

## The Adequacy of Kenya National Examination Councils' Malpractice Penalties in Public and Private Secondary Schools in Kisii County, Kenya

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**Abstract:** The purpose of the study was to examine the Adequacy of Kenya National Examination Councils' Malpractice Penalties in Public and Private Secondary Schools in Kisii County, Kenya. This study employed *ex post facto* and survey research design. The target population comprised of 1119 subjects comprising of principals, invigilators and examination officers drawn from 317 public and 46 private secondary schools in Kisii County. A sample of 109 principals, 218 invigilators and 10 examination officials was selected through stratified random sampling to participate in the study. The study utilized questionnaires to collect data. The questionnaires were discussed with research supervisors and other experts to enhance their validity for their use in the study. A pilot study was conducted in eleven public and private secondary schools which is 10% of the sampled schools in Nakuru County. The instruments were tested for reliability and adapted after they scored 0.752 and 0.765 for the Invigilators' questionnaire and School Principals' questionnaire respectively. The study collected both qualitative and quantitative data. Pearson Correlation Coefficient was used with the help of SPSS to analyze quantitative data. Qualitative data was analyzed by use of descriptive analysis, by categorizing results into tables. The findings show that adequacy of KNEC based penalties, level of enforcement of KNEC rules, school governance and regulations by invigilators were critical factors contributing to the high level of examination cheating in Kisii County. The findings show that the current efforts put in place by KNEC to ensure compliance with the set rules and regulations to stop examination cheating in public and private secondary schools in Kisii County are not adequate. Following the findings, the study recommends that KNEC consider mobilizing resources to upscale its measures to check on examination cheating and resources to support use of modern technology to monitor KNEC examinations. The schools' management through the Ministry of Education should consider organizing prior assessments to check on compliance levels in respect to the set KNEC rules and regulations.

**Keywords:** Adequacy; Kenya National Examination Council (KNEC); malpractice penalties; Public and Private Schools.

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### INTRODUCTION

Examination malpractice is any illegal act committed by a student single handedly or in collaboration with others like fellow students, parents, teachers, supervisors, invigilators, printers and anybody or group of people before, during or after examinations in order to obtain undeserved marks or grades. The means of perpetrating this illegal act may range from bringing in un-authorized materials to the examination hall, disrupting the conduct of examinations, buying examination papers, changing of grades after examination and impersonation to using money or candidate's body to earn marks [1].

Managing any institution of learning involves planning, organizing, coordinating, motivating, monitoring, evaluating, the teaching and learning activities to ensure the attainment of educational goals and objectives [2]. In other words, teaching and learning are the central focal point of school

management. It is however, through examination that pupils' learning is ascertained. This is why teaching is fundamentally considered incomplete without some form of evaluation. Examinations are therefore part of school management functions. Conducting examinations is as old as the educational system itself and continues to be popular without any credible alternative yet in spite of its shortcomings and mismanagement [3].

The KNEC Act [4], which was enacted in 2013, provides for stiff penalties for examination offences. Anyone found leaking papers or committing other examination malpractices will be liable, upon conviction, to imprisonment for a term not exceeding five years or a fine not exceeding sh1 million or both. In addition, anyone caught impersonating a candidate risks serving a jail term not exceeding two years or two million shillings fine, or both. They will also be prohibited from taking an examination conducted by or

on behalf of the council for a period not exceeding three years.

Cases of cheating in national examinations in Kisii County have been reported over the years for example. In the year 2001, 1.5% of students who sat for KCSE examination were reported to have cheated in the examinations [5]. In the year 2008, KCSE examinations in Masaba District had 0.56% cases of cheating, second to Migori District, which had 0.79%, while most districts in Nyanza had no cases of cheating [6]. In the year 2013, Education Cabinet Secretary, Prof Jacob Kaimenyi, said 3,353 candidates who sat KCSE exams in 2013 will not receive their results due to cheating. However, Siringi [7], and Republic of Kenya [8] failed to investigate the effects of existing rules and regulations in managing examinations cheating in public and private secondary schools in Kisii County, Kenya. Cheating cases in Kenya between the year 2008 and 2014 were as shown:

**Table 1: Cases of Examination Cheating in Kenya**

Year	Cases	No of students
2008	2	218
2009	3	145
2010	3	197
2011	4	58
2012	7	94
2013	3	147
2014	6	241

Source, MOE (2015)

### Statement of the Problem

School examinations are a tool for measuring learners' mastery of content and instructors' effectiveness in delivering the content at different levels of schooling all over the world. In spite of KNEC's efforts in tightening rules and regulation and managing KCSE examinations, there is increasing evidence of cheating in Kisii County, especially through collusion, impersonation, and smuggling of pre-prepared information in examination rooms and use of mobile and other electronics devices. KCSE examination cheating in Kisii County has presented a challenge and consequently this study sought to determine the effects of KNEC rules and regulations in managing examination cheating in public and private secondary schools in the county. Some principals and teachers of a secondary school in Kisii County were assisting candidates to cheat by working out the questions in the library and some in the staff quarters and taking the responses to candidates. Apparently, the supervisors, invigilators as well as the watchman had been compromised to abet cheating [9]. Various arrests in a number of institutions have been reported in Kisii country.

Cheating in examinations is not only illegal, but also leads to the compromise of academic standards at institutional and individual student levels. It is a form of academic fraud that needs to be contained [10]. Nyamoita and Otieno noted that some of the rules in place included: asking students to keep out of reach any books, cellular phones, calculators and other unauthorized items. This is clearly indicated in the academic regulation regarding examinations; checking around in students' desks in order to detect any items they may use to cheat; close supervision, and watch students' behaviour and body language, besides, the penalties are even spelt out to the students, yet cheating still continues. However, despite these rules and regulations students still get involved in cheating. It is important to note that inadequate KNEC based penalties on examination cheating, low level of enforcement of KNEC rules and regulations by invigilators, and poor school governance are likely to create an environment favourable for examination cheating. The grading of secondary schools, both public and private, based on their performance, is suspected to be one factor that cause exam irregularities, marring KCSE, since all schools want to maintain a good index, if not improve on them. There is therefore the need by teachers, the principals and the KNEC officials to do whatever it takes to generate better grades [11].

### LITERATURE REVIEW

Deterrence theory maintains that for students to be deterred from engaging in examination malpractice they must perceive that they are likely to be caught, and that they must be severely punished when caught [12]. Where students perceive that the consequence of examination malpractice and being caught outweighs the reward for examination malpractice, they are more likely to desist from it [13]. However, the fact remains that only when students fear the punishment for examination malpractice will they desist from it and not where they perceive the punishment as ineffective and the givers as indifferent to the offence. In Victoria, punishments range from reducing the cheating student's marks to issuing warnings where it can be proven that there was "no intention to cheat". In Victoria, the Victorian Curriculum and Assessment Authority (VCAA) reprimanded 18 students and cautioned 29 students for minor breaches in 2015. Serious cases of cheating are referred to the VCAA's review committee who conduct hearings with an experienced lawyer in order to determine penalties. In statements to The Age, VCAA chair, Chris Wardlow, states that many students understand that cheating is a waste of time, "it's unfair to yourself and your classmates. Students who do appear before review committees are deeply remorseful for their actions."

Okollo [14] in his study sought to establish the most appropriate measures used in schools to curb cheating in school examination in Nyakach district. According to that study, punishment was the most sought after method. However, the study also found that retesting and expulsion of candidates were not used. Deterrent control measures put in place by KNEC to discourage cheating included cancellation of candidate's work, disciplining of teachers seconded by Teachers Service Commission as examination officials and proposed two-year ban. These measures had contributed towards minimization of cheating cases in Nyakach district. The study recommended that to reduce that cut throat competition and maintenance of status quo attitude, school examinations be recognized by examining body for awarding of the candidate final grade to make those tests meaningful to students. Awarding certificates indicating nature of examination malpractice is important to discourage perpetrators. As a point of further interest, this research is undertaken to establish whether KNEC personnel, teachers, school leadership and candidate's attitude could also be responsible for cases of examination irregularities in schools. People handling examination material of any kind be trained on integrity and examination ethics so that the standards of our examination and quality of the education system are safeguarded.

The head of the Nigerian Ministry of Education, Prof. Ruqayyat Rufai announced that henceforth, students caught cheating during examinations would face a five-year jail term or \$1,250 fine or both [15]. This decision was reached at the Federal Executive Council meeting held in Abuja, the federal capital city of Nigeria. According to the World Bank Group [16], the issue of examination malpractice was so serious in China in the sixteenth and seventeenth centuries that the penalties for it included death, confiscation of properties and exile for corrupt examination officials. All over the world, examination malpractice is not a recent phenomenon. It is however getting worse with time and civilization.

Ruto and colleagues [17] observed that examination malpractices, is a problem experienced at all education levels. Their study noted that there has been a public outcry over the rise of irregularities in primary, secondary, and even university examinations. On the same note, Khan [18] established that almost all universities had put in place measures and procedures for dealing with examination malpractices whenever they are deemed to occur. For example, Kenyatta University 2011/2013 catalogue, in reference to examination irregularity says, "A student who is caught involved in any examination irregularity shall be suspended immediately by the Registrar (Academic) upon receipt of instant report, pending appearance before the Disciplinary Committee". Whereas at the

University of Nairobi, a memo from the Acting Registrar Academic dated December 30, 2011 addressed to all students, reminds them of the gravity of cheating in examinations, with reference to both Senate Resolutions Numbers 1913, and 1914 dated 12 July, 1978. Like Kenyatta University, the memo spells out the grave consequences of examination malpractices, which include expulsion from the university. Both Universities strongly advise candidates against smuggling unauthorized materials into examination halls including mobile phones and other forms of examination cheating. Indeed, the existence of examination malpractice in educational institutions can hardly be doubted. And, the concern is whether the stringent regulations put in place by institutions of higher learning are able to deter examinees from the vice.

According to a study by Ndetto [19] on the effectiveness of school rules and regulations in enhancing discipline in public secondary schools in Kangundo Division, Machakos County, Kenya, there are rules and regulations guiding examinations whereby students are supposed to adequately prepare for examinations both internal and external thus no cheating is tolerated. The findings further revealed that students were positive about school rules and regulations. They were willing to embrace them and seemed to recognize their intrinsic value in day-to-day life and discipline enhancement. Breach of these rules will result to punishment not limited to expulsion thus this is how some of the rules and regulations are implemented in the school hence students are but compelled to comply rather than face the repercussions therein. In those secondary schools the rules and associated penalties are adequate and no student dares flout them.

## METHODOLOGY

The study adopted the Mixed research designs, that is, a blend between causal comparative research design and survey research design, owing to the nature of research and type of data collected. The causal comparative research design starts with an effect and seeks possible causes.

Kisii County where the research was carried out has a total number of 363 secondary schools of which 317 were public schools and 46 private secondary schools distributed in the following sub-counties, Kitutu Chache North, Kitutu Chache South, Nyaribari Masaba, Nyaribari Chache, Bomachoge Borabu, Bomachoge Chache, Bobasi, South Mugirango and Bonchari. The study population included principals, invigilators and examination officials in Kisii County. This formed the target population [20]; For the purpose of this study the target population comprised of 363 secondary school principals, 726 invigilators (2 teachers

per school, that is, those teachers who participated in the examinations invigilation / supervision exercise) drawn from 317 public and 46 private secondary schools, and 30 examination officials. In this study, the target population totaled to 1119 respondents in all the 317 public, 46 private secondary schools, invigilators and examination officials in Kisii County.

The study utilized questionnaires to collect data from the principals and invigilators, while interview schedules were used for collection of data from examination officers. This is because questionnaires tend to objectify, intensify and standardize the observations that respondents make. The study used questionnaires to obtain qualitative data for analysis in Kisii County. Schwab [21] defines questionnaires as measuring instruments that ask individuals to answer a set of questions or respond to a set of statements.

The study obtained both qualitative and quantitative data. The collected data were categorized, coded, and analyzed. Qualitative data that was obtained from the open-ended items was analyzed thematically. The responses formed themes for analysis. The main themes and patterns in the responses were identified and analysed to determine the adequacy, usefulness and consistency of the information. Quantitative data was obtained using closed ended questions and was analyzed using descriptive statistical techniques such as percentages, means and frequencies and inferential statistics; Pearson product moment correlation. This technique shows the direction and magnitude of the relationship between given variables [22].

## FINDINGS

### Cancellation of Examination Results

The principals were asked to indicate whether cancellation of examination results was an adequate KNEC based penalties in managing examination cheating. The response was as provided in Table below;

**Table 2: Cancellation of Examination Results**

Response	Frequency	Percentage
Strongly disagree	10	9.4
Disagree	9	8.5
Neutral	13	12.3
Agree	52	49.1
Strongly agree	22	20.8
Total	106	100

The findings in Table above show that 49.1% of the school principals agreed that cancellation of Examination results has greatly reduced cheating cases in their school, 20.8% strongly agreed, 12.3% were neutral, 17.9% either disagreed or strongly disagreed.

This implied that this KNEC based penalty was adequate and was working across the schools. The mere knowledge of the fact that the results were going to be cancelled if the school cheated was a control. This form of penalty was aimed at creating a deterrence effect. This finding is in line with the study by Nenty [23] who established that most of the penalties meted out to candidates who cheated in national public examinations leaned towards deterrence and societal protection. Indeed, to deter cheating, there is a need to look beyond laws and obligations as well as duties and responsibilities towards cheating in examinations.

Examination cancellation for cheating schools is not something new, but examination cheating keeps on rising in the County. According to Wilson [24], in 2015, 5,101 students had their results cancelled in Kenya. Nyamoiita and Otieno [25] and Maheshwari [26], noted that in the past years the situation has been bad with Nyanza province alone producing half of the reported cases. Kisii Central, Kisii North and Gucha topped the list of the centres with results of 951 candidates nullified. In 2006, the cases of examination malpractice reported in Kenya were 679 [27]. In 2007, the cases reported were 1,875 with Kisii central sub county, which is part of the current Kisii County having 439 students affected.

### Suspension of Cheating Students as a KNEC Based Penalty

The response in respect to whether or not suspension of cheating students was adequate as a KNEC based penalty in curbing examination cheating was as provided in Table below:

**Table 3: Adequacy of Suspension of Cheating Students as a KNEC Based Penalty**

Response	Frequency	Percentage
Strongly disagree	25	23.6
Disagree	4	3.8
Neutral	6	5.7
Agree	38	35.8
Strongly agree	33	31.1
Total	106	100

The findings in Table above show that 66.9% of the school principals agreed that suspension of cheating students was adequate as a KNEC based penalty, 5.7% were neutral while 27.4% disagreed. This implied that according to most principals' suspension of cheating students was effective. This also had an effect of deterrence and societal protection; and thus was seen by the principals to help in reduce examination cheating in national examinations.

Suspension has been practiced across the world, For instance Baker [28] in reference to the New

York City Education Department, noted that the bulk of the students in the episode, which involved cellphones and embarrassed one of the country’s most prestigious public schools, faced only the loss of some class privileges, including the right to leave school for lunch or join the Student Union, an important college résumé-building activity. Baker observed that 12 students had been suspended and more than 50 others were facing suspension because of new evidence that has emerged in a continuing investigation of cheating during final exams in June 2012.

**Retesting and Expulsion of Candidates**

The response in respect to whether or not retesting and expulsion of candidates was adequate as a KNEC based penalty in curbing examination cheating was as provided in Table below;

**Table 4: Retesting and Expulsion of Candidates**

Response	Frequency	Percentage
Strongly Disagree	9	8.5
Disagree	25	23.6
Neutral	9	8.5
Agree	48	45.3
Strongly Agree	15	14.2
Total	106	100

The findings in Table above show that 59.5% of the principals agreed to the fact that retesting and expulsion of candidates was adequate as a KNEC based penalty in curbing examination cheating, whereas 8.5% were neutral, while 32.1% disagreed. This implied that this form of approach of managing examination cheat was effective. Expulsion of students from school seems to have a deterrent effect, since no parents would want their children expelled from school after such time and resources sacrificed for their education. There is also a social stigma attached to students’ expulsion and thus, this measure is considered adequate by the school principals.

This finding is not in agreement with Okollo [29] who in a study titled, “Determinants of examination irregularities in Kenya Certificate of Secondary Education (KCSE) in Nyakach District”, found that retesting and expulsion measures of curbing examination irregularities among candidates were not used. However, it appears that this was not the case in Kisii County.

**School Measures and Procedures**

The results in respect to the adequacy of school measures and procedures for dealing with examination malpractices was as provided in Table below;: *School Measures and Procedures*

**Table 5: School Measures and Procedures**

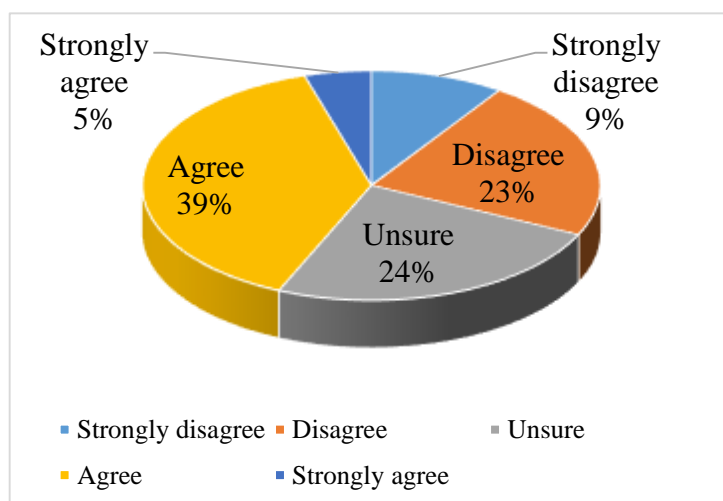
Response	Frequency	Percentage
Strongly Disagree	7	6.6
Disagree	15	14.2
Neutral	9	8.5
Agree	52	49.1
Strongly Agree	23	21.7
Total	106	100

The findings in Table above show that 70.8% of school principals agreed that school measures and procedures for dealing with examination malpractices were adequate KNEC based regulations, while the rest 29.2% did not agree so. This implied that most school principals were keen on containing examination cheating in their schools. This institutional practice needs to be nurtured. The students need to understand that examination cheating is immoral and punishable by law.

**Clarity of the KNEC Penalties**

The school principals were asked to indicate whether they agreed that KNEC issued examination rules and regulations that govern national examinations exercise in the country with its penalties clearly stated. The results were as provided in Figure-1.

The findings in Fig-1 show that 44% of the respondents agreed that KNEC issued examination rules and regulations that governed national examinations exercise in the country with its penalties clearly stated, whereas 24% were unsure while, 32% disagreed. This implied that the penalties issued by the KNEC, were not very clear in most schools. According to the principals KNEC officials and examination invigilators did not understand the examination rules and regulations that govern national examinations exercise. If KNEC penalties were not clear in most schools, then their effectiveness in curbing examination cheating in schools is compromised. The mean scores for the above aspects were computed and the result was as given in Table -6.



**Fig-1: Clarity of the KNEC Examination Rules and Regulations**

**Table 6: Principals’ view on the effect of KNEC Based Penalties on Examination Cheating in Public and Private Secondary Schools**

	N	Min	Max	Mean	Std. Deviation
Cancellation of Examination results has greatly reduced cheating cases in my school	106	1.00	5.00	3.6321	1.18181
Suspension of cheating students has greatly reduced cheating cases in my school	106	1.00	5.00	3.4717	1.54431
Retesting and expulsion of candidates has greatly reduced cheating cases in my school	106	1.00	5.00	3.3302	1.22452
Schools have put in place measures and procedures for dealing with examination malpractices	106	1.00	5.00	3.6509	1.16327
KNEC issues examination rules and regulations that govern national examinations exercise in the country with its penalties clearly stated	106	1.00	5.00	3.0660	1.08907

The findings in Table above shows that the statements whether regulatory based penalties on exam cheating were adequate in public and private secondary recorded the following mean scores; Cancellation of Examination results has greatly reduced cheating cases in my school (3.6321), Suspension of cheating students has greatly reduced cheating cases in my school (3.4717), Retesting and expulsion of candidates has greatly reduced cheating cases in my school (3.3302), Schools have put in place measures and procedures for dealing with examination malpractices (3.6509), and KNEC issues examination rules and regulations that govern national examinations exercise in the country with its penalties clearly stated (3.0660). From the findings, it can be argued that the highest and most effective interventions included Cancellation of Examination results, Institutional measures and procedures, and Suspension of cheating students. However, as the study shows all the scores were slightly above the mid mean scores of 2.5 and average mean score of 3.0, thus showing that KNEC based penalties on examination cheating in public and private

secondary schools were inadequate though effective. This is contrary to Kagete [30] who observed that the Kenya National Examinations Council (KNEC) instituted tough measures that not only make cheating hard, but also ensure that culprits are severely punished. Kagete was for the assumption that the penalties set were adequate but this is not the case in this study.

Table-7 shows other statements purporting adequacy of KNEC based penalties on examination cheating in public and private secondary schools. The council seeks the co-operation of stake holders of all secondary schools to eliminate cheating (2.4811); the government has implemented the confiscation of properties and exile for corrupt examination officials (3.3019); Students caught cheating during examinations have faced jail term (2.7547); Students caught cheating during examinations have been fined (2.1132); Teachers caught cheating during examinations have faced jail term (2.0849). All the statements recorded a mean score below the average mean score of 3.0, thus showing that KNEC based penalties on examination

cheating in public and private secondary schools were inadequate.

Okollo [31] and Eynestboi, [32] are in agreement to the fact that the above-mentioned KNEC

based penalties on examination cheating are effective. The challenge as it arises from this study could be the level of enforcement. Otherwise, the argument in this case is that not all are adequate as applied.

**Table 7: Adequacy of KNEC Based Penalties on Examination Cheating in Public and Private Secondary Schools**

	N	Minimum	Maximum	Mean	Std. Deviation
The council seeks the co-operation of stake holders of all secondary schools to eliminate cheating	106	1.00	5.00	2.4811	1.26665
The government has implemented the confiscation of properties and exile for corrupt examination officials	106	1.00	5.00	3.3019	1.30325
Students caught cheating during examinations have faced jail term	106	1.00	5.00	2.7547	1.41967
Students caught cheating during examinations have been fined	106	1.00	4.00	2.1132	.93931
Teachers caught cheating during examinations have faced jail term	106	1.00	5.00	2.0849	1.23534

**KNEC Officials view on Adequacy of KNEC based penalties on examination cheating**

According to information collected through interview schedules from KNEC Officials, there is nothing wrong with adequacy of the KNEC rules. The rules and guidelines are adequate to address the vice. The officials believed that the problem is with other stakeholders such as school principals, teachers and parents. Their argument was that KNEC based penalties on examination cheating in Public and Private Secondary Schools in Kisii County were adequate, and their effectiveness required cooperation and participation from all the stakeholders.

**Relationship between Adequacy of KNEC based penalties and Level of Examination Cheating**

To test hypothesis Ho<sub>1</sub> which sought to establish whether there was no significant relationship between the adequacies of KNEC based penalties and examination cheating in public and private secondary schools in Kisii County,” a Pearson correlation was computed. This was to determine the relationship between level of enforcement of KNEC rules and regulations and level of examination cheating, and the results were as presented in Table below.

**Table 8: Correlation between the Adequacy of KNEC based penalties and Level of Examination Cheating Pearson Correlation between the Adequacy of KNEC based penalties and Level of Examination Cheating**

Variable		Level of Examination Cheating	Adequacy of KNEC Based penalties
Level of Examination Cheating	Pearson Correlation	1	.278**
	Sig. (2-tailed)		.000
	N	212	212
Adequacy of KNEC based penalties	Pearson Correlation	.278**	1
	Sig. (2-tailed)	.000	
	N	212	212

a = 0.05; df = 212, P < 0.05; Critical r = 0.139  
 When P < 0.05 = you reject the null hypothesis  
 When P > 0.05 = you retain the null hypothesis

The findings in Table above shows that there is a positive correlation between adequacies of KNEC based penalties and level of examination cheating at 0.278. This level is higher than the test significance level at 0.05; that is, P > 0.05. Since 0.278 is greater than 0.139, we cannot reject the null hypothesis that the data came from a population with a normal distribution. This implied that adequacy of KNEC based penalties

greatly influenced the level of examination cheating in Kisii County. It is an indication that inadequacy of KNEC based penalties resulted in high levels of examination cheating in the County. With this finding we thus, reject hypothesis that read ‘There is no significant relationship between the Adequacy of KNEC based penalties and examination cheating in public and private secondary schools in Kisii County’.

Kajubi [33] emphasizes the importance of adequate KNEC based penalties in curbing examination cheating. Their study noted that examinations provide discriminatory criteria for individuals and evaluate whether educational goals are being achieved. To guarantee equity, fair evaluation must be devoid of all malpractices. The KNEC has put in place policies aimed at reducing cases of examination malpractices; however, there has been a rise in reported cases of examination malpractices with the release of annual examination results. On the same note, Okollo [34] in his study established that appropriate measures used in schools resulted into reduced levels of cheating in school examination.

### CONCLUSIONS

Basing on the research findings the study concludes that some KNEC based penalties on examination cheating in public and private secondary schools were adequate while some were inadequate though effective. The fact that the level of examination cheating appeared to be increasing instead of reducing. The rules in place were not sufficient, and this means all targeted loopholes were still not fully checked. This actually means that the penalties were not adequate. Despite efforts made by the Government, examination cheating was still very high in Kisii County. This has been the case in the past years. Most invigilators still felt that much needed to be done to improve on the adequacy of KNEC based penalties for curbing examination cheating. KNEC based penalties are supposed to guarantee equity, fair evaluation devoid of all malpractices.

Arguably, KNEC based penalties such as cancellation of examination; suspension of cheating students; and retesting and expulsion of candidates were considered by principals and invigilators to be useful in curbing examination cheating. Even though they sounded harsh or harmful, those involved in examination malpractices ignored them. This just shows that while enforcing these penalties extra measures were required. However, the positivity expressed by the principals and invigilators as to their effectiveness elicits further debate as to more examination cheating would have been reported if the KNEC based penalties were not in place. This is quite interesting, yet disturbing. Kagete [35] noted that indeed, increased exam invigilation and other methods of detecting cheating in the classroom are largely ineffective. As teachers invent more elaborate methods of deterring cheating, students invent even more elaborate methods of cheating (sometimes even treating it as a game).

### RECOMMENDATION

KNEC should consider mobilizing resources to support the scaling up of measures to check on examination cheating besides the existing penalties.

KNEC needs to conduct periodic checks in secondary schools to ensure the adequacy and relevance of penalties imposed in the management of examination cheating.

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