

Strategies for Mitigating Teacher Professional Misconduct in Administration of Secondary School Examinations in Enhancement of Quality Education in Kenya. A Study across Secondary Schools in Nandi County.

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Abstract

Presidential working parties and Education Commission reports indicated that problems had crept into the education sector owing to lack of values, ethics, integrity, and unnecessary competition in examinations that 'sieve' and select a few individuals to take up opportunities in institutions of higher learning. As a result, Teachers Service Commission (TSC) issues circulars each year before the start of Kenya Certificate of Secondary Education examinations (KCSE) on conduct of examinations by teachers and principals. The circulars inform them to abide by rules and regulations and uphold values guided by TSC Code of Regulations for Teachers and Code of Conduct and ethics. However, examination malpractices were frequently reported by media during KCSE examination periods. Collusion, impersonation, use of unauthorized materials and mobile phones took place enabling some candidates to obtain examination questions and answers in advance, thereby contravening Kenya National Examination Council 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, Teachers Service Commission 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 objective of the study was therefore to determine the effectiveness of strategies used to mitigate teacher professional misconduct in administration of secondary school examinations in enhancement of Quality Education. Nandi County was used as the site for the study. The study established that Grades obtained by candidates who cheated in examinations were a fraud and did not reflect their abilities. These malpractices lowered quality education because it interfered with acquisition of knowledge, positive attitudes, values and problem-solving skills. The study recommended installation of Closed Circuit Televisions in examination rooms and strict vetting of teachers on integrity before appointment to administer examinations. Centre managers, invigilators, supervisors and Kenya National Examination Council officers (KNEC) who fail to observe examination rules and regulations should be disciplined as provided for in the KNEC examination and TSC rules and regulations.

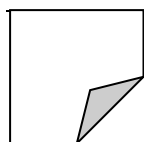
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I. Introduction

Teacher professional misconduct is a malady that is affecting the education system that cannot be condoned as it can mar the future of young people who are otherwise brilliant. This is particularly with respect to national examinations. All nations invest heavily in education with the hope that the youth take advantage of



high returns of schooling and low opportunity cost of schooling. Examinations are highly valued as they are used to: diagnose the strengths and weaknesses of teachers; select learners to pursue different careers in life, evaluate a country's curricula; assess quality of education on offer; evaluate effectiveness of educational resources in implementation of school curriculum and promotion of learners from one level to another. It is however absurd that teachers and learners involve themselves in examinations irregularities which compromise the learners' progression in academia and careers. It is for these reasons that strategies have been put in place to mitigate any factors that adversely affect the education of learners at all levels of education.

At basic education level, teachers play a critical role in quality assurance and standards of education offered. Teacher professional misconduct in administration of examinations must therefore not be condoned at all costs. It is for this reason that strategies for mitigation must be upheld so that the desired academic integrity can be achieved because teachers who administer examinations will be found to be acting in a way that is honest, fair, transparent, respectful and responsible.

In Kenya cases of teacher professional misconduct in administration of KCSE examinations are reported yearly. Examination malpractices affect very many candidates. For instance from 1996 to 2020, sixty five thousand four hundred and thirty (65,430) candidates had their results cancelled in 1904 examination centers.

In Ethiopia, students engage in examination malpractices due to inadequate preparation, desire to pass examinations, indiscipline, and lack of effective supervision by teachers Ashenafi (2016). He suggested that the candidates' role in the malpractice is immense and teachers play a disproportionately low role. Adeyemi(2011) holds a similar view. In his study, 97.3% of the respondents observed that the major cause of examinations malpractices was indiscipline among candidates while 89.5% said that lack of effective supervision by teachers was the cause of this malpractice.

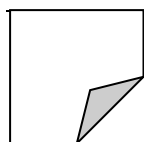
Teachers' professional misconduct in Tanzania includes immoral conduct, absenteeism, corruption, private tuition, unethical dressing, examination fraud and sexual misconduct (Bormanda, 2004). In Kenya, Ng'oma and Simatwa (2013) observed that 1400 teachers appear before TSC facing disciplinary action on various offences yearly. However, this study did not identify actions taken against teachers who engage in examination malpractices which the current study delves in. These studies depict some teachers as non-law abiding, unprofessional and are not role models to their students, raising questions as to whether individuals joining the teaching profession were scrutinized on character and integrity before being offered employment. The findings of these reports suggest that some invigilators, supervisors, and centre managers do not adhere to examination rules and regulations. Oziambo (2013) conducted a study in Tanzania and observed that despite teachers' high standing in society, professional misconduct, and lack of integrity among some teachers was a matter of great concern because it negatively affected their performance in teaching and learning hence quality education.

Kenya Certificate of Secondary Education, which replaced Kenya Certificate of Education in 1989 was a summative evaluation whose results offered feedback on effectiveness of teaching and learning hence a means to evaluate quality of education. However, KCSE examination was more of a process of 'sieving' candidates to allow some to proceed with higher education due to limited opportunities hence the high competition (Republic of Kenya, 1999). The current study showed that secondary school examinations were compromised by some teachers who assist candidates to cheat in examinations hence results obtained by these candidates was not a good indicator of what learners had learned hence negative influence on quality education.

The Kenya National Examination Council (KNEC) established in 1980 by an Act of Parliament following the dissolution of the East Africa Examination Council in 1979, was responsible for managing KCSE examinations and issuing certificates. Over the years, examination malpractices have been rampant (Okebiro, 2014). Teachers Service Commission assigns teachers and principals to administer the examinations as invigilators, supervisors, or centre managers (Republic of Kenya, 1988). Kenya National Examination Council was a well-organized body with departments that handled various examination activities headed by qualified staff (Republic of Kenya, 2001). It was a mystery for examination malpractices to have permeated this well-organized institution (Republic of Kenya, 2014). The current study shows that despite knowledge on the Kenya National Examination Council rules and regulations and TSC Code of Regulations and Code of Conduct some teachers assist candidates to cheat in examinations.

II. Synthesis of Literature on Strategies That Mitigate Teacher Professional Misconduct in Administration of Secondary School Examination

To address cheating in examinations, teachers adhere to education policies on curricula and standards even as they inculcate knowledge, skills, attitudes, and values among students. The USA Department of Education (2013) observed that widespread cheating on standardized tests had been observed by some as evidence that reliance on testing to measure student growth and achievement must be reduced. Considering reports of misconduct by teachers during administration of examinations, the Department of Education sought



to collect and share information about best practices and policies that had been used to prevent, detect, and respond to irregularities in academic testing. The Department advised that principals and teachers should go through proper training to provide a review of ethical and proper administration procedures and certified before they participate in administration of examinations.

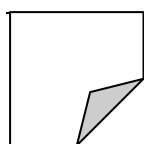
In Oregon State, school coordinators were trained annually on test administration, best practices, and test security expectations to remind school administrators on test security protocols and procedures for preventing and responding to test improprieties. Test coordinators provide support to test administrators and principals. In New York City, anyone who participated in test administration had to sign a statement confirming that they had read the test handbook and understood penalties for violating examination rules and regulations. In Maryland, the State Department of Education deploys staff to make visits to schools during examination period for purposes of completing an observation form before submitting to the State Test Security office to determine if there were issues of concern. Barret et al (2006) stated that if a teacher was found to be of poor character, they are denied certification.

To counter examination misconduct, Gregory (2001) noted that attention should be focused on the security chain of examinations from distribution point up to the school because cheaters could infiltrate the chain. Gregory observed that a solution to cheating is ensuring that supervisors and invigilators are trained in the latest methods used by cheats to understand the attitude and behaviour displayed by cheaters. Whitely and Spiegel (2002) opined that misconduct in examinations originates from students copying assignments done at home from their colleagues because this is not a supervised activity. To counter this, they concluded that teachers should give and supervise assignments that students complete in school. Whitey and Spiegel also indicate that in Britain, the Qualification and Curriculum Authority was established as an examination watchdog to counter a series of highly publicized blunders in management of examinations and a rise in cases of examination misconduct. Newspapers reported that many teachers cheated in secondary School Achievement Tests by helping their students or altering results. To address obstacles in eradicating academic misconduct, International Institute for Educational Planning suggests that challenges such as lax supervision and unwillingness by some students and teachers to be whistle-blowers must be addressed. This denial tends to inhibit action against examination cheats suggesting that methods of controls of misconduct depends on the type of misconduct. For example, copying and smuggling unwanted materials into examination rooms could be dealt with by strict supervision by teachers. Presence of mobile phones could be sorted by banning all gadgets in examination centers, in addition to installation of Closed Circuit Television and cameras in the examination center.

In his study in Pakhtunkhwa province in Pakistan, Habib (2015) used survey method with a sample size of 700 from a population of 28580. He observed that supervision in schools had a strong impact on teacher discipline because teachers are guided and mentored to enable them grow professionally and improve their teaching pedagogy. Research carried out by Maphosa et al (2015) in South Africa show that despite teachers being held in high esteem, there were problems of indiscipline among them that manifest in high levels of unprofessionalism such as participating in examination irregularities (Maphosa, et al, 2015). Maphosa et al concluded that professionalism was important and recommended that teacher training should lay more emphasis on the teaching of professionalism. Anguzu (2018) explained that unlike in the past, school administrators in Uganda were caught up with the challenges of requirement of high efficiency and improved student performance. Some of them, in their quest to be seen as good performers participate in examination related malpractices. In this regard, good teacher performance was seen as directly related to the quest to improve quality education.

The status of the teaching profession declined in 1970's characterized by poor terms of service, low upward mobility, congestion in classroom, overwork, and lack of dedication (Sifuna, 1980). Faced with demanding responsibilities, Sifuna observed that teachers tended to reduce their responsibilities of teaching to helping candidates pass examinations as a measure of their success because this was equated to effective teaching and learning. Frequent strikes led by teachers' unions agitated for improved salaries became frequent from the late 1990's. Their agitation finally paid off culminating in the signing of a Collective Bargaining Agreement in 2017 (Teachers Service Commission, 2019). However, it was not certain whether improved terms as indicated in the Collective Bargaining Agreement will lead to improved teacher discipline, teacher performance and therefore enhance quality education without the need for teachers assisting students to cheat in examinations.

Management of teachers' indiscipline is critical. Ndungu (2017) noted that management of teacher indiscipline refers to the application of good management strategies as contained in the TSC Code of Regulation for Teachers (Republic of Kenya, 2015) aimed at ensuring that teachers were disciplined and committed to their work. Ndungu's study in Kiambu observed that teacher indiscipline is a matter of great concern because teachers do not adhere to their professional calling. Ndungu's study does not highlight actions taken against teachers who engage in examination malpractices. The current study will establish effects of teachers'



professional misconduct in administration of secondary school examination and its influence on quality education.

Being responsible for employment of teachers and their human resources matters, TSC enforces discipline through school administrators who supervise teachers on their day today duties. TSC inducts principals and their deputies on discipline matters together with their Boards of management. These administrators were expected to document cases involving teachers and act on them before handing over to TSC. In an annual report (Teachers Service Commission 2021/2022), TSC highlights major challenges that affected delivery of curriculum. This included alcohol and drug abuse, desertion of duty, immoral behaviour, mental health issues. This report concluded that 153 teachers were deregistered for various offences between September 2022 and March 2023. However, the report was silent on offenders of examination malpractices. The MOE (2010) noted that some schools do not prioritise time management, hence teachers do not complete the syllabus on time, often leading to inadequate preparation of candidates. This happens despite regular assessment of schools by Quality Assurance and Standards Officers who assess schools to evaluate the quality of education provided, focusing on teaching, learning and student achievement.

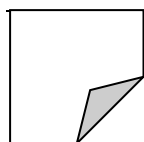
A study by Ngoma and Simatwa (2013) among public primary school teachers in Nyando sub county in Kisumu to establish forms, factors, and preferred strategies in management of teachers' professional misconduct, observed that in addressing management of professional misconduct among teachers in Kenya, a newly employed teacher was provided with a document on standard of discipline as contained in the TSC code of Regulations (Republic of Kenya, 2015). The researchers used descriptive survey research design with a study population of 1693 teachers, 289 deputy and head teachers. Similarly, a study by Oziambo (2020) on nature of teacher professional misconduct in Tanzania public schools, affirmed that teachers' professional misconduct in administration of secondary school examinations was a matter that affected teacher performance, learning processes and quality of education.

To address examination malpractices and eradicate cartels responsible for examination leakages, the Government introduced reforms in 2016 to bring back credibility of national examinations by sacking senior staff and the board of KNEC, appointed a new board, tightened rules governing examinations (Wanzala, 2016). There was a slight improvement in administration of examinations. However, the KNEC act has not been amended to reflect changes introduced by the government such as examinations papers being kept in metallic containers rather police stations. In their study targeting 33 secondary schools in 6 sub- counties of Mandera County on assessment of the management of KCSE examinations and influence of irregularities among students, Thinguri et al (2015), concluded that examination procedures were not adhered to by officers who administer examinations. The study used questionnaires and interview schedule to collect data and recommended that KNEC should strengthen disciplinary procedures to nab the culprits. However, the study did not consider the role of TSC as the teachers' employer and the only body mandated by law to discipline teachers who offend professional matters. On the other hand, Teachers Service Commission was often accused of not taking reasonable action against teachers who participate in examination malpractices. According to Republic of Kenya (2015), TSC may take disciplinary action against a teacher who commits professional misconduct such as negligence of duty, desertion, chronic absenteeism, or any other conduct not suitable in the teaching profession. TSC interdicted 287 teachers and principals for examination related offences between 2011 and 2019 (Kihara 2016 & Otieno, 2020).

Prior to commencement of KCSE examinations each year, Teachers Service Commission, Ministry of Education and Kenya National Examination Council field staff team up to induct and sensitize teachers appointed as supervisors, invigilators and centre managers on their roles, expectations, and consequences of failure to observe examination rules (Kenya National Examination Council, 2016). Despite these measures, failure to implement supervision of school-based examinations was a gap, a 'germination' of cheating in secondary school examinations. Matemba and Yadidi (2004) in their study on teachers' control of examination malpractices in Malawi observed that school-based tests were a fertile ground for cheating because teachers did not play their professional role in supervising examinations. There is no evidence that TSC has ever conducted research to establish the role of teachers in examination malpractices and effect of disciplinary measures taken against offending teachers. It relies on reports from officers who monitor examinations (Gaitho, 2012). TSC has played the role of a spectator waiting for malpractices to be reported to bounce on culprits. In the past, TSC took long in investigating reports relating to examination malpractices and results of the investigations were never reported (Oduor, 2018).

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.

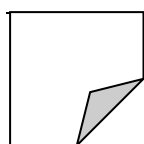
Teachers' professional misconduct observed in their various ways of assisting candidates to cheat examinations is the independent variable. The outcome of candidates' cheating in form of grades they do not deserve; cancellation of results is the dependent variable. The intervening variables include implementation 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

To determine the effectiveness of strategies used to mitigate teacher professional misconduct in administration of secondary school examinations in enhancement of Quality Education in Nandi County.

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 Ajzen 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 TSC 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
Total	150	100	50	100	200	100

Source: Field data 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
Total	50	100.0	100.0	

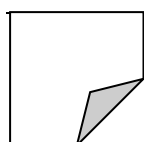
Source: Field data 2023

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
Total	150	100	50	100	200	100

Source: Field data 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.

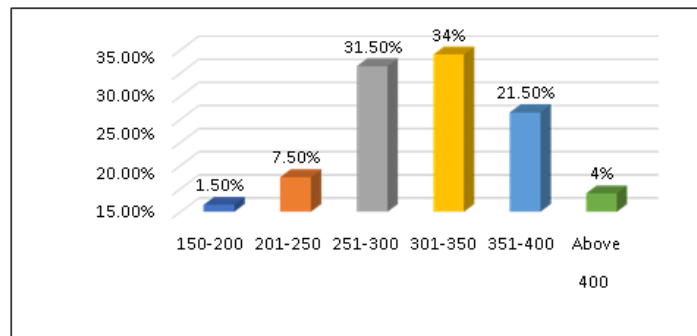


Figure 1: Class representative KCPE entry marks

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.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 to350 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 bythe Board of Management. Findings are presented as shown in Figure 2.

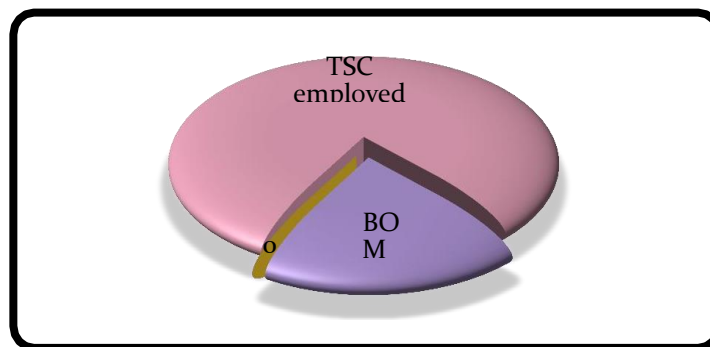


Figure 2: Teachers’ employer

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
Total	50	100.0	100.0	

Source: Field data 2023

From this Table, 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

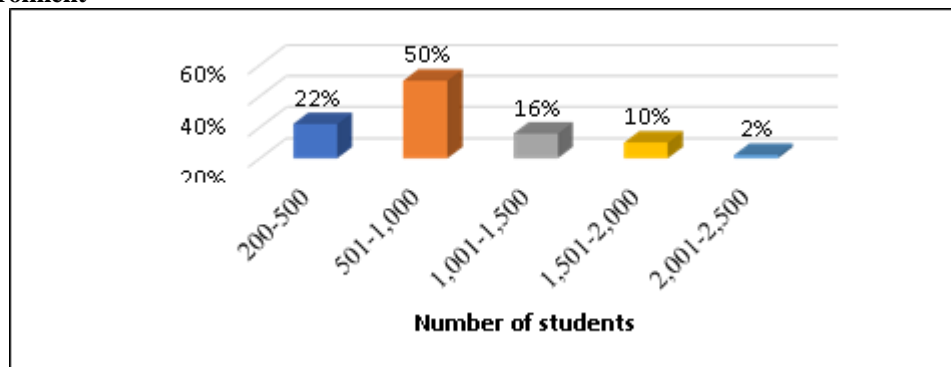
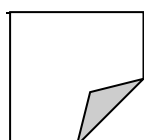


Figure 3: School enrolment

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 4 below.



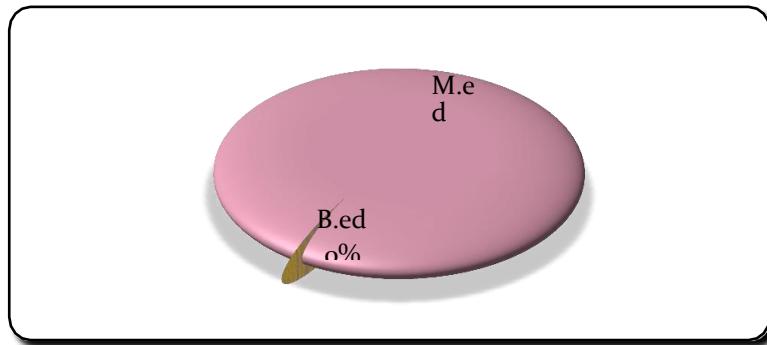


Figure 4: Highest Professional Qualification for Sub County Director

From Figure 4, it was established that all sub county directors had a master of education degree

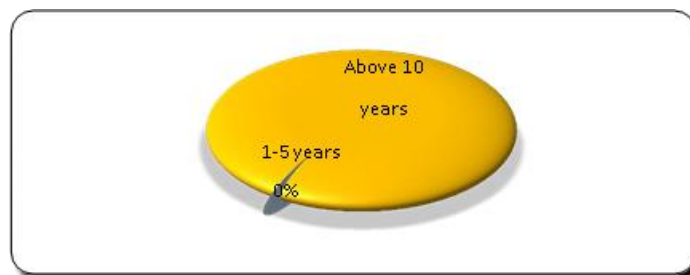


Figure 5: Years of Experience of Teachers of Sub County Director

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.

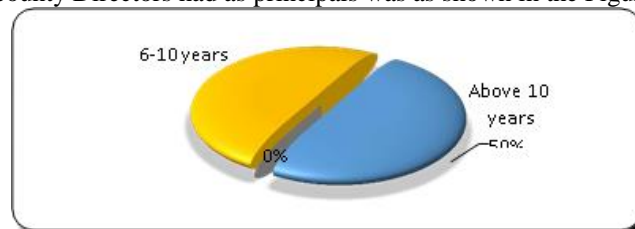


Figure 6: Years of experience as principal

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.

Table 5: Teachers Service Commission Sub County Director 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

To determine the effectiveness of strategies used to mitigate teacher professional misconduct in administration of secondary school examinations in enhancement of Quality Education in Nandi County.

To achieve this objective, respondents were asked to respond to aspects of factors that influence teachers’ professional misconduct in administration of secondary school examinations in enhancement of Quality Education. The objective sought to give an answer to the question: Determine effectiveness of strategies that mitigate teachers’ professional misconduct in administration of secondary school examinations in Nandi County. The results were presented in Table 6.

Table 6
Ratings on Effectiveness of Strategies that are used to mitigate Teacher Professional Misconduct in Administration of Kenya Certificate Secondary School Examinations in enhancement of Quality Education

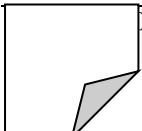
Aspect of effectiveness of Strategies	Students n=194				Teachers n=150				Principals n=50				TSC SCD N=6				M	SD
	NE	LE	ME	HE	NE	LE	ME	HE	NE	LE	ME	HE	NE	LE	ME	HE		
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4		
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%		
Cancellation of results of candidates aided to cheat in examinations	28.5	7.0	20.0	44.5	11.3	2.7	44.7	41.3	14.0	20.0	28.0	38.0	33.0	50.0	0.0	16.7	3.88	1.21
Interdiction of teachers who aid candidates to cheat in examinations	28.5	16.0	33.5	22.0	4.0	1.3	48.0	46.7	14.0	32.0	12.0	42.0	0.0	0.0	33.3	66.7	3.84	1.07
Dismissal of teachers who aid candidates to cheat in examinations	33.0	6.5	21.5	39.0	8.7	1.3	41.3	48.7	14.0	22.0	24.0	40.0	0.0	0.0	33.3	66.7	3.89	1.18
Monitoring of examinations by Ministry of Education, Teachers Service Commission, KNEC officers	23.5	14.0	22.5	40.0	11.3	2.7	33.3	52.7	14.0	34.0	22.0	30.0	0.0	66.7	33.3	0.0	3.90	1.08
Enhanced security in distribution and in examination centers	25.0	7.5	26.0	41.5	8.7	0.7	38.0	52.7	14.0	40.0	20.0	26.0	16.7	50.0	33.3	0.0	3.90	1.06
Closing schools during examination period and retaining candidates and a few teachers	36.0	18.5	16.5	29.0	10.0	1.3	40.7	48.0	16.0	16.0	34.0	34.0	0.0	16.7	66.7	16.7	3.79	1.12
Storage and distribution of examinations in metallic containers	36.5	24.0	25.5	14.0	8.7	2.0	45.3	44.0	22.0	18.0	34.0	26.0	0.0	50.0	33.3	16.7	3.65	1.05
Teachers Service Commission should use TPAD and not KCSE results in promotion of teachers	36.0	15.0	22.5	26.5	10.7	1.3	40.0	48.0	8.0	16.0	14.0	62.0	0.0	0.0	83.3	16.7	3.94	1.11
Placing Closed Circuit Televisions cameras in examination rooms	35.0	17.0	25.0	23.0	7.3	1.3	46.0	45.3	18.0	32.0	22.0	28.0	16.7	16.7	33.3	33.3	3.72	1.07
Vetting of invigilators and supervisors prior to assigning examination duties	40.5	24.0	18.0	17.5	3.3	4.7	46.0	46.0	10.0	22.0	38.0	30.0	0.0	0.0	83.3	16.7	3.74	0.98
Appointing invigilators and supervisors with caution of penalties in event of negligence while administering examinations	23.0	18.5	30.0	28.5	14.0	1.3	28.0	56.7	12.0	34.0	22.0	32.0	0.0	0.0	66.7	33.3	3.86	1.09

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

Interpretation of Mean Ratings

- 1.00-1.44 Strategy Not Effective (NE)
- 1.45-2.44 Strategy Less Effective (LE)
- 2.45-3.44 Strategy Moderately Effective (ME)
- 3.45-4.00 Strategy Highly Effective (HE)



From Table 6, it was established from the rating scale that cancellation of results of candidates aided to cheat in examinations (3.88), interdiction of teachers who aid candidates to cheat in examinations (3.84), dismissal of teachers who aid candidates to cheat in examinations (3.89), monitoring of examinations by Ministry of Education, Teachers Service Commission, Kenya National Examination Council officers (3.90), enhanced security in distribution and in examination centers (3.90), closing schools during examination period (3.78), storage and distribution of examinations in metallic containers (3.65), Teachers Service Commission should use Teacher Performance Appraisal and Development and not KCSE results in promotion of teachers (3.94), placing Closed Circuit Televisions cameras in examination rooms (3.72), vetting of invigilators and supervisors prior to assigning examination duties (3.74), appointing invigilators and supervisors with caution of penalties in event of negligence while administering examinations (3.86) were rated high effect. These factors mitigated against teachers' professional misconduct in administration of examinations.

Regarding cancellation of results of candidates who cheat in examinations, 41.3% (62) respondents among teachers, 38% (19) principals, 16.7% (1) Teachers Service Commission, Sub county Director and 44.5% (86) students respectively indicate that cancellation of KCSE results was highly effective in mitigating against teachers assisting candidates in examinations. Seventeen (11.7%) respondents among teachers, 14% (7) principals, and 28.5% (55) students and 33.3% (2) Teachers Service Commission, Sub county Director said cancellation of results had no effect in mitigation against teachers' professional misconduct in administration of secondary school examinations.

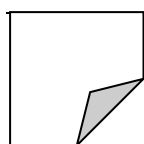
Teachers nabbed assisting candidates to cheat in examinations were usually interdicted. 46.7% (70) respondents among teachers, 42% (21) principals, 22% (43) students and 66.7% (4) Teachers Service Commission Sub County Director said interdiction of teachers who assist candidates to cheat had high effect in mitigating against teachers' professional misconduct. On the other hand, 48% (72) respondents among teachers, 33.5% (50) students, 12.0% (6) principals, and 33.3% (2) Teachers Service Commission, Sub county Director said this had effect on mitigation against teachers assisting candidates in examinations. 4% (6) among teachers, 28.5% (55) students, 14% (7) principals said interdiction had no effect in mitigating against the professional misconduct.

Teachers Service Commission often dismissed teachers found to have assisted candidates to cheat in examinations and fail to defend themselves during hearing of their cases after interdiction. 48.7% (73) respondents among teachers, 40% (20) principals, 39% (76) of students and 66.7% (4) among Teachers Service Commission, Sub county Director said dismissal of teachers who assist candidates to cheat in examinations had high effect in deterring this behaviour. 41.5% (62) teachers, 24% (12) principals, 21.5% (42) and 33.3% (2) students and Teachers Service Commission Sub county Director respectively said this had effect in deterring against the bad practice. On the other hand, 8.7% (13) among teachers, 33% (64) students, 14% (7) principals said this had no effect in mitigating against teachers' professional misconduct of assisting candidates cheat in examinations.

Teachers Service Commission, KNEC and Ministry of education officers usually monitor conduct of examinations during examination period. 52.7% (79) respondents among teachers, 30% (15) principals and 40% (78) students said that monitoring of examinations had high effect in mitigating against teachers assisting candidates to cheat in examinations. 33% (50) among teachers, 22% (11) among principals, 22.5% (44) students and 33.3% (2) Teachers Service Commission Sub County Director said this had effect. On the other hand, a lower 14% (7) respondents among principals, 11.3% (17) respondents among teachers and 23.5% (46) students indicated that this monitoring had no effect on teachers' professional misconduct in administration of examinations.

On enhanced security during distribution of examinations, 52.7% (79) respondents among teachers, 26% (13) principals and 41.5% (81) students indicated that enhanced security when examinations were in progress had high effect in mitigating against teachers' professional misconduct in administration of examinations. 38% (57) respondents among teachers, 26% (50) students, 20% (10) among principals and 33.3% (2) TSC SCD said enhanced security had effect on the professional misconduct while 8.7% (13) teachers, 25% (49) students, 14% (7) principals 16.7% (1) Teachers Service Commission Sub County Director said enhanced security during examination period has no effect on teachers' professional misconduct during administration of examinations.

In 2016, the Government introduced changes in school calendar. It was decided that schools be closed during examination period. 48% (72) of respondents among teachers, 34% (17) principals, 29% (56) students and 16.7% (1) Teachers Service Commission Sub County Director indicated that closing schools had a high effect on teachers' professional misconduct in administration of examinations. 40.7% (61) among teachers, 16.5% (32) students, 34% (17) principals and 66.7% (4) Teachers Service Commission Sub County Director had effect. On the other hand, a low of 10% (15) of respondents among teachers, 16% (8) principals and 36% (70) students said closing schools early had no effect on teachers' professional misconduct in administration of examinations.



The Government introduced changes of storage of examinations in metallic containers in a safe location guarded by security officers. 44.7 % (67) of respondents among teachers, 26% (13) principals and 14 % (27) students and 16.7% (1) Teachers Service Commission Sub County Director said this had high effect on mitigating against teachers assisting candidates in examinations. 45% (68) among teachers, 34% (17) principals, 25.5% (49) students and 33.3% (2) Teachers Service Commission Sub County Director said storage of examinations in metallic containers had effect in mitigating against misconduct. A low of 8.7% (13) respondents among teachers, 22.0% (11) respondents among principals, 36.5% (71) among students indicated that this had no effect in mitigating against teachers assisting candidates in examinations.

On use of TPAD to promote teachers rather use of KCSE results, 48% (72) of respondents among teachers, 62% (31) principals, 26.5% (51) students and 16.7% (1) Teachers Service Commission Sub County Director indicated that this had high effect in mitigating against teachers assisting candidates in examinations. 40.0% (60) teachers, 14% (7) principals, 22% (43) students and 83.3% (5) among Teachers Service Commission Sub County Director said this had some effect while a lower 8.0 % (4) respondents among principals, 10.7% (17) teachers and 36% (70) students indicated that the use of TPAD in promotion of teachers had no effect in mitigating against teachers' professional misconduct in administration of examinations.

On use of CCTVs in examination rooms, 45.3% (68) respondents among teachers, 28% (14) principals, 23% (45) students and 33.3% (2) Teachers Service Commission Sub County Director indicate that CCTVs had high effect in mitigating against teachers assisting candidates in examinations. On the other hand, 46% (69) respondents among teachers, 22% (11) principals and 25% (49) among students and 33.3% (2) among Teachers Service Commission Sub County Director indicated that this had effect in mitigating against teachers assisting candidates compared to 7.3% (11), teachers, 18% (9) principals, 35% (68) students and 16.7% (1) TSC SCD say this has no effect.

On vetting of invigilators and supervisors prior to being assigned administration of examinations, 46% (69) respondents among teachers, 30% (15) principals, 17.5% (34) students and 16.7% (1) Teachers Service Commission Sub County Director indicated that this is highly effective in mitigating against teachers' professional misconduct while 46% (69), 38% (19) and 18% (35) respondents among teachers, principals

and students respectively say that this has effect while 3.3%, (5), 10% (5) and 40.5 % (79) respondents among teachers, principals and students respectively say vetting of teachers before being appointed as invigilators and supervisors has no effect in mitigating against teachers' professional misconduct.

Regarding appointment letters of examination administrators, 56.7% (85) respondents among teachers, 32% principals and 28.5% (55) students and 33.3% (2) Teachers Service Commission Sub County Director indicated that giving appointment letters to examination administrators with caution of penalties in event of negligence in administration of examinations is highly effective in deterring teachers from assisting candidates in examinations. 28% (42), 22% (11) and 30% (58) and 66.7% (4) respondents among teachers, principals, students and Teachers Service Commission Sub County Director respectively said giving appointment letters with caution of penalties is effective in deterring teachers' professional misconduct. On the other hand, 14% (21) respondents among teachers, 12% (6) principals and 23% (45) students say this has no effect on teachers' professional misconduct.

Correlation between effectiveness of strategies that mitigate Teacher Professional Misconduct in administration of secondary school examinations and quality of education

The study sought to establish the effectiveness of strategies that mitigate teacher professional misconduct in administration of secondary school examinations and quality of education. This was done by using the Pearson Product Moment Correlation coefficient to establish this relationship. Findings were summarized and presented in Table 7.

Table 7: Correlation between Strategies that mitigate teacher professional misconduct in administration of secondary school examinations and quality education.

		Quality of education
Effectiveness of strategies that mitigate Teachers professional misconduct	Pearson Correlation	.401**
	Sig. (2-tailed)	.000
	N	400

Correlation is significant at the 0.01 level (2-tailed)

r values: 0.1-0.499 weak, 0.5-0.69 moderate, >0.7 strong, 0 no association.

From Table 7 it was observed that there was a weak correlation ($r=.401$, $N=400$, $p<0.05$). This correlation was statistically significant because the p value was less than the critical value 0.05.

To establish the influence of effectiveness of strategies that mitigate teachers' professional misconduct in administration of secondary examination on quality education, the study used a coefficient of determination (R^2

), employing simple linear regression analysis as shown in Table 8.

Table 8: Coefficient of determination (R²) on strategies that mitigate TPM and quality education

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.401 ^a	.161	.159	.69701

a. Predictors: (Constant), Strategies used to mitigate TPM

Table 8 shows that the R value which shows the relationship between effectiveness of strategies that mitigate teachers' professional misconduct and quality education was .401 (40.1%). This indicated that there was a weak positive relationship between the effectiveness of strategies that mitigate teacher professional misconduct and quality education. The coefficient of determination (R²) was .161 which meant that strategies accounted for 16.1% of the variation in the quality of education. To enhance mitigation of teacher professional misconduct in administration of examinations, Bellaza and Bellaza (1989) demonstrated that informing examinees that detection will be used in examination monitoring, could dramatically reduce the incidences of cheating while enhancing quality education. They discovered this in their study that cheating reduced from 5% to 1% when candidates knew that monitoring of examination taking was in place. According to Spencer (2010), cheating could be curbed, if colleges and schools had adequate information concerning the scope of cheating, introduce monitoring gadgets and procedures. Without taking steps to curb cheating, the hope of quality education shaping future generations maybe a mirage (Adeyogu, 2012).

To establish whether strategies for mitigation of teacher professional misconduct was a predictor of quality education, Analysis of Variance was computed and the results were as shown in Table 9.

Table 9: ANOVA on Effectiveness of Strategies That Mitigate Against Teacher Professional Misconduct and Quality Education.

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	37.071	1	37.071	76.306	.000 ^b
	Residual	193.356	398	.486		
	Total	230.427	399			

a. Dependent Variable: Quality education

b. Predictors: (Constant), Effectiveness of Strategies that mitigate Teacher Professional Misconduct

It can be observed from Table 9 that strategies for mitigation of teacher professional misconduct were significant predictors of quality education as was signified by the p-value of 0.000 which was less than the p value of 0.05.

To generate regression equation, the ratings on strategies for mitigating teacher professional misconduct in administration of examination was regressed against the performance of candidates in KCSE and the results were as shown in Table 10.

Table 10: Linear Regression Analysis of Effectiveness of Strategies for Mitigation of Teacher Professional misconduct and candidates performance in Kenya Certificate of Secondary Education

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.650	.174		15.219	.000
	Effectiveness of factors	.393	.045	.401	8.735	.000

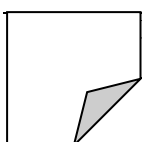
a. Dependent Variable: Quality education

Regression Equation $Y = B_0 + B_1X_1 + e$

From Table 10 it can be observed that one unit increase in effectiveness of strategies that are used to mitigate teacher professional misconduct enhanced quality of education by 0.393 units as signified by a coefficient of 0.39. The regression model therefore is $Y = B_0 + B_1X_1 + e$ whereby Y = Quality of education and X is effectiveness of factors that mitigate teacher professional misconduct.

V. Discussion

Cancellation of results was a deterrent measure that discouraged other candidates and teachers from the



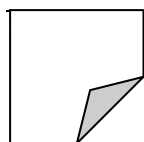
bad habit. It was double jeopardy to repeat class, rewrite the examination, spent a lot of time in class and pay extra fees. In 1999, Nigerian authorities cancelled the Nigeria Certificate of secondary school examination due to cheating. Candidates had to resist for the examination under the watch of police (Angeline & Anangisy, 2005). Sometimes crooked KNEC officials used cancelled results as a bait to make money. They promise to assist schools get their results in exchange for money (Wanga & Maina, 2015). While interviewing principals, six interviewees said that interdiction was rarely used. This contradicted responses from teachers and other principals. Interdiction conveyed a harsh message to culprits and was intended to deter other teachers from the bad practice. While on interdiction, a teacher receives half pay as they await to be invited for disciplinary hearing. This is a painful experience as the teacher is not sure of being reinstated on the payroll. Kihara, (2016) and Otieno (2020) reported that TSC interdicted 287 teachers and principals for examination malpractices between 2011 and 2020. Despite these interdictions, examination malpractices had not declined. Wanga and Maina (2016), state that despite disciplinary actions taken by TSC against teachers who assist candidates, teachers had not stopped their bad practices. Such headlines like 'TSC cracks the whip, interdicts headteachers and invigilators over exam cheating' (standard media.co.ke/article) still dominate the media. This indicated that interdiction did not seem to have a desirable effect. While monitoring examinations, senior officers from Ministry of Education, Teachers Service Commission and Kenya National Examination Council put examination administrators on their toes. Mischievous conduct of examinations noted during monitoring was acted upon immediately because the monitors had authority to act on examination administrators. Monitors of examinations often find live cases of collusion, for example, Magoha (2018) observed that during monitoring of KCSE, it was discovered that some teachers open examination packets earlier than official time, photocopy and share with candidates. These cases were acted upon swiftly by relieving the teachers of their duties, appointing new invigilators or supervisors to stop examination questions reaching many candidates. Principals interviewed said that examination administrators in examination centres fear monitors because they were likely to be found on the wrong.

Principals use common transport while collecting examinations to their examination centres. Each principal was assigned two security officers to accompany up to the school and guard examinations at the examination centre. In areas where insecurity was rampant, the integrity of the examination was at stake. Wanzala (2016), noted that there were rampant examination malpractices prior to 2016 which were reversed when security was enhanced. Examination malpractices reduced. However, the situation had almost been reversed to earlier years with malpractices increasing overtime, suggesting that security has been compromised. Mwinzi (2016) observed that when examination packets used to be stored in police stations, the police officers colluded with some principals and teachers to open examination question packets, photocopied question papers and thereafter shared with students. These officers were easily compromised with money while guarding examinations in schools.

When schools close during examination period, the population in the examination centre was reduced hence interaction between candidates, other students, teachers, and parents was minimized. This corroborates the report made by Wanzala (2016) that previously, students used to receive information concerning examinations they were doing. Parents would take mobile phones to their children in schools and even look for teachers to assist their children in examination. Closing schools made it easy to maintain order and monitor what candidates were doing hence wade off undesirable information (Magoha, 2018). When examinations are in progress, school gates remain open to enable monitors easy access and to avoid circumstances that enable administrators who intend to cheat closing gates. In a security related example, Whiteley and Spiegel (2001) observed that the Cambodian Government deployed soldiers to cordon off schools during examination period to prevent cheating, closed all photocopy shops neighboring schools and send away teachers from schools due to a previous examination malpractice that compromised examinations.

Metallic containers had effect in mitigating against misconduct. This observation agreed with Wanzala (2016) who said use of containers to store examinations introduced in 2016 when examination malpractices had reached unimaginable levels had high effect in mitigating against teachers' professional misconduct in administration of examinations. Containers were more secure to store examinations because they were guarded the entire period of examinations and opened by two senior officers in presence of principals, security officers and other examination administrators. Previously, examination papers were stored in police stations. It became apparent that most police stations were compromised entities. Mwinzi (2016) reported that a teacher from Mandera county had collaborated with the police to have a packet containing examination question papers opened in a police station upon which he took question papers, photographed, and circulated to his students and their friends thereby compromising the examinations.

Teachers' Performance Appraisal and Development was a policy introduced by TSC to monitor teachers' work progress such as lesson preparation, execution, evaluation, and learner achievement (TSC, 2019). Teachers show their targets, prepare, and maintain the teaching, learning and evaluation records as per teaching standards. Teachers' Performance Appraisal and Development encompasses performance contract in



which teachers set their targets for the year and negotiate their appraisal hence this is an objective document. By using Teachers' Performance Appraisal and Development, Teachers Service Commission would be solving the teachers' professional misconduct in examinations, reduce competition among teachers, principals, and schools. Teachers' Performance Appraisal and Development is a whole comprehensive progress of teaching and learning and enhances quality education (Teachers Service Commission, 2019).

Teachers Service Commission was able to identify gaps in performance of employees and suggest improvements. On the other hand, KCSE was a summative evaluation of learners, a form of feedback on teaching and learning. Maina (2012) observed that KCSE is a competitive examination. The competition goes beyond the learner, teacher, the principal, and parents. KCSE results of candidates were affected by many factors, a teacher, being one of them. When results are not good, it affects all these parties. Andia (2022) noted that KCSE enhanced competition and made teachers 'drill' students to achieve desired results and not quality education. Some teachers used KCSE to compromise the system of promotion. Teachers who assist candidates in examinations see KCSE as a way of enhancing self-image and popularity in the community, that they are good teachers.

Use of Closed Circuit Televisions cameras in examination rooms was generally a new concept in monitoring conduct of examinations. Most schools had installed them in classes, with focus of enhancing discipline, especially at the time students were burning dormitories and other buildings in schools. As a security tool, Closed Circuit Televisions offers support to invigilators, deter candidates colluding, referring to unauthorized materials, using mobile phones and even getting assistance from teachers in examination rooms.

Whitey and Spiegel (2002) quote International Institute for Education Planning suggesting that introduction of Closed Circuit Televisions in examination rooms had an additional benefit, that examination rooms could be monitored from a distance, enabling examination officials to monitor examination administration of many examination centres from their offices. The use of Closed Circuit Television in examination monitoring would sort cases associated with examination malpractices such as teachers' professional misconduct in administration of examinations. Current Closed Circuit Televisions had power to detect faces hence track activity of individuals on sight because all activities are recorded and referred later. This is ideal for areas with topographical, insecurity prone areas (innovatiview.com).

Vetting involved conducting background check on teachers who were interested being assigned tasks in examination administration as invigilators or supervisors in terms of discipline, integrity, and performance record. Teachers with indiscipline and integrity challenges were locked out of examination assignments (Muthee, 2008). In vetting, support from principals and their deputies are handy in terms of obtaining accurate information concerning a teacher. However, some principals lack integrity, so they may not give accurate information concerning some teachers. This therefore means TSC field officers identify teachers with integrity from Teacher Service Commission data bank of teachers. Such data bank has information regarding discipline and integrity matters of teachers.

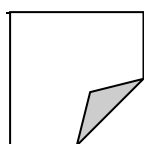
Appointment of teachers as invigilators, supervisors, or centre managers in administration of examination in writing committed a teacher to conduct examinations in a professional manner and where negligence resulting in examination malpractices occur, the teacher is penalized. This situation agreed with rules expected of an examination administrator in USA. According to the Department of Education (2013), teachers appointed to supervise examinations go through training sessions, with focus on a review of ethical and administrative procedures and reminded of security rules. They were then certified, signed a statement that they had understood penalties for violating examination rules and regulations and allowed to administer examinations. Thereafter, monitors visit examination centers and fill an observation form on how they found progress of examinations.

VI. Conclusion

The study concluded that cancellation of KCSE results for candidates found to have cheated in examinations was effective in deterring teachers and candidates from participating in these vices. The effects were painful for candidates and their parents because the candidate does not get results and has resit the examination if they so desire at additional cost and time to the parent. Furthermore, the image of the school suffers public ridicule as cheating institution.

Secondly, teachers who assisted candidates to cheat in examinations were interdicted, suspended, or dismissed hence pain, financial and psychological stress to the teacher concerned. Monitoring conduct of examinations by Kenya National Examination Council, Ministry of Education and Teachers Service Commission officials had high effect in mitigating against teachers' professional misconduct. Teachers fear the effects of being found cheating in examinations.

In addition, enhanced security in container storage and distribution of examinations removed other players who used to open examination packets in police stations. However, principals influence invigilators, supervisors, and security officers to neglect examination rules and regulations as examination malpractices as



students cheat in examination rooms. Change in school calendar for schools' closure during examination period had the effect of closer monitoring and minimizing interaction between students, parents, and teachers.

The use of Teachers' Performance Appraisal and Development instead of KCSE results during teacher promotion interviews was more effective in mitigating against teachers' professional misconduct. Introduction of Closed Circuit Television in examination rooms was more effective because examinations were monitored from far. Videos of recorded incidences deterred candidates and examination administrators from engaging in examination malpractices.

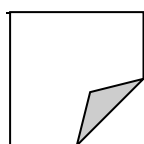
Vetting teachers before allowing them to participate in administration of examinations was more effective in mitigating against teachers' professional misconduct. Those successful were appointed in writing and given conditions they must meet failure to which they were penalized for examination malpractices.

VII. Recommendations

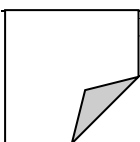
- (i) Investigations of cases on allegations of teachers' professional misconduct during administration of examinations should be thorough and timely to sustain actions taken against offenders.
- (ii) TSC should consider using Teachers' Performance Appraisal and Development during interviews for promotion of teachers. Vetting of teachers to participate in examination administration should be put in place to weed out teachers who lack integrity.
- (iii) The reforms that addressed operations at Kenya National Examination Council introduced in 2016 should be enhanced. Kenya National Examination Council officers alleged to influence principals with promises of sharing examinations and marking schemes for financial gains should be investigated and necessary action taken.
- (iv) The security officers providing security in examination centres that are influenced by principals to lessen their security to create room to allow cheating to take place should be removed from examination assignments.
- (v) Installation of Closed Circuit Televisions in examination rooms should be a matter of priority. Vetting of teachers before appointment as examination administrators should be put in place. Monitors visiting examination centres should avoid being compromised and act whenever they find malpractices being perpetuated.

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