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Original Article

### A Phenomenological Analysis of Experiences of Parents, Teachers and Students about Examination Malpractices in Kisii County, Kenya

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*Analysis,  
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Conventional*

While the problem of examination malpractices in Kenya has been a perennial one, the efforts put in place to address it have not fully borne fruits. This study focused on understanding this scenario from the phenomenological perspective that sought to examine the experiences of teachers, parents and students in Kisii County about examination malpractice and the relationship therein. The following was its objective: explore the complexity of examination malpractice, its related ills and the responsibility of the education stakeholders as experienced by the teachers, parents and students in Kisii County. The study focused on parents, students and teachers in secondary schools in the county who have experienced the problem of examination malpractice. It was guided by normative ethical theories to understand its persistence. It utilized descriptive survey research design through focused group discussions and open-ended questionnaires. Purposive and snowball sampling procedures were used to pick the respondents complemented by document analysis. The study adopted hermeneutic and transcendental phenomenological approaches for both prescription and analysis of data. The findings showed that: forms of examination malpractice are either conventional or non-conventional and are grounded in either the positive or negative experiences of teachers, parents and students; The study makes the following conclusions: focusing on both conventional and non-conventional forms of examination malpractice gives a wider understanding of what ails the examination process in Kisii County; understanding the negative and positive experiences of teachers, parents and students in regard to examination malpractice as well as understanding its complexity is key in formulating a comprehensive solution to the menace; and the network to hold those who engage in examination malpractice responsible to be widened. The study recommends more focus on both the conventional and non-conventional forms of examination malpractices to capture in detail what ails the examination process in Kisii County; utilization of both the negative and positive experiences of the students, teachers and parents to come up with more all-encompassing solutions to the issue of examination malpractice that is grounded in their experiential attitudes;-, and more analysis of the complexity of examination malpractice to generate more lasting solutions to the menace.

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## INTRODUCTION

The concept of examination malpractice has been described as an act of non-compliance with the rules guiding the conduct of examinations in order to gain extra advantage in terms of performance over and above other candidates (Animasahun, 2013). This according to Dibu-Ojerinde (2001) may lead to loss of dignity for offenders, imprisonment of offenders, damage to the image of institutions, wastage of resources, erosion of sanity and a host of other penalties.

Globally countries such as China, Britain, the U.S. and Australia have had a long history of struggles against examination-related malpractices according to Suen (2014), Annie (2019), Elena (2019) and Devlin and Gray (2007) respectively. This same long struggle is also witnessed in African countries among them Kenya (Ombogi, 2010) and more so in Kisii County (Chemweno, 2016). This means that examination malpractice is a problem that has not yet found a substantive solution.

### Statement of the Problem

Improper conduct in any examination process can damage the image of institutions, wastage of resources and total mistrust of the outcomes of such a system of education. An examination malpractice can waste time especially when seeking solutions to it (Nyandoro, 2008). Even

when the numbers of examination results cancellations go down in some years due to strict enforcement of examination rules and regulations by the Ministry of Education, it is always a painful experience for that single candidate and his/her parents or guardian whose results have been cancelled (Muindi, 2012).

### Justification of the Study

This study is important to policymakers, not just in Kisii County but also in Kenya. It specifically informs the stakeholders in governance on the specific aspects to concentrate on while seeking solutions to this problem.

### Purpose of the Study

The purpose of this study was to clarify the phenomenon of examination malpractice in terms of understanding its complexity, its related ills as well as education stakeholders' responsibility drawn from the experiences of teachers, parents and students in secondary schools in Kisii County.

### General objective of the Study

This study was guided by the following objective: explore the complexity of examination malpractice, its related ills and the responsibility of the education stakeholders as experienced by the teachers, parents and students in Kisii County.

### Assumptions of the Study

The study made the following assumptions in carrying out its investigations:

The antecedent efforts in interrogating the incidents of examination malpractices have not been exhaustive in their exploration of the dimensions of this problem, especially that of the candidates' experiences and those of the parents and teachers.

### Scope of the Study

The study focused on the phenomenological analysis of the experiences of parents, teachers and students about examination malpractice in Kisii County. The respondents were the parents, teachers and students who had experienced examination malpractice specifically in the year 2015 drawn from the secondary schools in Kisii County. The researcher also analysed available relevant documents from County Education offices and from Kenya National Examination Council to complement information from the respondents in regard to filling the examination malpractice experience gaps.

### Limitations of the Study

The study was limited to secondary school parents, teachers and students in Kisii County who had examination malpractice-related experiences.

### Theoretical Framework

Examination malpractices constitute unethical behaviour. Given this situation, the study uses normative ethical theories to guide the investigation of how and why examination malpractices have persisted in the Kenyan system of education over the years. Teleological theories

of moral obligation emphasize that morality is based on the ends or consequences of actions (Shultz and Brender, 2004). Ethical egoism, in particular, maintains that human actions are good if they produce and maximize this good on the part of the moral agent. Theories of utility consider all present and future accrued benefits and injuries to an individual who is affected by the action in question (Shultz and Brender-Ilan, 2004). In deontology, the motive and intention behind an action make it good or otherwise (Bowie, & Schaffer, 2002).

The afore-discussed normative ethical theories will provide conceptual and theoretical guidance as well as tools to organize an inquiry into the experiences of students, teachers and parents in relation to the ways in which these stakeholders think and/or rationalize their actions of examination malpractices as those which are worthy of undertaking, taking into account the ethical principles involved.

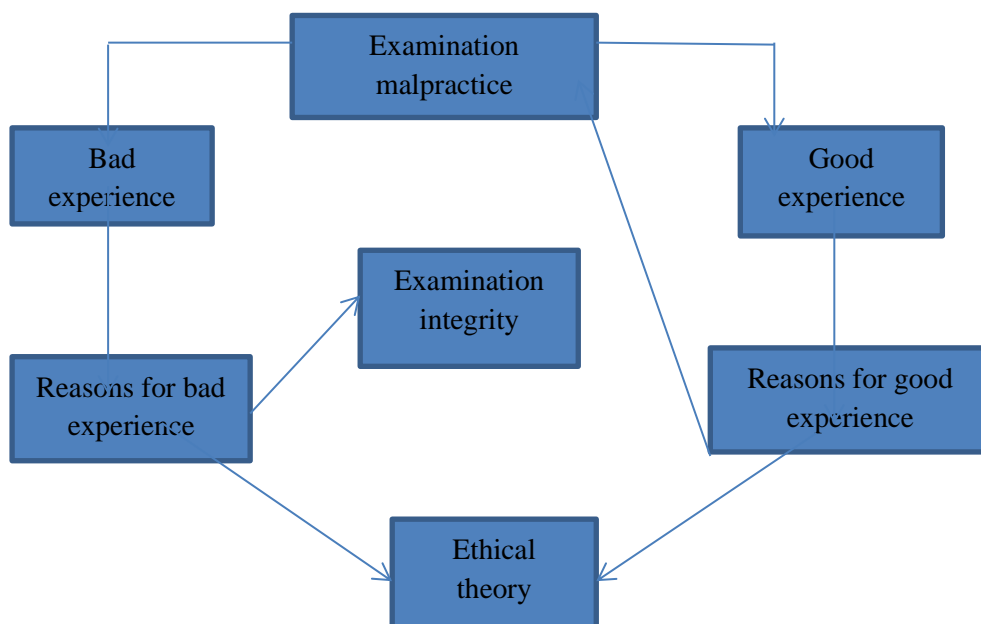
**Independent variable: Examination malpractice-related experience.**

Penslar and Joan (2010), describe an independent variable as that which is stable and cannot be manipulated. In this case, the experiences of parents, teachers and students involved in examination malpractice determine the persistence of the examination malpractice.

**Dependent variable: Examination malpractice**

This is a variable that changes in the experiment (Penslar and Joan, 2010). Examination malpractice can be encouraged to persist if the examination malpractice-related experience is good and vice versa. The conceptual framework below shows this relationship.

**Figure 1: Study Conceptual Framework**



## LITERATURE REVIEW

### The Incidences of Examination Malpractice

Manifestations of examination malpractice include among others sneaking unauthorised materials into the examination rooms, buying examination papers, changing grades after examination, impersonation or even using money to earn marks (Zelizer 2002). Nyaswa (2010) has also added manifestations such as Phone text messages during examinations, invigilators assisting students and Smuggling notes to examination halls. This phenomenon is global (Harold and Max, 2001). It happens among primary, secondary, undergraduate and postgraduate students as well as across class, race and gender (Cizek, 1999). It also cuts across professional disciplines (Bullard and Melvin, 2011). In Kenya, the situation is equally pathetic. For example, as recently as 2018, incidences of examination malpractices were reported in Kisii County where there were reports that a school had hired non-staff members to facilitate exam malpractice. A further investigation of this case revealed that some of the suspects were found in a house next to the school compound with copies of examination papers of one subject which was still going on at the time (Charo 2018). The

methodologies advanced have failed to generate substantive measures to gap the incidences of examination malpractice as evidenced in the examples above. **Causes of examination malpractice**

Social anxiety influences test anxiety which Gregory (1998) notes increases with the stake of the environment. High-stake environment predisposes the learner, teacher and parent to engage in an examination malpractice more than low-stake environment. He describes a high-stake environment as one where examination is a determinant for a successful life. Some other predisposing factors are highlighted by Olatubosun et al (2012). According to them, they include anomie, school programs, teaching or learning environment, the teacher factor (job performance), student factor (learner attitude) and societal or parental factor (moral decadence in society or social ills).

From the foregoing, the researchers have identified causes of examination malpractice that fundamentally seem to be obvious. The question that remains unanswered is why these causes cannot effectively be addressed. It is in pursuit of this question that this study endeavoured to establish other possible underlying causes of

examination malpractice in search of a lasting solution to the examination malpractice menace in Kisii County and Kenya.

### Phenomenological Experience

Phenomenology seeks several things among them an incorporated explanation of man's consciousness i.e. experiences that range from feeling to social interaction. This is the experience of entities or phenomena as envisaged by Husserl in his descriptive phenomenology, an eidetic inquiry. The phenomenological experiences are located in the essence of our conscious acts including the essences of judgments, perceptions, memories, actions as well as emotions (Detmer, 2013). Phenomenological experience therefore subscribes to the fact that it is directed towards an object in the world through the meaning that foresights such an object.

McIntyre and Smith (1989) explain Husserl's noema and noesis grounding the understanding of a phenomenological experience. They say an activity of the mind is a quality feature that relates to what in essence belongs to it like emotion, perception etc. On the other hand, intentionality is the window through which an activity of the mind relates to a physical object represented in the matter. The quality is the noema (the what, the appearance of an object that is experienced) or a noesis (the manner in which the what is experienced).

The phenomenological experience can be looked at either hermeneutically or transcendently. Jeffrey (2005) while looking at the phenomenological experience of depression uses the hermeneutic approach. He looks at the lived experiences of depression in terms of the four existential structures that include lived space; lived time, lived body and lived relationship. The subjective accounts of the four existentials are presented. Stephanie (2014) uses the lived experiences of two biblical leaders i.e. Pharaoh and Saul to generate a framework for understanding transcendental phenomenology. Commenting on Pharaoh, she says "Pharaoh's life experiences resulted in a noesis built by position, power, authority and ethnic elitism. This noetic

construct resulted in the social phenomenon, the noema, of class of status differentiation, and noematic feelings of superiority and entitlement" (p.16).

The description of a phenomenological experience can either be textural, structural or a combination of both. The textural description brings out what participants experienced. Structural description elucidates how persons experienced what they experienced in terms of conditions, situations or contexts. The combined descriptions are meant to bring out an overall experience of the essence (Moustakas, 1994).

In this study, a phenomenological experience of examination malpractice is such that the teachers, parents and students are encouraged to bring out the reflected meaning of their personal engagement in examination malpractice. Phenomenological experience in this study is grounded in the examination malpractice experience of the teachers, parents and students.

### RESEARCH DESIGN AND METHODOLOGY

The research was carried out in Kisii County given that it has consistently witnessed examination cheating as observed by Nyamoita and Otieno (2016). This study utilized a descriptive survey research design generating data using interview schedules and questionnaires for the various identified educational stakeholders. The target population was all the secondary school teachers, the entire 2015 examination cohort and their parents. Purposive and snowball sampling was used to get the respondents. The sample size in this research is indeterminate given that it is the quality of information that is important and not the quantity of informants sampled (Giorgi, 2009). Being a philosophical study, it proceeded by reflection on both primary and secondary data. Primary data included raw materials obtained from the identified stakeholders' lived experiences that were put down as handwritten notes and video-recorded tapes that were transcribed before data was analysed.

Secondary data was obtained from various documents and media reports. Accordingly, the study adopted a qualitative research paradigm in which the information gathered was classified thematically and analysed. It utilized Focus Group Discussions, Questionnaires and Document Analysis. The Data Collection Process involved getting permission from Kisii University School of Postgraduate Studies to apply for a research permit from the National Commission for Science, Technology and Innovation (NACOSTI). There was a commitment to keep the information that had been gathered and documented in a manner that preserved an accurate account of each interview and questionnaire description. Piloting was done to pre-test the workability of the

research tools. The research employed a phenomenological qualitative data analysis method as described by Kleiman (2004).

## RESULTS

### Nature Of Examination Malpractice (Forms)

The study utilized focused group discussions to capture both the conventional and non-conventional forms of examination malpractice.

A total of 6 focus group discussions were conducted with parents, teachers and students each having two. Each group has 6 members. The results are tabulated in the following tables below:

**Table 1: Focus Group Discussion for Students: Forms of Examination Malpractice.**

GROUP	M1	M2	M3	M4	M5	M6
<b>G1</b>	Copying from each other in the examination room, teachers whispering answers to students in the exam room.	Getting due examination papers from day scholars, written notes on rubbers	Obtaining leakages through phones, impersonation, and students whispering answers to each other in the exam room	Impersonation, hidden notes in pencil sharpeners, revising the exposed exam	Hidden notes in the calculators, feeding the invigilators well with delicious food as a bribe	Giving answer signs by teachers, hidden notes on face masks
<b>G2</b>	Impersonation, bribing invigilators, hidden notes on girls' thighs	Allowing teachers to guide students in practical exams	Keeping invigilators and supervisors busy with food as teachers read answers to candidates	impersonation, copying from each other during the examination	Exchanging answer sheets in the examination	Writing small notes on the palms,

**Table 2: Focus Group Discussion for teachers: Forms of examination Malpractice.**

GROUP	M1	M2	M3	M4	M5	M6
<b>G1</b>	Arranging with invigilators not to take action if a student is found stealing in the examination room	Telling learners what is expected in the specific coming practical	Conducting a parallel answering of examination and putting it in the toilet for students to consult	Directing students to answers using signs e.g in chemistry practical	Giving students more time than required to finish the paper at their pace	Allowing students to copy from one another during examination time

<b>G2</b>	Revising the exposed examination with students before the start of the exam	Allowing other people to sit the examination for weak students	Bribing the invigilators with goodies like money and delicious meals to allow stealing	Students allowed to consult textbooks in the examination room, impersonation	The presence of invigilators from the school locality	Writing specific answers on the classroom boards for students impersonation
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**Table 3: Focus Group Discussion for Parents: Forms of Examination Malpractice.**

<b>GROUP</b>	<b>M1</b>	<b>M2</b>	<b>M3</b>	<b>M4</b>	<b>M5</b>	<b>M6</b>
<b>G1</b>	Parents contributed cash for invigilators to have them allow our students to copy from books during examination time	Sent by Principal of the school to take cash to our exam Centre supervisor to create room for exam cheating	Helped the school principal to buy examination papers from KNEC for our students	As a member of the school board of management I was sent to meet our Centre invigilators in their respective homes with cash inducement	School board of management met to deliberate on how to make invigilators agree to exam malpractice in our Centre	Parents teachers association contributed money to give to supervisors and invigilators so as to allow students refer to books for answers
<b>G2</b>	Requested to make special desks where prior acquired and revised examinations were hidden for students to refer from without being noticed	Helped circulate paper one and two exams to all students in our school that had been sent to my phone by a KNEC insider	Personally, was sent by the school to meet KNEC officials at their offices who later arranged to have examination papers leaked to our school	Parents with form four candidates were summoned to school and told to contribute cash to buy examination papers for the candidates	Our school had five students arrested and suspended from doing an examination because they were found with illicit material in the classroom	Some parents provide phones to their children to enable them access examination on WhatsApp platforms

Directions: M1-Member one, M2-Member two, M3-Member three, M4-Member four, M5-Member five, M6-Member six of a Focus Group one (G1) or group2 (G2).

### Examination Malpractice-Related Experience

Question six of the questionnaire sought to find out how the interviewee was affected by examination malpractice. To achieve this, we focused on teachers and students. Below is a table of the full results from question six of the questionnaire.

**Table 4: Malpractice Related Experiences of Teachers and Students and their Frequencies.**

Theme	Category	Code	Frequency (Teachers)	Frequency (Students)	Total Frequency
Malpractice Experience	Painted me as somebody who failed to perform	1	53	12	65
	As graduates of Kisii County we were looked down upon by employers	2	0	75	75
	Examination council cancelled our examination and I had to repeat the class	3	0	65	65
	I felt very guilty and stressed up after our Centre was cancelled as examination Centre	4	15	20	35
	I was Involved in counseling those whose examination had been cancelled	5	18	0	18
	I was grilled because I was examination Centre manager	6	4	0	4
	I was rewarded financially for every grade "A" in my subject	7	52	0	52
	I got respect among my peers	8	42	55	97
	It eroded my believe in hard work as a way of success	9	23	21	44
	I became keen on the integrity of examination	10	29	24	53
	I was depressed when my friend was affected by interdiction	11	3	0	3

## DISCUSSION OF RESULTS

Results reveal two thematic areas that are related to specific objectives i.e. nature of examination malpractice incidences or forms that the respondents talked to and examination malpractice-related experiences of the interviewees.

### Forms of examination malpractice

Cash contributions by the parents whose money is given to the school principal for buying examinations was mentioned by focus groups G1 (M1, M2, M3, M6-parents) and G2 (M4-parents). In our literature review, the aspect was strongly observed by many scholars. For example, Zelizer

(2002) noted that buying examination papers is one of the incidences of examination malpractice. Emmanuel (2017) mentions that examination perpetrators purchase examination papers alongside paying the invigilators and even examiners. Oduwaiye (2005) calls it financial greed by those who sell examination papers. This greed to make money through unfair means is a deep-seated immoral behaviour that has degenerated into what has been referred to as anomie by scholars as earlier pointed out in this study and which makes it hard to tackle examination malpractice.

Assistance by stakeholders such as parents, teachers, security agents, examination invigilators

and Centre supervisors as well as school principals was pointed out in this study. This dimension of examination malpractice has been alluded to by Umar (2003), among other scholars. What seems common between this study and previous studies concerning this aspect of assistance to cheat in the examination is that both indicate that all the examination stakeholders are culprits. However, what marks the difference is the strong emphasis of this study on the fact that the examination supervisors and invigilators always have full knowledge of the examination malpractice yet the level of exposure of their wrongdoing has not been as much. Makaula (2015) points to this by saying that cheating by students should be approached from a broad perspective. What it means is that what we call examination cheating by students is indeed examination cheating by all stakeholders. In this case, therefore, there is need to widen the network of holding those who engage in examination malpractice accountable.

Concerning sneaking illicit but relevant examination material into the examination room, the respondents in the focus groups indicated that they obtained examination leakages which they carried to the examination rooms through phones, written brief notes popularly known as “mwakenya” in sharpeners, calculators, on face masks, palms and girls’ thighs. Maduabum (2009) notes that academic credibility is compromised whenever handwritten materials, phones, textbooks and other devices are sneaked into examination rooms. This scenario is not good for any examination process because it negates the real essence of the examination by compromising its credibility.

In the study, non-conventional factors such as treating Centre invigilators and supervisors well cropped up. Apart from money, the focus group discussions of the teachers and students revealed mostly food as the biggest bribe to invigilators to allow teachers to steal the examination for the learners G1(M5-students) G2(M3-students) G2(M3-teachers). This form of bribery has been highlighted by Udim et al., (2018). This makes examination malpractice more complex than

before as noted by Emmanuel (2017). This mode of bribery is gaining ground with time and it needs to be a new frontier for investigation in view of examination malpractice.

Impersonation as an examination malpractice also featured in focus group discussions G1 (M3, M4-students) G2 (M1, M4-students) and G2 (M4, M6-parents). The impersonation trend though minimal keeps on assuming different facets that make it a big challenge to overcome. Impersonation goes beyond having somebody sit for an examination for another one in a particular examination room to even doing this examination in a separate location and the paper adopted by the examination center (Charo, 2018). This is also indicative of how complex examination malpractice has become and therefore there is need to go beyond the known conventional examination malpractice in our interrogation of examination malpractice.

### **Examination Malpractice-Related Experiences.**

#### **Painted as poor performers**

This experience was stated by a total of 64 respondents with 52 teachers and 12 students. Sometimes a good grade attained by a teacher or a student through a malpractice is not appreciated by some section of the members of society. Such a teacher or student gets a tag of a poor performer who can only pass examination through stealing. This tag elicits a negative feeling in the person being referred to. According to Detmer (2013), the issue of perception, just like judgment, memories, action and emotions is a phenomenological experience located in the essence of an individual’s conscious act. In this context, perception generates a meaning that is ascribed to the conscious act of examination malpractice. It is this meaning that is experienced as an object (McIntyre and Smith, 1989). The chain of the experience is such that it starts with a conscious action of cheating in an examination which generates a societal perception that comes with the meaning of such an action with the consequential negative emotions within the victim.

**Looked down upon by employers**

This was a response given by students. This is a scenario where the credibility of a certificate that is perceived to emanate from an examination malpractice is questioned by the employers. Unfortunately, this negative perception is not just restricted to students who were affected by the malpractice but extends to the entire examination cohort as affirmed by Dibu-Ojerinde (2001). Indeed, the actions of the potential employers are pegged on the premise that the certificates as presented are not a true reflection of the one presenting them. It is worth noting that the prize the society pays with examination malpractice warrants us to encourage this kind of victimization if this can be an avenue of discouraging this menace.

**Time wasted in repeating a class or classes due to examination cancellation.**

This experience was highlighted by 65 students. There were no highlights by the teachers owing to the nature of the experience. Students whose examination centres had the examination cancelled are often given the opportunity to repeat either a candidate class or go back to a class lower than a candidate class. This is according to the KNEC Act (2012). This kind of feeling and therefore experience has a negative impact on the social, moral and intellectual development of the victims according to Iqbal and Khan (2011). But sometimes this kind of experience can lead to certificate racketeering. Instead of an individual feeling remorseful, he/she can easily establish a cheaper avenue of buying a certificate instead of repeating a class.

**Sense of guilt and psychological torture**

A total of 35 participants stated they had a sense of guilt and psychological torture as an examination malpractice-related experience. 15 were teachers and 20 were students. The study revealed that this experience erodes self-confidence in the examination malpractice victim. This person is tortured psychologically and requires counselling (Adhoro, 2009). The suggestion by Ogunsanya (2013), Oyebamiji

(2011) Animasahun (2013) to offer counselling to potential examination cheaters as a remedy to examination malpractice can only be appreciated if it also extends to those who experienced it. This is because both groups need to move out of a cheating mindset if the future integrity of examinations is to be guaranteed.

**Involved as a counselor to those whose examinations had been cancelled**

This response was given by 18 teachers. Some had been involved as guiding and counseling teachers in their various schools while others were approached by the parents of the examination malpractice victims to counsel their children. Many of these counsellors indicated a twofold experience i.e. as counsellors and as empathizers. As much as Counseling to change the attitudes of the stakeholders towards examination malpractice has been proposed by some scholars such as Anzene (2014), the concern in this study is not only using the counsellors to counsel but as well to utilize their experiences with the victims for the society to gain from the examination malpractice victims' untold story told through the prism of the counsellors.

**Was grilled over the examination malpractice**

This was a response by 4 teachers who stated that they were reprimanded over the examination malpractice that happened in their examination centres. It gives a feeling of hollowness and a sense of being mistrusted. This examination malpractice-related experience creates a positive attitude in the victim whose desire in dealing with examinations is to promote credibility and integrity. According to Pettifor, Estay and Paque (2000), it leads to moral reasoning and moral decision-making. It is therefore likely that such individuals may never repeat the mistake of overseeing a malpractice in any examination.

**Received financial reward**

This response was given by a total of 52 respondents with 30 teachers and 22 students. Both of the categories indicated that there was a specific premium placed on every good grade

attained. The good grades ranged from B+ and A. Financial reward if anything can be a big motivation in any activity such as in examination malpractice. Financial reward is a corruption incentive and indeed corruption has been stated by many writers as one of the chief players in examination malpractice. For example, Rhoda (2004) says that corruption is a factor which can't be downplayed if one intends to eliminate examination malpractice.

#### **Earned respect among peers.**

There were 97 respondents with 42 teachers and 55 students. This examination malpractice-related experience is a positive incentive. This is one aspect that shows the complexity of examination cheating as noted by Digolo (2006). To look at examination malpractice in a blanket manner without engaging it in an in-depth analysis to unearth the really underlying factors consequentially gives a narrow picture of the malpractice phenomenon. It is worth noting that those interested in tackling examination malpractice may not even foresee this as a factor of examination malpractice.

#### **Eroded believes in hard work**

This is a response given by 23 teachers and 21 students. Many of them indicated that they had worked hard expecting fairness in the examination process only for the malpractice to disadvantage them and reward those who never worked hard. This means that the parameters of measuring academic success change where the gainers are the lazy people while the losers are those who diligently work hard. While some factors of examination malpractice have broadly been highlighted by scholars including Akaranga and Ongong (2013), other hidden factors like eroded belief in hard work are hardly mentioned yet it is one of the underlying factors that if not addressed then the examination malpractice menace might not be resolved. This experience encourages those with integrity to adopt an examination-cheating attitude. This scenario can easily snowball the examination malpractice into greater magnitudes.

#### **Increased my keenness on examination integrity**

This was a response by 29 teachers and 24 students totaling 53 responses. Many scholars have pointed out the importance of having an examination that passes the integrity test (Jepngetich, 2021). Keenness to examination integrity is a practical aspect whereby those who have experienced the examination malpractice and realized its negative effects can be utilized as ambassadors of examination integrity during the examination period.

#### **CONCLUSION**

This study carried out a phenomenological analysis of the experiences of parents, teachers and students about examination malpractices in Kisii County. It makes the following conclusions:

- That there are both conventional and non-conventional forms of examination malpractices.
- That there are both the negative and positive experiences of the students, teachers and parents about examination malpractice.
- That therefore examination malpractice is a complex phenomenon.
- That the network to hold responsible those who engage in examination malpractice is not wide enough.

#### **RECOMMENDATIONS**

Given the gaps established in the conclusion section above, conventional and non-conventional forms of examination malpractices should inform the examination malpractice curbing measures in Kisii County. Second, both the negative and positive experiences of the students, teachers and parents are important in identifying more gaps in the management of examinations in Kisii County. Third, the complexity involved in examination malpractice should be a reminder to education stakeholders to widen the responsibility network in regard to examination malpractice.

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