involves taking advantage of the time zone differences in countries such as the USA using mobile phones. Gregory (2001) said that when tests are administered across the country in the USA, an examinee finishes a test for example, in New York City, telephones other examinees at Los Angeles to communicate the content of the test in advance.

In research by Vonesya (2015), major causes of examination malpractices were varied. Out of 537 (89.5%) respondents said insufficient preparation for examination by candidates, (70.8%) cited indiscipline among students while (54.4) cited lack of effective supervision by teachers as major causes of examination malpractices. While Vonesya' study focused on causes of examination malpractices, the current study focuses on teachers' professional misconduct in administration of secondary school examination and its influence on quality education.

Studies in administration of secondary school examinations have focused on discipline of students assuming that teachers were already disciplined and committed to their work. Little attention has been focused on the teacher as a vital component that determines high achievement in schools. To highlight this, Leposo (2010) reported that 500 teachers were fired in Kenya for professional misconduct that mainly involved sexual acts with students. He noted that errant teachers take advantage of the distant employer. Principal and their deputies supervise teachers and often handle such cases as absenteeism, desertion and negligence of duty and may not notice such misbehaviour such as teachers assisting students to cheat in school-based examinations unless students report them, hence compromising provision of quality education.

Aderogba (2011), attributes cheating in examinations in Nigeria to desire by candidates and their parents to achieve at all costs, to gain promotion, admission, and entry to higher-level institutions. They bribed teachers to enhance their objectives. He said that principals use cheating to cover their ineptitude while parents dictate to their children what they should obtain. These studies have similarities with the current study. However, the current study goes further to investigate influence of teachers' professional misconduct in administration of examinations on quality education. While giving an explanation between examination administration and examination malpractices, Ogunji (2011) states that there was a nexus between unethical

examination management and teaching. Some principals were suspected to be receiving revision questions suspected to be real examination questions set by several setters in exchange for money, hence examination malpractices shift from students to teachers. Ogunji concluded that the extend of examination malpractices in any country was directly proportional to the extent to which examination management and administration violates or upholds examination rules and regulations.

Kenya National Examination Council accused private schools for contributing to examination misconduct (Muindi, 2011). A case was reported where a Kenya National Examination Council officer was threatened with death after he refused a bribe from a District Education Officer and headmaster of a private school. Macharia (2012) cited the then PS, Ministry alleging that private school managers, owners and teachers were willing to cheat, bribe or steal examinations because the number of students they sent to university was a measure of their achievements hence their popularity. These reports do not explain action taken against teachers and officers who engage in examination malpractices. Students who do not prepare well for examinations or do not grasp content of what they were taught fail in examinations. To avoid being blamed for students' failure in examinations, some teachers assist them to cheat in examinations. However, Sigei (2012) reported that examination malpractices that took place in North Eastern province in 2011, revealed that corruption played a key role with supervisors, teachers, students, and parents being active participants. Refugees desirous of the Kenyan Identity cards in Northern Kenya collude with corrupt officers to obtain question papers before the scheduled time. Examination officers who refuse to cooperate are threatened with death, hence academic dishonesty creates problems for teachers. Whitley (1998) reported that 77% of his respondents agreed with the statement that 'dealing with a cheating student is one of the most onerous aspects of the job'.

As an indicator how true this was, people suspected to be students, following incitement by a school administrator in 1998, killed a teacher at Garissa High school. Samuel Kingori met his death for advocating punishment to candidates who participated in examination irregularities (Nation, 1999). These studies do not explain action taken against teachers who participate in examination malpractices. The current study will determine strategies used to mitigate teachers' professional on administration of examinations. Cheating in examinations is an activity that requires prior planning by teachers, principals, and security guarding examinations. Some principals even go further to charge extra fees in readiness for opportunities to cheat (Osabwa, 2022). Osabwa observes that examination malpractices indicate lack of integrity and morals among some parents, teachers and principals who teach their children to be dishonest.

During KCSE examinations, Otieno (2014) reported that students used their mobile phones to exchange examination questions using text messaging and WhatsApp mobile chat application. The questions were photographed and circulated to reach candidates a few hours before start of examinations. This raises the question of the role of invigilators in frisking candidates before they enter examination rooms. Secondary school students often cause damage in strikes when teachers confiscate mobile phones during KCSE examination (Kihanya, 2013). Following numerous destructions of school buildings by burning, the MOE (2016) report to the Senate Committee on Education, pointed fingers at students who were dissatisfied with school administration that did not assist them to cheat in national examinations leading to their dismal performance, hence, they burned dormitories to retaliate against non-supportive school administration. The role of teachers in enforcing discipline is put in question. In his study, Obimba (2002) noted that teachers' non-detailed teaching and students' laxity to studies are the major cause of examination malpractices. He concluded that students' behaviour reflects the social norms where the society does not see the evil in examination cheating hence the problem reflects the rote and corruption that had permeated into the society. Additionally, some parents bribe teachers and principals to assist their children (Lambert, 2005). This further goes to show collusion in society.

Regular media reports portray behaviour of some Kenyans as academic cheats. Dorothy (2019) stated that Kenya was cited as a hotbed of academic cheating by the British media owing to growing trend where Kenyan graduates write postgraduate essays for lazy students studying abroad, earning millions of shillings. Further, Cheruiyot (2024) reported that the Public Service Commission found out that over 2000 fake academic and professional certificates were used by some Kenyans to obtain jobs in Government institutions. This involved forgery of academic certificates, alteration of KCSE certificates, presenting certificates that belonged to other people while seeking for employment.

In 2022, there was a resurgence in reported cases of examination malpractices. 27 teachers were interdicted, 287 candidates had their results cancelled, 211 mobile phones were picked from candidates (Chuka & Otieno, 2022 & Muchunguh, 2022), with the CS defending his ministry against claims that there was massive cheating in the KCSE results. He alleged that the public engaged in propaganda by claiming that the results of some schools were not genuine despite owning up to the allegation that there were several cases of malpractices such as candidates found with unauthorized materials, mobile phones, collusion, and impersonation. It was further reported that some principals placed inflated results in their schools' notice boards. The standard for

handling examination malpractices was thus compromised with the CS citing non-existing regulations that the results for cheating candidates could not be cancelled because the threshold for cancellation of results was not attained. This was unlike previous CSs who gave reports on action taken against examination offenders (Muchungu, 2023).

Following the public outcry over the 2022 KCSE which was alleged to have had many malpractices, the Parliamentary committee that went out to investigate heard that examination questions were leaked a few days or weeks before commencement of the examination. Questions and marking schemes were circulating in social media. The examination offences included use of mobile phones, possession of unauthorised materials, impersonation, mismatch of candidates Identity Cards, packets containing examination questions were opened early and photocopied and shared with candidates (Moturi, 2023). However, when the Committee gave its findings a few months later, it downplayed the impact of the malpractices, stating that these had minor effects on the results (Muchungu, 2023). It nevertheless pointed out that in some schools, parents, teachers, security, and principals orchestrated cheating that took place. The committee recommended that Kenya National Examination Council rules and regulations be applied strictly, TSC to look for other ways of promoting teachers, principals should not supervise examinations in their schools and collection of mid-morning papers should be done after the first paper is completed. The recommendation had little impact in addressing the inherent problems because they did not inquire why action was not taken on culprits of the 2022 KCSE malpractices.

### **Theoretical Framework**

A theoretical framework is a researcher's mental picture of the inter-relationship between and among variables (Best & Khan, 2000). This study was guided by the Theory of Planned Behaviour by Ajzen and Beck (1991) which explains the relationship between attitudes and planned behaviour. The theory states that the intention to engage in a certain behaviour is linked to a person's attitude towards that behaviour, their view on ideas of other people about a behaviour, their resolve to perform the behaviour, their attitude of their moral obligation to perform positive behaviour and avoid negative behaviour.

This theory helped to explain the behaviour of some principals and teachers who assist candidates to cheat in examinations despite their knowledge of TSC Code of Regulation for Teachers (2015) and Kenya National Examination Council Act (2012) on examination rules and regulations. As professional teachers, they teach and prepare students for examinations (Thinguri et al, 2015). These principals and teachers hold a positive attitude to examination malpractices, hence plan to influence examination administrators and security officers to assist candidates to cheat in examinations, source for funds to motivate teachers to complete the syllabus early, source for external motivational speakers, enhance their networks of examination cartels to source for examination questions in advance. The attitude of principals and teachers who cheat in examinations was that they were assisting candidates because other schools and teachers do the same and were likely to perform better than them, that societal norms support cheating and that they would not be caught. Candidates acquire mobile phones from their parents anticipating to use them to receive examination questions and answers.

Equally, Mumo (2015) cited a 2013 World Bank report that concluded that lazy or absentee teachers had little contact with their learners hence did not teach effectively. Similarly, Alutu and Aluede (2006) observed that absentee teachers miss on quality teaching, moral and integrity values and frequently resort to cheating. These observations were supported by Mwinzi (2016) whose study exposed a teacher who, noting that he had not completed the syllabus, colluded with the police to assist candidates cheat by circulating examination questions to candidates. Teachers who cheat in examinations plan to cheat and usually have peers who also cheat, have means to cheat, consider cheating in examinations a norm and a way for candidates to excel in examinations. Students who perceive that social norms permit cheating carry out cheating to a greater extent hoping to obtain good grades than students who perceive a non-support norm.

Teachers' professional misconduct observed in their various ways of assisting candidates to cheat examinations is the independent variable. The outcome of candidates' cheating in form of grades they do not deserve; cancellation of results is the dependent variable. The intervening variables include implementation of the curriculum by teachers, ensuring that the syllabus was covered early to enable students succeed in examinations and ensuring students are of good discipline. This is possible when schools receive adequate funding from parents and government and support from the community. Whitley (1998) conducted a study on academic dishonesty basing his study on Ajzen and Beck's theory of Planned Behaviour. He conducted a review of 107 studies in USA and Canada on examination malpractices that reported prevalence of cheating among students to find out the number of students who cheat and possible correlates of cheating such as student characteristics, attitudes toward cheating, personality, and situational characteristics. Whitley concluded that there was little or no research to explain the teacher-student relationship as a possible factor of cheating. This theory was useful in coming up with the objectives of the study because it assumed that cheating behaviour is planned and relies on influence of peers who support each other in cheating.

### Research Objective

The objective of the study was to examine factors influencing teacher professional misconduct in administration of in Administration of Kenya Certificate of Secondary Education examinations.

### III. Research Methodology

This study adopted descriptive survey and correlation research designs. Random sampling was used to select representative sample from a target population of 240 Head of Departments, 57 principals, 376 students representing the 2022 KCSE cohort. Purposive sampling was used to select 6 Teachers Service Commission Sub- County Directors. This study was guided by the theoretical framework based on Ajzey and Beck theory of planned behaviour (1991). This theory enabled the researcher to establish the relationship between teachers' professional misconduct (independent variable) and quality education (dependent variable). Questionnaires, interview schedule and document analysis were used to collect data and initially submitted to experts in educational administration to ascertain validity. Reliability was verified by piloting instruments in two schools. Reliability index was calculated by use of Cronbach's alpha. A coefficient index of 0.7 and above was adequate to judge the instrument reliable. Data from questionnaires were organized, coded, analysed using descriptive statistics with the use of computer program for Statistical Package for Social Sciences-version 27. Correlation and regression analysis were used to determine the relationship between variables, the extent of and strength of the relationship. Notes from interview schedule were transcribed, summarized into categories and themes.

### IV. Results

#### Demographic Characteristics of Respondents

The study targeted principals, teachers, students in secondary schools and Teachers Service Commission Sub County Directors In Nandi County.

#### Distribution of principals and teachers by years of experience

The study sought to establish the principals' and teachers' years of experience in teaching. These findings are presented as shown in Table 1.

**Table 1: Distribution of principals and teachers by years of experience in teaching**

	Teachers		Principals		Total	
	F	%	F	%	F	%
< 1 year	23	15.3	0	0.0	23	11.5
1-5 years	33	22.0	0	0.0	33	16.5
6-10 years	72	48.0	2	4.0	74	37.0
11-15 years	16	10.7	15	30.0	31	15.5
16-20 years	6	4.0	3	6.0	9	4.5
>20 years	0	0.0	30	60.0	30	15.0
<b>Total</b>	<b>150</b>	<b>100</b>	<b>50</b>	<b>100</b>	<b>200</b>	<b>100</b>

Source: Field study 2023

From Table 1 it was observed that majority 48% of the teachers had a teaching experience of between 6-10 years while majority 60% of the principals had a teaching experience of more than 20 years as a teacher. 30% of the principals had between 11-15 years of experience as a teacher while 22% of the teachers had a teaching experience of between 1-5 years. It was also observed that 15.3% of the teachers had less than 1 year teaching experience.

**Table 2: Distribution of principals' years of experience as principals**

	Frequency	Percent	Valid Percent	Cumulative Percent
1-5 years	10	20.0	20.0	20.0
6-10 years	23	46.0	46.0	66.0
11-15 years	5	10.0	10.0	76.0
16-20 years	5	10.0	10.0	86.0
> 20 years	7	14.0	14.0	100.0
<b>Total</b>	<b>50</b>	<b>100.0</b>	<b>100.0</b>	

**Source: Field study 2023**

From Table 2, it was observed that majority 46% of the principals had experience of between 6-10 years as principals. 20% of the principals indicated that they had 1-5 years' experience as principals. 14% of the principals had more than 20 years' experience as principals while only 10% of them between 11-15 years and 16-20 years' experience as principals in their schools. From this data, most teachers serving the schools in the county are experienced. An Experienced teacher was one who had served for more than three years, with relevant trainings to improve their pedagogical competence, hence become quality teacher capable of offering quality education (Sophia, 2019). Sophia observed that such teachers enable their learners develop right attitudes and confidence hence do not have to assist them to perform well in examinations.

**Table 3: Distribution of teachers and principals by qualification in Nandi County**

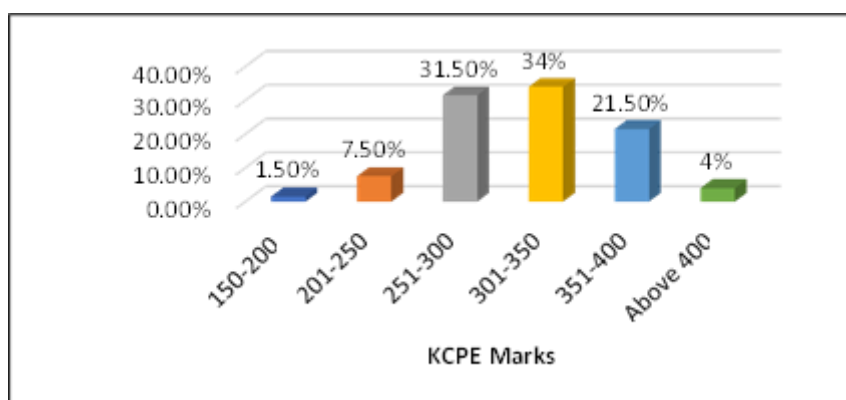
	Teachers		Principals		Total	
	F	%	F	%	F	%
Diploma	21	14.0	0	0.0	21	10.5
B.ED	112	74.7	30	60.0	142	71.0
M.ED	11	7.3	19	38.0	30	15.0
PhD	2	1.3	1	2.0	3	1.5
PGD	4	2.7	0	0.0	4	2.0
<b>Total</b>	<b>150</b>	<b>100</b>	<b>50</b>	<b>100</b>	<b>200</b>	<b>100</b>

**Source: Field study 2023**

From Table 3, majority 74.7% of the teachers had a bachelor of education degree, similarly 60% of the principals indicated that they had bachelor of education degree. 7.3% of the teachers and 38% of principals had Master's degree in education while only 1.5% of them had PhDs. This data shows that majority of the teachers are graduates hence well trained for secondary schools. Therefore, these teachers are good 'drivers' for quality education (Mugenda, 2008). Gregory and Luka (2019) cited the British prime minister observing that no education system could be better than the quality of its teachers. Graduates in secondary school have a higher pecking order than diploma teachers. For a teacher to be appointed as a principal of a school, they must hold a degree.

**Class representatives' entry behaviour**

The researcher sought to establish the KCPE marks of class representatives as they joined secondary school. These students did not hold any position in student leadership in the school. They were picked to represent other students in this study. Findings were presented in the Figure 1 below:



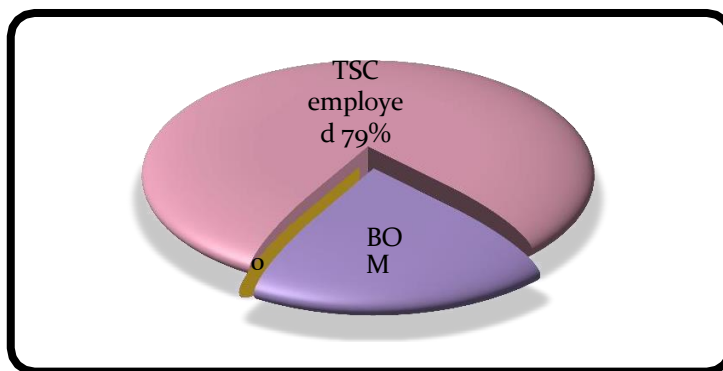
**Figure 1: Class representative KCPE entry marks**

From Figure 1, it was observed that majority 34% of students joined secondary school with between 301- 350 marks, 31.5% of the students joined secondary school with between 251-300 marks. 21.5% of the students had joined secondary school with between 351-400 marks. 7.5% of the students had joined with between 201-250 marks, 4% of the students enrolled with above 400 marks while only 1.5% of the students had joined with between 150-200 marks. Before the 100% transition policy, where every child who enrolls in primary school successfully completed secondary was put in place in 2018, the Ministry of education set 250 KCPE mark as the minimum for students to join secondary school (Ministry of Education, 2005, <https://www.iosrjournals.org>):

//www.research.gate.net, https://www.pd.co.ke). Students who obtained this mark were expected to be capable of undertaking secondary school education successfully, with those who obtained 400 joining national schools, 350 to 400 joining county and extra county schools while students who obtained 250 to 350 joining sub-county schools (Ministry of Education, 2005).

**Teachers’ employer**

The researcher sought to establish the number of teachers employed by TSC compared to those employed by the Board of Management. Findings are presented as shown in Figure 2.



**Figure 2: Teachers’ employer**

From Figure 2, it was established that 79% of the teachers were employed by the Teachers Service Commission while 21% of the teachers were employed by the Board of Management. This implies that schools do not spend most of their resources in the employment of the teaching staff but available for teaching and learning materials to enhance student achievement and quality of education in secondary schools (Masese, 2012).

**Staffing in secondary schools**

The researcher sought to establish the number of teachers that were employed by the TSC in the schools of Nandi County. These findings are presented as shown in the Table 4.

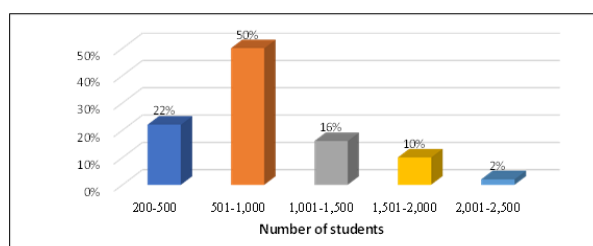
**Table 4: Distribution of number of Teachers Service Commission teachers in Nandi County**

TSC Teachers	Frequency	Percent	Valid Percent	Cumulative Percent
1-10	3	6.0	6.0	6.0
11-20	11	22.0	22.0	28.0
21-30	21	42.0	42.0	70.0
31-40	7	14.0	14.0	84.0
41-50	5	10.0	10.0	94.0
51-60	1	2.0	2.0	96.0
Above 60	2	4.0	4.0	100.0
<b>Total</b>	<b>50</b>	<b>100.0</b>	<b>100.0</b>	

Source: Field study 2023

From Table 4, it was observed that majority 42% of the schools had between 21-30 teachers employed by TSC. Another 22% of the schools had between 11-20 teachers, 6% of the schools indicated that they had between 1-10 Teachers Service Commission employed teachers while 1% and 4% schools had between 51- 60 and above teachers.

**School enrolment**



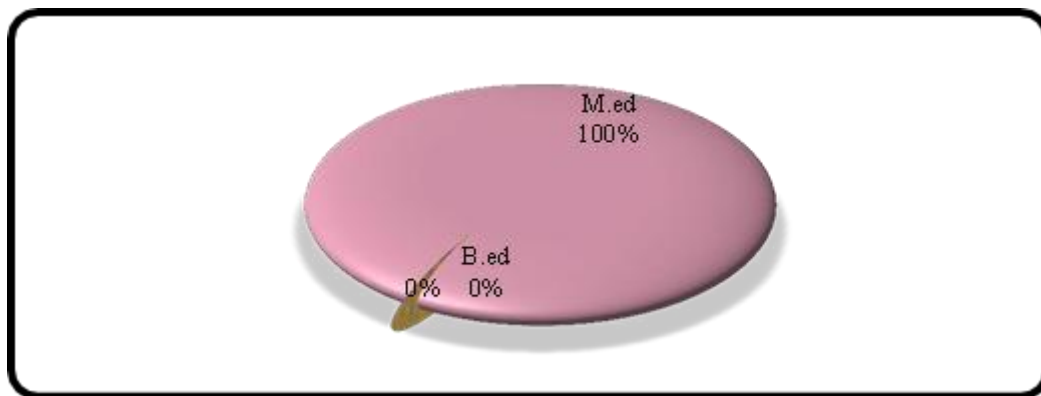


**Figure 3: School enrolment**

From Figure 3, it was observed that majority 50% of the schools had between 501-1,000 students. Another 22% of the schools had an enrolment of between 200-500 students, 16% of the schools had between 1000- 1500 students, 10% had between 1500-200. Only 2.0% of the schools had an enrolment of between 2,001- 2,500. Schools with high enrollment, above 500, receive high capitation from the government, the funds are calculated based on the number of students in a school. Low enrolment implies that the school was receiving low government capitation, hence such a school faces resource challenges that may negatively impact on student achievement (Masese, 2012).

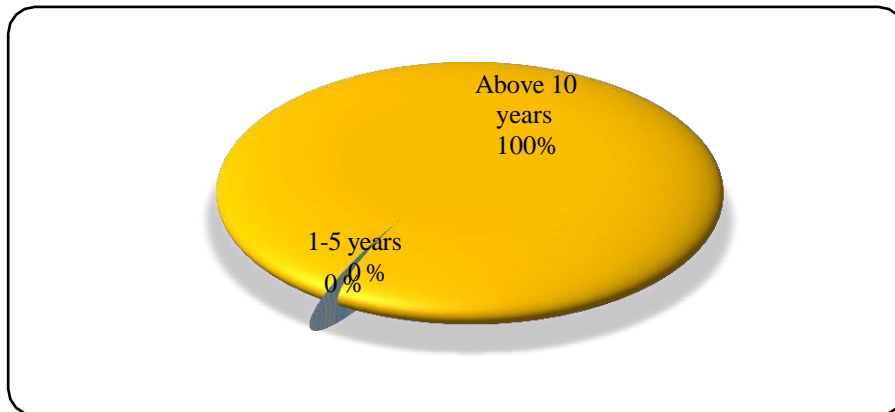
**Teachers Service Commission Sub County Directors**

The highest professional qualification for TSC sub county directors was as shown in the figure below.



**Figure 4: Highest Professional Qualification for Sub County Director**

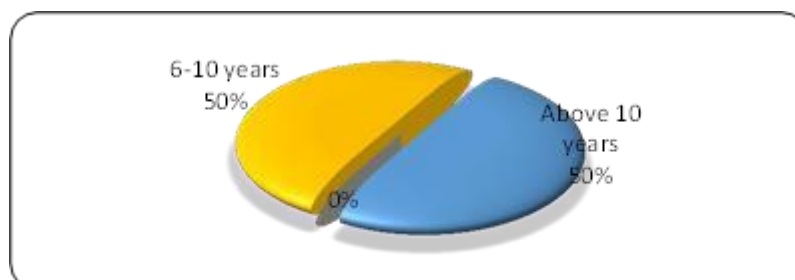
From Figure 4, it was established that all sub county directors had a master of education degree. The year of experience they had as teachers was presented as shown in the figure below



**Figure 5: Years of Experience of Teachers of SCD**

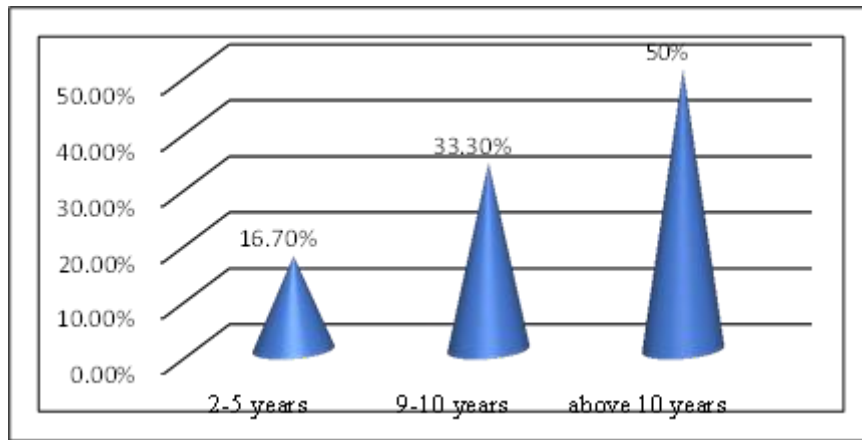
From Figure 5, it was observed that all sub county directors had more than 10 years of experience as classroom teachers.

The years of experience that Sub county Directors had as principals was as shown in the Figure 6 below.



**Figure 6: Years of experience as principal**

From Figure 6, it was observed that 50% had an experience of between 6-10 years and another 50% had an experience of above 10 years as principals.



**Figure 7: Years of Experience as teachers**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2-5 years	1	16.7	16.7
	9-10 years	2	33.3	50.0
	above 10 years	3	50.0	100.0
	Total	6	100.0	100.0

Source: Field data

The Teachers Service Commission Sub County Directors had background training as teachers, were once principals. This indicated that they had experience of what teaching and administration of secondary schools entailed. With experience and postgraduate degree, the Teachers Service Commission Sub County Director officers were qualified to supervise teachers on behalf of the employer, deploy teachers to administer examinations and monitor them during examinations.

**Research Objective**

The objective of the study was to examine factors influencing teacher professional misconduct in administration of inAdministration of Kenya Certificate of Secondary Education examinations. To achieve this objective, respondents were asked to respond to aspects of factors that influence teachers’ professional misconduct in administration of secondary school examinations. The results were presented in Table 6.

**Table 6:Ratings on Factors Influencing Teacher Professional Misconduct in Administration of Kenya Certificate of Secondary Education Examinations**

*Factors Influencing Teacher Professional Misconduct in Administration of Kenya Certificate ..*

Aspects of Factors that Influence Teacher Professional Misconduct	Students (n= 194)				Teachers (n=150)				Principals (n =50),				TSC SCD (n = 6)				M	SD
	NI	LI	MI	HI	NI	LI	MI	HI	NI	LI	MI	HI	NI	LI	MI	HI		
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4		
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%		
Competition for excellent KCSE results	52.5	3.5	15.0	29.0	14.0	2.7	26.7	56.7	20.0	2.0	20.0	58.0	0.0	0.0	50.0	50.0	3.84	1.24
Failure to complete the syllabus	50.0	19.5	12.0	18.5	6.0	3.3	44.0	46.7	28.0	30.0	30.0	12.0	16.7	33.3	50.0	0.0	3.47	1.05
Favourable attitude towards cheating in KCSE among students, teachers, and principals	63.0	12.0	15.0	10.5	2.0	2.0	50.7	45.3	22.0	28.0	40.0	10.0	0.0	16.7	16.7	66.7	3.44	0.95
Pressure on students, teachers and principals from parents and stakeholders	48.0	18.0	12.5	21.5	12.0	6.0	30.7	51.3	14.0	8.0	20.0	58.0	0.0	0.0	33.3	66.7	3.79	1.14
Inadequate teaching and learning resources	54.0	20.0	9.5	16.5	14.7	2.0	30.0	53.3	44.0	16.0	32.0	8.0	16.7	33.7	50.0	0.0	3.32	1.14
Prior planning by teachers and principals to cheat and believe that they will not be caught	59.0	11.0	16.5	13.5	6.0	3.3	51.3	39.3	34.0	18.0	42.0	6.0	0.0	0.0	83.3	16.7	3.36	1.04
Principals influence invigilators and supervisors to assist candidates	67.0	13.5	7.5	12.0	4.0	1.3	46.7	48.0	34.0	18.0	36.0	12.0	0.0	0.0	83.3	66.6	3.33	1.05
TSC policy on promotion that gives credit to good KCSE results	62.0	5.5	8.0	24.5	10.7	2.7	35.3	51.3	16.0	4.0	18.0	62.0	16.7	16.7	0.0	66.7	3.75	1.21
Failure to enforce KNEC rules and regulations	49.5	16.5	16.5	17.5	10.0	2.7	35.3	51.3	26.0	20.0	38.0	16.0	0.0	16.7	16.7	66.7	3.53	1.12
The long distance from examination collection Centre to examination Centre	55.5	20.5	13.0	11.0	6.0	0.0	43.3	50.7	28.0	28.0	16.0	28.0	0.0	16.7	50.0	33.3	3.50	1.04
School policy of rewarding teachers whose candidates obtain quality grades	46.5	13.5	14.0	26.0	11.3	1.3	40.7	46.7	24.0	30.0	16.0	30.0	0.0	16.7	16.7	66.7	3.60	1.18

**Key: M—Mean SD – Standard Deviation**  
**TSC SCD - Teachers Service Commission Sub County Director**

**Interpretation of Mean Ratings:**

- 1.00 -1.44 No Influence (NI)
- 1.45 – 2.44 Low Influence (LI)
- 2.45 -3.44 Moderate Influence (MI)
- 3.45 -4.00 High Influence (HI)

From Table 6, it was established from the rating scale that competition for excellent KCSE results (3.84), failure to complete the syllabus (3.47), favourable attitude towards cheating in KCSE among students, teachers and principals (3.44), pressure for excellent results on students, teachers and principals from parents and stakeholders (3.79), inadequate teaching and learning resources (3.32), prior planning by teachers and principals to cheat and believe they will not be caught (3.36), principals influence invigilators and supervisors to assist candidates (3.33), TSC policy on promotion that gives credit to good KCSE results (3.75), failure to enforce Kenya National Examination Council rules and regulations 3.53), the long distance from examination collection centre to examination centre (3.50), and school policy of rewarding teachers whose candidates obtain quality grades (3.60) were rated moderate to high influence, a rating that was above average. These factors influenced teachers’ professional misconduct to an extent which in turn influenced quality education.

Regarding the statement that competition for excellent KCSE influence teachers’ professional misconduct, 56.7% (85) respondents among teachers, 58.0% (29) principals, 50% (3) Teachers Service Commission Sub County Director and 29% (56) students indicate that competition for excellent KCSE results among schools had high influence on teachers’ professional misconduct, while 26.7% (40) respondents among teachers, 20.2% (10) principals 50% (3) Teachers Service Commission Sub County Director and 15% (29) students say this practice had moderate influence. On the other hand, 14% (21) respondents among teachers, 20% (10) principals and 52.5% (102) among students said competition for excellent KCSE results had no influence on teachers’ professional misconduct

On the statement that the issue of failure by some teachers to complete the syllabus, 46.7 % (70) respondents among teachers, 12% (6) principals and 18.5% (36) students said that this had high influence on teachers’ professional misconduct while 44% (66) respondents among teachers, 30% (15) principals, 50% (3) Teachers Service Commission Sub County Director and 12%

(23) among students say the practice had moderate influence. On the other hand, 6.0% (9) respondents among teachers, 30% (15) principals, 16.7% (1) Teachers Service Commission Sub County Director and 50% (97) students say non completion of syllabus had no influence on teachers’ professional misconduct in administration of examinations.

On the statement of favourable attitude towards cheating, 45.3 % (68) respondents among teachers, 10% (5) principals, 66.7% (4) Teachers Service Commission Sub County Director and 10.5% (20) among

students said the favourable attitude towards cheating in examinations had high influence on teachers' professional misconduct while 50.7% (76) respondents among teachers, 40% (20) among principals, 16.7% (1) Teachers Service Commission Sub County Director and 12% (23) students were all rated as moderately prevalent, a rating that was above average, hence significantly influencing results of some candidates said that favourable attitude towards cheating had moderate influence. On the other hand, 15% (23) respondents among teachers, 22%

(11) principals and 63% (122) students say favourable attitude towards cheating has no influence on teachers' professional misconduct.

As to whether pressure from parents and stakeholders had high influence on teachers' professional misconduct, 51.3% (77) respondents among teachers, 58% (29) principals, 66.7 % (4) Teachers Service Commission Sub County Director and 21.5% (42) students said pressure had high influence on teachers' professional misconduct in assisting candidates to cheat, while 30.7% (46) teachers and 20% (10) among principals and 12.5% (24) students said the pressure had moderate effect on teachers' professional misconduct. Respondents among teachers 45.3% (68) and Teachers Service Commission Sub County Director 66.3% (4), 18%

(35) students, 8% (4) principals indicate that pressure from parents and other stakeholders had low influence on teachers to assist candidates to cheat in examinations.

On inadequate teaching and learning resources, 53.3% (80) respondents among teachers, 8.0 % (4) principals and 16.5%

(32) students indicated that inadequate teaching and learning resources had high influence on teachers' professional misconduct on examinations while 30 % (46) teachers, 32% (16) principals, 50 % (3) Teachers Service Commission Sub County Director and 9.5% (18) among students said the resources had moderate influence. On the other hand, 14.7% (22) respondents among teachers, 44% (22) principals, 50% (3) Teachers Service Commission Sub County Director and 54% (105) among students said that inadequate resources had no influence on teachers' professional misconduct in administration of secondary school examinations.

In relation to prior planning to cheat and believe that those who cheat would not be caught influenced teachers to assist candidates to cheat in examinations, 39.3% (59) respondents among teachers, 6.0% (3) principals, 16.7% (1) Teachers Service Commission Sub County Director and 13.5% (26) among students said this had high influence on teachers' professional misconduct in examinations, while 51.3% (77) respondents among teachers, 42% (21) principals, 83.3 % (5) among Teachers Service Commission Sub County Director and 16.5% (32) among students indicate that prior planning to cheat had moderate influence. On the other hand, 6.0% (9) respondents among teachers, 34% (17) principals, 6.0% (12) and 59% (4) among students and TSC SCD respectively say prior planning to cheat had no influence on teachers' professional misconduct on administration of examinations.

On principals' influence on supervisors, invigilators and security officers to assist candidates in examinations, 48% (72) respondents among teachers, 12% (6) both principals and 12% (23) students and 16.6% (1) among Teachers Service Commission Sub County Director indicated that principals had a high influence on supervisors, invigilators, and security officers to aid candidates while 46.7%, (70) among teachers, 36% (18) principals and 7.5% (15) students and 83.3% (5) Teachers Service Commission Sub County Director indicate that the principals had moderate influence on supervisors and invigilators in assisting candidates to cheat in examinations. However, 4.0% (6) respondents among teachers, 34% (17) principals and 76% (147) students said that principals had no influence on supervisors, invigilators.

On Teachers Service Commission policy on promotion of teachers that gave credit to good grades in KCSE, 51.3% (77) respondents among teachers, 62% (31) principals, 66.7% (4) Teachers Service Commission Sub County Director and 24.5 (48) among students said that the TSC policy on promotion of teachers had high influence on teachers to assist candidates in examinations while 35.5% (53) respondents among teachers, 18% (9) principals and 8.0% (16) students said this policy had moderate influence on teachers to assist candidates. On the other hand, 10.7% (16) respondents among teachers, 16% (8) principals, 16.7% (1) Teachers Service Commission Sub County Director and 62% (120) among students said the policy had no influence on teachers' professional misconduct in administration of examinations.

On failure to enforce KNEC examination rules and regulations on examination, 51.3% (77) respondents among teachers, 16% (8) principals, 66.7% (4) Teachers Service Commission Sub County Director and 17.5% (34) students indicated that failure to enforce these rules and regulations had high influence on teachers' professional misconduct in administration of examinations while 37.3% (56) among teachers, 38% (19) principal, 16.7% (1) Teachers Service Commission Sub County Director and 16.5%

(32) students indicate that this had moderate influence. On the other hand, 10.0 % (15) teachers, principals and 49.5% (96) among students say this had no influence.

Regarding distance from container where examination papers are stored, 50.7% (76) teacher respondents, 28% (14) among principals, 33% (2) Teachers Service Commission Sub County Director and 11%

(21) students indicated that distance from examination collection point to examination centre had high influence on teachers to assist candidates while 43.3% (65) respondents among teachers, 16% (8) respondents among principals, 50% (3) Teachers Service Commission Sub County Director and 13% (25) among students said this had moderate influence on teachers to assist candidates in examinations. On the opposite end, 6.0 % (9) respondents among teachers, 28.5% (14) among principals and 55.5% (108) among students said distance from container to examination centre had no influence on teacher assisting candidates in examination.

Majority respondents among teachers 50.7(76) and Teachers Service Commission Sub County Director 50.0 (3) say distance from container to examination centre has high influence on teachers assisting candidates in examinations. The longer the distance the more the risks on the way to the examination centre, for example in the event of a vehicle damage or other calamities such as the floods, the delay in reaching examination center may give room to collusion in opening packets containing examination questions between a centre manager and the security officers accompanying the examination papers.

On school policy to reward teachers whose subject excel in examinations, 46.7% (70) respondents among teachers, 30%

(15) principals, 66.7% (4) Teachers Service Commission Sub County Director and 26% (50) students indicated that school policy of rewarding teachers whose candidates excel in examinations had high influence on teachers to assist candidates in examinations. On the other hand, 40.7% (61) among teacher respondents, 16% (8) principals, 16.7% (1) Teachers Service Commission Sub County Director and 14% (27) among students said this had moderate influence on teachers to assist candidates in examinations while 46.5% (90) among student respondents, 11.3% (17) teachers and 24% (12) principals said this had no effect. Majority of respondents among teachers 46.7% (70) Teachers Service Commission Sub County Director 66.7% (4) and students 46.7% (91) indicate that the school policy of rewarding teachers had a high effect in influencing teachers to assist candidates in examinations. Schools reward teachers when their students perform well both in internal and external examinations. Such rewards could be in form of gifts or cash. Cash rewards were generally preferred. These rewards were likely to a catalyst for some teachers who have a favourable attitude towards cheating.

## **V. Discussion**

When students excel in KCSE, Teachers Service Commission recognized the results, awards commendation, and promotion of subject teachers. Ominde report (1964) observed that competition in national examinations was not good for the country because it was a sieve to reduce students joining institution of high learning and declare those who had not done well failures. Nazambaye (2016) indicated that teachers in Japan do not perceive competition as the purpose for improving quality education.

While interviewing principals, four of them noted that failure to complete the syllabus gave some teachers an excuse to assist candidates to cheat in examinations. Teachers and principals consider syllabus coverage a serious issue. Mwinzi (2016) reported that a teacher from Mandera county, on realizing that his students had not covered the syllabus, collaborated with the police to open a packet containing examination questions upon which he took question papers, photographed, and circulated to his students and their friends thereby compromising the examinations. The Gachati committee (1976) indicated that teachers had no time to teach values because they were preoccupied with syllabus coverage and preparing students to perform well in examinations. Non completion of syllabus puts some teachers and students on a trajectory of participating in examination malpractices.

During interview, fifteen principals observed that some teachers were influenced by principals to assist candidates to cheat in examinations because such principals had a positive attitude towards cheating. Respondents among teachers and Teachers Service Commission Sub County Director indicate that favourable attitude towards cheating in examinations had high influence on teachers assisting candidates to cheat in examinations. For a person to engage in a certain behaviour, the person must have a positive attitude towards that behaviour and perceive that they have ability to perform the behaviour and that other people support their attitudes (Ajzen & Beck, 1991) hence the current situation where teachers were accused of engaging in examination malpractice was due to their positive attitude towards cheating in examinations.

Respondents among teachers and Teachers Service Commission Sub County Director, students, and principals indicate that pressure from parents and other stakeholders had low influence on teachers to assist candidates to cheat in examinations. Some parents and stakeholders had a positive attitude towards cheating and believe that it is their children's right to cheat and perform well in examinations. In Aderogba (2011) and Lambert (2005) parents buy examination question papers and even bribe teachers to assist their candidates to cheat in examinations. Aderogba found out that 49.9% of parents and guardians in his study buy examination question papers and bribe teachers to assist candidates. Some parents even dictate to their children the grades they must obtain and the course they should pursue in universities. Sigei (2011) reported that parents and stakeholders in North Eastern region were active participants in corruption with a view to assisting candidates to

cheat in examinations.

Teaching and learning resources indicated that resources had a positive impact on learning and achievement of learners hence quality education. The inadequacy of resources reduced proficiency in reading and numeracy skills. Teachers who were unable to execute their teaching roles due to lack of these resources often took shortcuts and assisted candidates to cheat in examinations if they know that the candidates were not prepared for examinations. Oziambo (2013) observed that inadequate teaching and learning materials made teachers justify their reasons for participating in examination malpractices. The Nation (2019) reported that some teachers in Migori exchanged clothes with cooks of a school with intention to assist candidates to cheat in examinations. These teachers prepared to cheat by borrowing clothes from cooks to disguise themselves from being found out.

Majority of the respondents among teachers, Teachers Service Commission Sub County Director and principals indicate that principals influence invigilators, supervisors, and security officers to assist candidates cheat in examinations. They do this by inducing them with money or gifts for these officers to look the other way when candidates collude either by sharing answers, sneak out examination questions for photocopying and sharing with teachers who answer questions and bring back to class (Aderogba, 2011, Gicobi, 2013 and Gitonga 2013). During interview with principals, twelve principals said that they influence teachers to assist candidates to cheat in examinations. Some principals influence Teachers Service Commission Sub County Directors who appoint invigilators and supervisors to have friendly persons appointed as invigilators and supervisors and retained in their schools for many years. Kitheka (2004) indicated that such officers would do the bidding of the principal.

Some principals influence some KNEC officers to obtain examination questions and marking schemes in advance. These papers were used for revision and it would be difficult for them to be suspected of cheating (Ogunji, 2011 & Moturi, 2023). Some principals had been nabbed by police while sharing examination question papers with some teachers (Gicobi & Gitonga, 2013). Ouma (2019) reported that a principal of a secondary school in Kakamega was interdicted by TSC for colluding with a supervisor and invigilator to sneak out examination question papers, photocopied and shared with candidates. In 2023 KCSE, a principal of a secondary school in Kisii County was suspended as a centre manager by TSC for 'facilitating examination malpractices at the school' (Mbula & Nyaberi, 2023). Some principals go to the extreme in their quest for good KCSE results, for example, Baraza (1999), reported that a principal, with assistance from some teachers had a teacher killed by students in a school in Garissa County for reporting examination malpractices in the school. This case was never resolved due to collusion between the principal and security officers.

Majority respondents among teachers, principals and Teachers Service Commission Sub County Director observed that TSC promotion policy that gave credit to good performance in KCSE results had high influence on teachers' professional misconduct in administration of examinations. Teachers and principals go to any length, including assisting candidates to cheat, to raise or maintain good KCSE results because of assurance of promotion when they attend interviews.

Gaitho (2012) indicated that TSC had never conducted research to find out why teachers assist candidates to cheat in examinations year in, year out. TSC had remained a spectator in the theatre of examination malpractices, relying on reports from Ministry of Education quality assurance officers or its field staff on action taken against teachers who misbehave while conducting examinations. Teachers who assist candidates to cheat in examinations were aware of TSC code of Conduct and Regulations for Teachers and play around with performance since they know what their employer expects in terms of KCSE results. In their findings, the Parliamentary Committee on Education in Inquiry of 2022 KCSE examinations, suggested that TSC should find other methods of promoting teachers instead of relying on KCSE results and that principals should not be centre managers in their schools (Moturi, 2023).

Each year when KCSE examinations were in progress, numerous reports on examination malpractices were given by Ministry of Education, KNEC, Teachers Service Commission and the media, often with a rider that 'police had arrested a teacher with examination questions in their phone' However, this seems to fizzle out immediately. Hardly do these arrests reach courts. Teachers participating in examination malpractice seem to have a way of influencing their way out. In 2013, many teachers and principals were arrested and found with mobile phones that had KCSE examination questions. None of these cases ever reached courts (Gitonga 2013 & Gicobi, 2013). It was reported that during marking of examination questions, some markers find evidence of cheating in candidates' scripts. However, these markers do not report such incidences due to fear of harassment from KNEC officials (Muchungu, 2022). Mazrui (2012) opined that KNEC could escape cases of examination malpractices because some of its officials sell examination question papers to principals. In related case Wanga and Maina (2015) quoted a principal alleged that KNEC officials visited his school and enticed him with favourable treatment in case adverse reports were made about their school. It is unbelievable that apart from questions circulating in whatsapp and telegram, even marking schemes were also in circulation (Moturi, 2023). This is a domain of KNEC; hence loopholes of this nature expose wickedness in management of examinations.

In Gachathi report (1976), the Working Party noted that schools concentrated in preparing students for examinations hence teachers whose students perform well are appreciated with rewards. However, this report observed that concentrating on examinations had the effect of teachers ignoring other learning areas such as attitudes and values for cognitive attributes only hence compromising quality education. To continue receiving rewards, teachers 'drill' their candidates to pass examinations rather than develop concepts (Andia, 2022). Rewarding teachers was a good motivator and encouraged them to work hard. However, it escalated to competition among teachers and principals of various schools. This competition often made teachers look for ways to enhance performance of their students, which often leads to examination malpractices where teachers assist candidates to cheat in examinations. Sifuna (1980) indicated that when teachers face difficult tasks, they resort to assisting candidates to cheat in examination enabling them perform well

## **VI. Conclusion**

The study concluded that there were factors that influenced teacher professional misconduct in administration of Kenya Certificate of Secondary Education examinations as herein indicated. Competition for excellent results in KCSE occurred due to financial rewards that teachers were given when their students excelled, quest for promotion, school, and personal popularity. Teachers' who were unable to complete the syllabus, intending to cover up their shortcomings, resorted to assisting candidates to cheat in examinations. Some principals and teachers prepared early to cheat in examinations, by requesting parents to pay money for examination preparation, which was meant to motivate teachers and influence examination administrators. Principals influence Teachers Service Commission Sub County Director to have friendly invigilators and supervisors deployed to their schools.

Teachers Service Commission policy on promotion of teachers that emphasized excellent performance in KCSE as a prerequisite for promotion influenced teacher professional misconduct. Teachers knew that good results would enable them obtain promotion hence assist candidates to cheat examination. Long distances especially in remote places allowed principals and examination administrators to open packets containing examinations and shared with candidates or teachers. Short distances allowed principals and teachers to access to examinations early in the examination centers hence they could open and share with candidates.

The habits by schools of rewarding teachers whose subjects excel in KCSE contributed to their desire and action of assisting candidates to cheat in examinations to increase quality grades. The more the quality grades in a subject, the more the money rewarded hence the lured teachers to engage in examination malpractices. Rewarding teachers for excellent performance among students was a practice with good intentions but was misused by teachers.

## **VII. Recommendations**

- (i) The policies and practices that guide management and administration of examinations in secondary schools should be adhered to the letter.
- (ii) Competition in Kenya Certificate of Secondary Education examination should be discouraged. Principals should be held accountable for perpetuating practices that adversely affect the education system.
- (iii) The syllabus coverage should be completed early enough to allow preparation of candidates through revision and exposure to practical lessons in science subjects to avoid tendency for teachers to use fraudulent methods due to unpreparedness of the candidates.
- (iv) Failure by any teacher on these aspects, leading to inclination to shortcuts by assisting students to cheat in examinations should be discouraged through harsh disciplinary procedures.

## **REFERENCES**

- [1] Alick, K. Liberty, M. Mwanza, M. & Sibeso, L. [2021]. Management of Teacher Indiscipline in Urban Secondary Schools of Kasama District. *European Modern Studies Journal* Vol 5 No 3. Retrieved from <https://www.researchgate.net/publication/352981821>.
- [2] AllAfrica.com/stories/200110300708.html. Kenya Punish teachers who Cheat. Retrieved on 23.11.2023.
- [3] Ashenafi, T. [2016]. Prevalence, Causes and Consequences of Examination Malpractices in Addis Ababa Secondary Schools. Thesis submitted to College of Education and Behavioural studies in Partial fulfilment for the requirements of the degree of Master of Arts, Addis Ababa University.
- [4] Ajzen, I., & Beck, L. [1991]. Predicting Dishonest Actions Using the Theory of Planned Behaviour. *Journal of Research in Personality* 25(3): 285-301.
- [5] Bellaza, F.S. & Bellaza, S.F. [1989]. Detector of Cheating on Multiple Choice Tests Using Error Simulating Analysis. *Teaching of Psychology* 16(3) 151- 155. Retrieved from [www.eric.ed.gov](http://www.eric.ed.gov).
- [6] Best, J. W. & Kahn, J. V. [2000]. *Research in Education*. 7<sup>th</sup> edition. Prentice Hall of India, New Delhi.
- [7] Bormanda, A. Y. [2004]. Decline in the Professional Code of Conduct among Teachers in Tanzania Public Schools: Causes and implications. M.A Unpublished dissertation, University of Dar es Salaam.
- [8] Dakar F.A. [2000]. Quality Education and the Key Role of Teachers. Retrieved from [www.ibe.unesco.org](http://www.ibe.unesco.org)
- [9] District, E.D. [2011]. Examination Irregularities in Nandi North District Schools. Retrieved from Minutes of the Nandi North

- Education Board.
- [10] Gitonga, A. [2013]. Police hold two Teachers over Examination Irregularities. *The Standard*. November 2<sup>nd</sup>. Pp.10.
- [11] Gzek, G. [2003]. *Detecting & Preventing Classroom Cheating: Promoting Integrity in Assessment*. Thousand Oaks, CA, Sage Publications.
- [12] Kagendo, E., Muthea, G. & Muriungu, [2014]. Effectiveness of Examination Handling and Distribution Procedures in Curbing examination malpractices. <http://www.scirp.org/journal/moral/ce>.
- [13] Katangi, B.M. [2012]. Relationship between Curriculum Delivery and Examination Irregularities. Retrieved from Tanzania nest. Of education.
- [14] Kenya National Examination Council [2016]. *Instructions for the Conduct of the 2016 KCSE Examination*. Nairobi.
- [15] Kothari, C.R. [2004]. *Research Methodology 2<sup>nd</sup> Edition. Methods and Techniques*. New Age International Publishers. New Delhi.
- [16] Maphosa, C. Bhebhe, S., & Dziva, M. [2015]. Interrogating the Significance of Professionalism and Professional Ethics in the Teaching Profession. *Journal of Sociology and Social Anthropology*, 6(2), 263-272.
- [17] Matemba, M. & Yadidi, D. [2004]. *Teachers Controlling Examination Malpractices*. Malawi Examination Board. Retrieved from Conference abstracts.pdf, December 31<sup>st</sup>.
- [18] Mbagala, S. [2016]. Prevalence of Professional Misconduct in Nzega District, Tanzania Public secondary schools. *Africa Journal of Teacher Education* Vol.5 (1).
- [19] Ministry of Education, [2010]. *Quality Index: Guidelines for Quality & Standards Assessments of Schools in Kenya*. Nairobi. Government Printer.
- [20] Mugenda, O.M. & Mugenda, A.G [2003]. *Research Methods. Quantitative and Qualitative Approaches*. Nairobi. Acts Press.
- [21] Ng'oma, P.O., & Simatwa, E.M.W. [2013]. *Forms, Factors and Preferred Strategies in Management of Professional Misconduct among Public school Teachers in Kenya. Case study of Nyando District*.
- [22] Olatunbosun, J. & Eunice, O. [2012]. Factors that Predispose Secondary School Teachers to Examination Malpractices in Edo State, Nigeria. *Review of European Studies*. Vol.4 No.1 March, 2012. [www.cesenet.org/res](http://www.cesenet.org/res).
- [23] Oziambo, B. [2013]. Nature of Teacher Professional Misconduct in Tanzania Public Primary schools. University of Dar es salaam. *International Journal of Education*. Vol. 5. No.1.
- [24] Republic of Kenya, [1964]. *Kenya Education Commission*. Nairobi. Government Printer.
- [25] Republic of Kenya, [1976]. *Report of the National Committee on Educational Objectives and Policies*. Nairobi. Government Printer.
- [26] Republic of Kenya, [1988]. *Education & Manpower Training for the Next Decade & Beyond*. Sessional No. 6. Nairobi. Government Printer.
- [27] Republic of Kenya, [1999]. *Report of the Commission of Inquiry on the Education System of Kenya*. Nairobi. Government printer.
- [28] Republic of Kenya, [2000]. *Hand book for Inspection of Education Institutions*. Nairobi. Government Printer
- [29] Republic of Kenya, [2000]. *Report of the Task Force on Student Discipline & Unrest in Secondary Schools*. Nairobi. Jomo Kenyatta Foundation.
- [30] Republic of Kenya [2005]. *Sessional Paper No. 1 of 2005. A Policy framework For Education, Training and Research. Meeting the Challenges of the 21<sup>st</sup> Century*. Nairobi. Government Printer.
- [31] Republic of Kenya. [2005]. *Ministry of Education Strategic Plan 2006-2011*. MOE. Nairobi.
- [32] Republic of Kenya [2010]. *The Constitution of Kenya*. Nairobi. Government Printer.
- [33] Republic of Kenya [2012]. *The Kenya National Examinations Act*. Nairobi. Government Printer.
- [34] Republic of Kenya. [2012]. *Teachers Service Commission Act*. Nairobi. Government Printer.
- [35] Republic of Kenya. [2013]. *Basic Education Act*. Nairobi. Government Printer.
- [36] Republic of Kenya. [2014]. *KNEC Instructions for Conduct of the KCSE Examination*. REF:KNEC/GEN/EA/EM/KCSE/COND.EX/REV.3.0.
- [37] Republic of Kenya [2015]. *Teachers Service Commission Code of Regulations for Teachers*. Nairobi. Government Printer
- [38] Spencer, D.S. [2010]. *Canada's Cheating Problem is Serious Too*. Retrieved from [www.cheatingculture.com](http://www.cheatingculture.com)
- [39] [Standardmedia.co.ke/article2001286054](http://Standardmedia.co.ke/article2001286054). *Teachers Service Commission Cracks the Whip, Interdicts Headteachers, Invigilators over exam cheating*. Retrieved on 20.11.2023.
- [40] Tesfaye, A. [2016]. *The Prevalence, Causes and Consequences of Examination Malpractices in Addis Ababa Secondary schools*. Thesis Submitted to the College of Education and Behavioural Studies For degree of Master of Arts and Measurements. Addis Ababa.
- [41] Tricia, B. G, Stephen F. D & Patrick, D. (2009). *Cheating in School. What We Know and What We Can Do*. London. Wiley Blackwell. A John Wiley & Sons Ltd, Publishing.
- [42] UNICEF, [2010] *Every Child Has a Right to learn. Education is Basic Human Right*. Retrieved from UNICEF.html.
- [43] Underwood, J. [2006]. *Digital Technologies & Dishonesty in Examinations Tests*. Nottingham. Nottingham University.
- [44] Vanesa, F. [2015]. *Malpractices in Tanzania Ordinary Secondary School Examinations, Challenges and the Wayforward*.
- [45] Whitley. [1998] *Factors Associated with Cheating among college students, a Review Research on in Higher education*, 39 (3), 235-274.
- [46] World Bank, [1995]. *Priorities and Strategies for Education*.