

**AN INVESTIGATION OF THE EXTENT OF TEACHERS AND STUDENTS
INVOLVEMENT IN CURBING EXAMINATION MALPRACTICES IN SECONDARY
SCHOOLS IN BUNGOMA CENTRAL DISTRICT, BUNGOMA COUNTY, KENYA.**

**NDENGU VELMA JAYNE
ELD/E/MED/811/03069**

**A RESEARCH THESIS SUBMITTED IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE AWARD OF MASTER OF EDUCATION DEGREE IN
EDUCATION PLANNING MANAGEMENT AND ADMINISTRATION OF MOUNT
KENYA UNIVERSITY.**

FEBRUARY, 2013.

ABSTRACT

The purpose of this study was to investigate the extent of teachers and students involvement in curbing Examination malpractices in Secondary Schools in Bungoma Central District, Bungoma County, Kenya. A report by Daily Nation Newspaper showed that the results of 2, 927 candidates in 154 schools had to be cancelled due to cheating. Two schools in Bungoma Central District were affected (Daily Nation Newspaper, March 1st 2012). This calls for urgent step to redress the situation. To guide the study, four research objectives and questions were formulated concerning the causes, effects and remedies to examination malpractices in KCSE in Bungoma Central. The study was conducted in selected secondary schools in Bungoma Central district, Bungoma County where the problem is prevalent. The researcher utilized System Approach Theory by Bertalanffy. This theory states that the whole (system) is more than the sum of its parts. The qualities of these parts together with the relationships must be taken into consideration for effective functioning of the system. The independent variable is the role played by teachers and students and dependent variable is examination malpractices. The study provided for review of related literature of credible scholars where gaps were identified to come up with the problem. The researcher utilized descriptive research study since the main instruments of data collection were questionnaires and interview schedules. Structured questions consisting of causes, effects and the extent of teachers' and students' involvement in curbing examination malpractices were issued to students and teachers. The study targeted a population of two thousand form four students (2000) in twenty four (24) secondary schools, twenty four Head teachers (24) and twenty four (24) Directors of Study (D.O.S) out of which a sample size of 322 students was randomly selected which was representative enough. (Kasomo, 2007). Eight (8) D.O.S, Eight class teachers (8) and eight (8) Head Teachers were purposively chosen. The schools were randomly selected first to secure eight schools, then students in the selected schools (Kabiru and Njenga 2009). The validity and reliability of research instruments was ensured by consulting the experts and pretesting respectively. The data was analyzed by coding the interview responses and using Statistical package for Social Sciences (SPSS). Ethical issues were put into consideration. It emerged that teachers should instil discipline in Candidates, plan well, work hard, adhere to KNEC guidelines and develop confidence in students through inspirational talks in order to curb examination malpractices. Students should be disciplined and adhere to exam ethics, plan well and work hard to develop confidence when approaching exams. The findings of this study would help key stakeholders to come up with sound strategies in curbing examination malpractices not only in KCSE but also in Kenya Certificate of Primary Education (KCPE). The policy makers will also formulate sound policies related to administration of examinations. Teachers and Students will ensure sound practices during administration of examinations.