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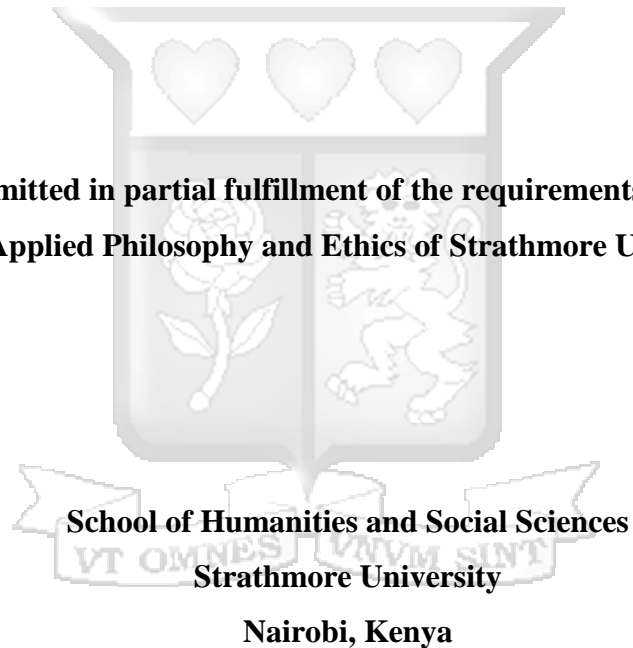
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**THE ETHICAL PERSPECTIVE OF CHEATING IN EXAMINATION AMONG
UNIVERSITY STUDENTS IN SELECTED UNIVERSITIES IN UASIN GISHU
COUNTY, KENYA**

**BY
STEPHEN WAWERU KIMANI**

**A Thesis Submitted in partial fulfillment of the requirements for the Degree of
Masters in Applied Philosophy and Ethics of Strathmore University, Kenya**



**School of Humanities and Social Sciences
Strathmore University**

Nairobi, Kenya

SEPTEMBER, 2020

DECLARATION AND AND APPROVAL

Declaration

I declare that this work has not been previously submitted and approved for the award of a degree by this or any other University. To the best of my knowledge and belief, the thesis contains no material previously published or written by another person except where due reference is made in the thesis itself.

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Stephen Waweru Kimani

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Approval

The thesis of Stephen Waweru Kimani was reviewed and approved by the following:

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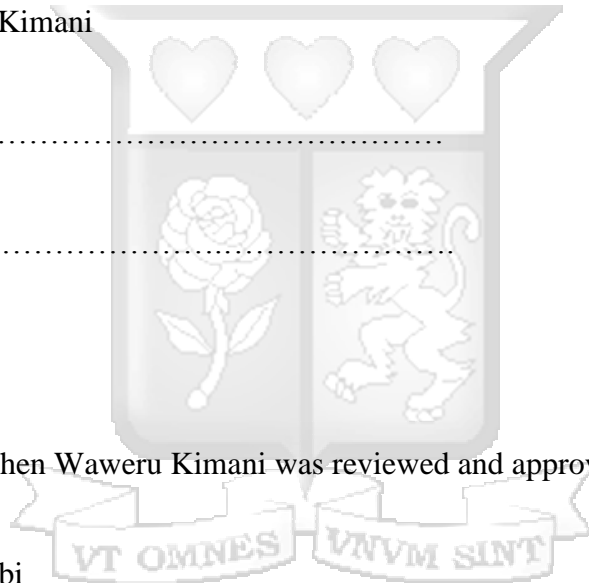
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ABSTRACT

Different research on cheating confirms widespread and prevalent academic dishonesty in academic institutions in the world and shows that some types of cheating have increased considerably in the past decades. This study sought to investigate the ethical perspective of cheating in examination among university students in selected universities in Uasin Gishu County, Kenya. Its objectives were, to investigate the possible causes of examination cheating, to assess the influence of individual character towards cheating in examinations, to analyze whether university students are aware of the ethical implications of cheating in examinations and to find out the measures adopted by universities to mitigate against cheating in examinations. It was guided by the normative theories namely Utilitarianism, Deontology and Virtue Ethics together with some insights from the three Stages of development of Soren Kierkegaard. In addition, adopted grounded theory research design. The target populations of the study were chaplains and undergraduate students in 2nd and 4th year of study. The study used interview schedule to collect data and all the respondents were interviewed until the point of saturation as guided by Morse (1994) saturation rate of 30 – 50 interviews in line with grounded theory. Thematic analysis was used to analyze data with regard to the research objectives. The study indicated that different factors drive students to cheat in examination, key among them being decline in society's ethical and moral performance. It was also revealed that students' character influence cheating in examination; therefore character transformation is central since being ethical is not the same as doing whatever society accepts to be the right thing to do. In addition, examination malpractices influence the society's development negatively; this ranges from destroying the moral integrity of the persons involved to producing counterfeit graduates which affects the very core of human progress and breeds criminals within the society. Lastly it was found that examination malpractices are perpetuated by the unwillingness and deliberate failure to enforce the law against cheating in examination. The study therefore recommended that universities should put in place measures that would tighten its laws and impose sanctions against university employees, lecturers, students and anybody who is involved in examination malpractices; they should create awareness to its students about obeying the rules and regulations governing examinations. Parents should take their rightful place in the family by inculcating the life of virtue to their children that would ensure good character and the Ministry of education should include the teaching of ethics in the competence based curriculum (CBC) and also at the secondary, tertiary colleges and university levels

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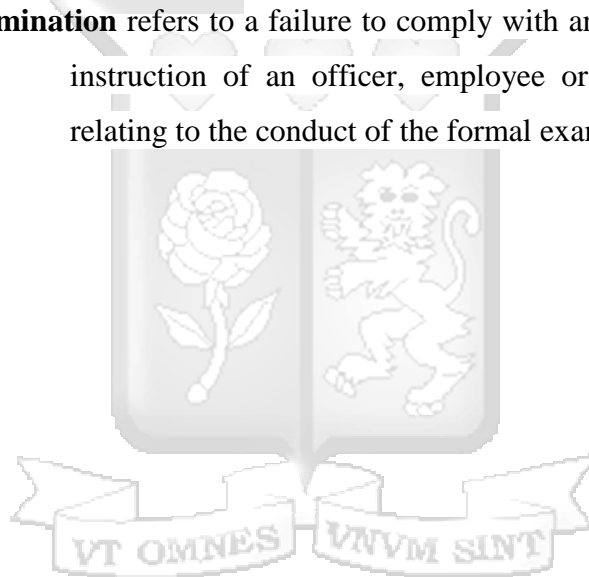
LIST OF ABBREVIATION AND ACRONYMS

CUEA	Catholic University of Eastern Africa (Gaba Campus)
JKUAT	Jomo Kenyatta University of Science and Technology
KNEC	Kenya National Examination Council



OPERATIONAL DEFINITION OF TERMS

- Deontology** refers to an ethical system which is based on adhering to rules, that is, whether something is right or wrong would depend on whether it follows or breaks the rule.
- Utilitarianism** refers to a moral theory that answers the question--what are the standards by which we can morally justify our actions
- Virtue Ethics** refers to the normative ethical theory that emphasizes virtues of mind, character and sense of honesty.
- Cheating in Examination** refers to a failure to comply with any reasonable direction or instruction of an officer, employee or agent of the University relating to the conduct of the formal examination or assessment



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To you all, God's blessings be upon you now and forever.



DEDICATION

A special appreciation and prayers goes to my parents, Hezekiah Kimani Kirungie and My late mother Ann Waithera Kimani for their high regard for hard work that enabled them to impart in me a sense of a life of Virtues.



CHAPTER ONE: INTRODUCTION TO THE STUDY

1.1 INTRODUCTION

This chapter deals with the background to the study, the research objectives and questions, the problem statement, and an outline of the scope and significance of the study.

1.2 Background to the Study

According to Awiti and Scott (2016) there is a crisis of integrity among Kenya's youth. Youth in this context refers to individuals between the ages between 18 and 35. Hence it is common knowledge today more than before that we are facing a crisis of young men and women who are keen in achieving anything through dubious ways. Awiti and Scott (2016) in their report on integrity of Kenyan youth stated that, 50% believe it does not matter how one makes money as long as one does not end up in jail, 30% believe corruption is profitable, 73% are afraid to stand up for what is right for fear of retribution and 35% of the youth would readily take or give a bribe.

The reason for all these would be attributed to their longing for happiness. They want to respond to an inner quest that urges them to seek for those things that will satisfy their needs for happiness. What therefore the above scenario indicates is maybe lack of something that is more fundamental in their lives (Awiti & Scott, 2016).

When it comes to cheating in examinations despite the various measures that have been taken to curb it, such as strict rules and regulations and various penalties, we still get information of the escalation of the menace. Previous studies done on cheating in examination attests to this fact. Muchai, (2014), stated that pressure for academic success has three sources; parents, mentors and peers. Akaranga and Ongong'a (2013) observe that cheating in examinations is a contemporary problem affecting systems of education all over the world, where many countries have been reported to have been affected.

Going by the Kenya youth report of (2016), Kenyan youth no longer have regard for honour and truth since while work is a respected value, the association between hard work and success declines dramatically with each level of education. It stated that 83% of

youth with only primary education believe that they will succeed if they work hard, 50% of youth with post graduate education believe they will succeed through hard work. This shows that what matters to our Kenyan youth is what can satisfy their need for happiness and they are ready with unabated breath to do what it takes whether it is right or wrong to achieve it. Hence, since what matters is success this would then insinuate that to be a person of value to them is a nonentity. Therefore there is a need to make a reflection on Albert Einstein's assertion, "strive not to be a success but rather to be a person of value." But do they understand what happiness really entails? Since for them their ultimate end is what is important according to their own perception. They do not care about what means they are to use to achieve it. This may be the damage that John Stuart Mill's ethical theory has done to our society. Since according to utilitarianism the consequence of an action justifies the moral acceptability or means taken to reach that end and the results of actions outweigh any other consideration. Hence their belief that the end justifies the means, this is so, because what our society today seems to promote is that you should do whatever it takes to win or succeed. Some students do not like to lose since our culture today appears to say that it is acceptable to step on others as you climb ahead and the only disgrace to be avoided at all cost is to be a loser.

Some parents have contributed to the problem way back before even the students joined the university by not focusing their attention on instilling positive values such as honesty, doing one's best, hard work and integrity- and instead pressurizing their children to excel. This is well explained by Fabian Muthini (2019) where he cautions the moral standards of Kenyan children, through an example of a horrifying clip of a young boy simulating sex. He goes on to say that parents of such children hate it when the errant ways of their children are pointed out or reprimanded.

Some parents are afraid that their child will not have a good job or life when they don't get the best college which requires the best grades. Kweyu (2018), claims that, "Children are psyched by their parents into viewing certain jobs as menial; they are pushed into careers that are well beyond their intellectual capacity or which they simply do not like"

Akaranga and Ongong'a (2013) revealed that the causes of examination cheating are not only associated with the candidates, but some of them involve the university staff or nonchalant attitude of examination administrators. They include ethical behaviour, psychological, social and economic gains. The Kenya national examination council, (2018) states that cheating in examinations is just another form of corruption; a vice that many institutions have failed to eradicate. They state that the cure can only be a change in attitude regarding all types of corruption and especially the will to fight it.

According to Kilemi Mwiria (2012) cheating-in-exams reflect declining ethics and bad leadership at KNEC. He further states that, there are serious malpractices in our universities and other certificate granting bodies. He also asserts that, parents buy leaked examination scripts for their children who are more than ready to take advantage while unscrupulous business people collude with examiners.

Since stealing in examination is a complex human issue, then an ethical approach would serve us well in probing the issues involved. This helps one to be creative, innovative, and original in order to offer alternative solutions to tackle challenges that face human kind. Hence Philosophy helps people to have a certain mind-set that enables them not to be captives of any given group (peer/ family) and be able to shape one's direction according to values that are critical to forward movement and determination of one's fate or destiny. This study therefore seeks to conduct a qualitative investigation of the causes of examination cheating among university students in selected universities in Uasin Gishu County, Kenya. It also aims to assess the influence of individual character on examination cheating, ethical implications of cheating in examination and measures adopted by universities to mitigate cheating in examinations.

1.3 Research Problem

From the studies that have been done, cheating in examination has been proven to be rampant in many institutions of higher learning worldwide including Kenyan public and private universities (Ongong'a and Akaranga, 2013). Various causes of examination malpractices have more or less been presented but what has not been clearly highlighted is the ethical perspective of examination malpractices. Hence, since examination

malpractice is an ethical issue then there is a need to have a discussion and analysis of this problem from an ethical theory perspective. The study therefore sought to find out whether the university students in Uasin Gishu leading universities are aware of the ethical implications of cheating in exams.

1.4 Objectives of the Study

- i. To investigate the possible causes of examination cheating
- ii. To assess the influence of individual character towards cheating in examinations
- iii. To analyze whether university students are aware of the ethical implications of cheating in exams
- iv. To find out the measures adopted by universities to mitigate cheating in examinations

1.5 Research Questions

- i. What are the possible causes of examination cheating among university students?
- ii. To what extent does individual character influence students attitude towards cheating in examinations
- iii. To what extent are the university students aware of the ethical implications of cheating in exams?
- iv. What measures can universities adopt to mitigate cheating in examinations?

1.6 Scope of the study

The aim of this study was to assess why students cheat in examinations, the influence of individual character towards cheating in examinations, the extent to which university students are aware of the ethical implications of cheating in exams and to find out the measures adopted by universities to mitigate cheating in examinations. The study population included all the 10663 students and 3 chaplains of the selected universities in Uasin Gishu County, namely Moi University and Catholic University of Eastern Africa (Gaba Campus). These Universities were chosen for this study to serve as an example of both public and private universities in Kenya.

1.7 Significance of the study

University examinations are a crucial tool for testing not only the mastery of subject from the respective student but also in the overall development of any given society. A study that is able to concretely establish the ethical perspective of this perennial problem of examination malpractice among university students with an intention of looking for ways on how this malpractice can be mitigated is timely.

The findings of this study will help to shed light on the perception of students on examination cheating, the influence of individual character towards cheating in examination and whether university students are aware of the ethical implications of cheating in exams. This information will be useful in mitigating cheating in examinations.

The results will be useful to all university authorities and the ministry of education in Kenya given the increasing concerns on cheating in examinations. The chaplains of the various universities may also utilize the results of the study to understand their role in promoting character formation among students.

This study will also be useful to parents in Kenya and beyond. It will create an awareness of their moral responsibility to educate their children in the right kind of ethics from their tender age.

The findings of the study will also be useful to teachers, lecturers and mentors, to understand that it is also their moral obligation to teach or to conscientize learners on the life of virtue ethics and be in the forefront of living the same since learning is found more in seeing than hearing. Odia Ochuku (2011), states that in education, morality is about the conduct of teachers, parents, examiners and law enforcement agents who need to be positively involved in dissuading candidates from any form of examination malpractice.

Lastly, the findings from the study will contribute to the body of scholarly knowledge in virtue ethics, character formation and conscientious actions towards examination cheating.

CHAPTER TWO: LITERATURE REVIEW

2.1. Introduction.

In this chapter the study deals with the three ethical theories namely Utilitarianism, Deontology and Virtue Ethics, together with some insights from the three Stages of development of Soren Kierkgaard. Finally, the chapter highlights the gaps in the research and how to fill them.

2.2 Causes of Cheating in Examination

The many studies that have been done on examination cheating have come up with more or less the same causes of examination malpractices. Alhassan and Anya, (2017) identified noticeable acts of intended malpractice in Nigeria; evidence abound of increasing incidents of examination malpractices by students at schools and universities, which conflict with the core purpose of education, the training of the mind and character for the acquisition of theoretical and practical skills. They further indicate that, students work under intense pressure and under stressful conditions imposed on them by the society, their parents/guardians and the school environment in which they learn. Society places a very high premium on the possession of certificates as against the acquisition of skills.

Bitrus (2013) indicated that examination malpractice in Nigeria is perpetrated by parents or guardians who buy papers or bribe examiners and educators who collect money and turn a blind eye, lazy students who do not take their studies seriously, the examiners who set and mark the papers, typist of the question papers, printer who supervise printing arrangements or transport printed questions, supervisors who supervise the conduct of the examinations, invigilator at the centers/halls, proprietors, school systems such as Colleges, Polytechnics and Universities are all guilty of various examination misconducts.

Nawar (2011) indicated that the breakdown in ethics in Pakistan culture generated many problems for the education sector. Some of the causes identified for the increase in malpractices included a weak educational system, pressure from teachers and parents; decline in ethical social values, self-centred culture and last but not the least,

technological developments. He further indicated that, educational institutions have become so competitive in nature that students feel the pressure and burden which compels them to adopt unfair means.

Ongong'a and Akaranga (2013), indicated that, the prevalent forms of examination irregularities in Kenya include: candidates colluding with invigilators and examiners; impersonation and writing synoptic notes.

Kiptanui, Cheruto and Rambei (2011) while studying 74 cases of examination cheating in Moi University, they found that 65% were male while female cheaters were 36.5%, they also reported that students in Moi University, Eldoret Kenya, were involved in academic dishonesty because they missed lectures, inadequate preparation for examination, peer influence, pressure from work place and students' lack of confidence. The results of their research came up with the individual factors such as inadequate preparation, confusion that made students enter examination room with written papers. They gave the following contextual factors: pressure from parents/place of work, delayed fees payments, parental illnesses and bereavement in family.

According to Ouma Wanzala (2018) the following are the causes of suicide among university students; examination stress, financial problems, relationship gone sour and fraudulent activities. For example, a student of JKUAT committed suicide and in a suicide note explained that examination stress and fees problems were the reason that led him to do so. In another incident a student of University of Nairobi set himself on fire at Equity bank in Siaya County after he discovered that his fraudulent act had been discovered "Sylvester Anyiko Majonjo who was working at the bank as an intern, attempted suicide because he was being investigated after it was discovered he had fraudulently transferred some money from a customer's account to his"(Wanzala, 2018)

Cheating in examinations is a clear indication of violation of examination ethics due to the disreputable acts that are employed. Although much has been written about examination cheating, few in-depth studies have examined academic misconduct through the lens of a sound ethical theory. Therefore, there is a need for a study that focuses on ethical foundations as a potent solution to mitigate the issues of examination cheating.

Although the causes of cheating in examinations are going to be highlighted and even confirmed with the findings of the research to show that examination malpractices has been a major issue in education system worldwide, this study mainly dealt with the ethical perspective of cheating in examinations.

2.3 Theoretical Review

In this section, the study looks at the three ethical theories namely; utilitarianism, deontology and virtue ethics. Virtue ethics will be more prominent because it gives a much better solutions to the problem of cheating in examinations as compared to the other two.

2.3.1 Utilitarianism

Like deontology and virtue ethics, utilitarianism is a moral theory that answers the question--what are the standards by which we can morally justify our actions? According to John Locke (1632-1704), what is good or evil is that which either yields pleasure or pain. That is, whether it increases pleasure or diminishes pain. Jeremy Bentham described this good as utility in his principle of self satisfaction and utility that was later expounded by two exponents of utilitarianism John Stuart Mill and Adams Smith (Higgins, 1997).

According to Jeremy Bentham (1748 – 1832) in what he considered as the principle of utility, actions are right only when they increase happiness and also diminish misery and wrong when their result is the opposite effect. Therefore what is right or wrong depends on feelings. Hence if an action can produce pleasure then it is considered as utility. What then this principle tries to solve is the problem of satisfaction and satisfaction is equated to happiness. Jeremy further states that ethically an action is right only if the sum total of utilities (net benefits) that that act produces is greater than any other act that an agent could have done in its place Therefore actions are goal oriented and are only justified if they can achieve the end that was intended. The greatest happiness that can be achieved by all is that end of human actions that is right, proper and universally desirable. This is well put by Hinnan (1998: 163) as he states that “the morality of an action is to be determined solely through an assessment of its consequences. It demands that the impact

of the consequences on everyone affected by the action under consideration be considered”. Hence we can rightly state that for an action to be ethically sound then it must produce the greatest overall consequences for the greatest number of people involved. Therefore when it comes to examination malpractices the overall consequences on educational standards and the development standards of the country whether short term or long term is what is at stake.

Modern-day utilitarians divide themselves roughly into two groups: act utilitarians and rule utilitarians. An act utilitarian believes the principle of utility should be applied to individual acts. Thus, one measures consequences of each individual action according to whether it maximizes good over bad. This group believes that in order to come up with a sound ethical decision one must ask himself or herself, “what effect will my doing this act in this situation, have on the general balance of good over evil?”. Hence lying would be justified if cheating in a particular situation of examination would produce the best consequences. A rule utilitarian, on the other hand, believes that instead of considering results of specific actions, one must weigh the consequences of adopting a general rule exemplified by that action and then judge individual actions by seeing if they conform to those rules whose acceptance will produce the most utility. That is, as Gichure, (2015) rightfully puts it, “The concrete value judgment made has to do with the maximization of good. This fact seems very attractive at first until one goes a little deeper”.

Act and rule utilitarianism are alike for both advocate the production of the greatest amount of happiness or pleasure for the greatest number of people (Mackinnon 2012). Hence since utilitarianism is a universalistic theory, it requires that in every action undertaken one must make a consideration of the consequences not only for his/her good but also for the good of those to be affected by the action. Therefore the ethical character of an action will be determined by its results, that is, whether it would help or hurt people.

2.3.2 Deontology

Deontology is an ethical system which is based on adhering to rules, that is, whether something is right or wrong would depend on whether it follows or breaks the rule. Hence it states that human beings have moral duties whose determinant is reason and not the consequences of their actions.

In Kant's Ground Work of Metaphysics of Morals, he asserts "Act only according to that maxim whereby you can at the same time will that it should become a universal law without contradiction". What this means is that one should behave as though he/she was asking himself/herself "would it be acceptable for everyone to behave as I am". That is: would it be acceptable for me to steal (Kant 1947). Therefore the moral rules should be respected because what is important is the action regardless of the consequences. What was important to him is the intention more than the outcome of an action, moreover he asserts that "for an action to have genuine moral worth it must be done from duty" (Kant, 2015 Page 3). This theory is more concerned with the right action at the expense of the consequences. Hence one has a duty to do the right thing even if the consequences are going to be unpleasant. Therefore when it comes to cheating in examination, deontology disqualifies the action since if every person were to do it, then the very purpose of doing examinations would be defeated and this would also mean not treating others with respect as rational beings by lying that one knows the answers to the examination while in fact one does not.

Both deontology and utilitarianism defines what a good action entails but they do not tell us how such an action can lead to the acquisition of a good character.

Utilitarianism and deontology also seems to concur with Soren Kierkegaard's first two stages of development. In the first stage, the aesthetic stage is defined by pleasures and to live the aesthetic life fully, one must seek to maximize those pleasures. This is the same emphasis that was put forward by utilitarianism in which good or utility is measured by the amount of pleasure that one is capable of achieving (Dunning, 2014). This being an immature stage as Kierkegaard puts it, youth would end up following the rules to impress their parents or guardians since it is not something that is deeply rooted in their hearts.

Whereas, in the second stage a person is guided by a consistent, coherent set of rules established for the good of the society, the ethical person considers the effect his/her actions will have on others and gives more weight to promoting social welfare than to achieving personal gain (Kierkegaard, 2013).

Even though in Kierkegaard's ethical stage, an ethical person does not simply enjoy things because they are novel but makes ethical choice, and since these choices evoke a higher set of principles, still the ethical life does little to nature ones spiritual self. Therefore there is a lack of self exploration which Kierkegaard states as necessary for faith, the key requirement for his third stage, which is a properly religious life which he regards to be the highest plane of existence (Kierkegaard, 2013). What Kierkegaard was not able to clearly bring out is the fact that virtue ethics would not only help a person to seek self exploration but also to live well in a good relationship with the creator and fellow human beings.

2.3.3 Virtue Ethics

Virtue ethics goes beyond utilitarianism and deontology because the good it seeks to achieve is happiness something that is based not only on how good an action should be but also concerned with the consequences. Ethics not only seeks to evaluate the morality of human acts but also to help man to act in a morally good way (Gichure, 2015).

Aristotle's production of his ethics was production of good character which is the aim of an individual and the state. Good character is the indispensable condition and chief determinant of happiness, which is itself the goal of all human doing. According to Aristotle human actions have an end and it is this end that constitutes the good.

“Every action and choice tends towards some kind of good. It is with reason, therefore, that the good is that towards which all things tend”

(Nicomachean ethics, 1; 1,1094a)

Aristotle also asserts that, some good things are only desired because of their usefulness in attaining other goods (Debeljuh, 2009). Therefore maybe many students cheat in examination, with the reason that it is a useful good of attaining their good which is better

grades that translates into good job opportunities. Hence it is these other goods which are actually desired. This forms the basis for a distinction between particular goods and the supreme good which is loved for its own sake as the ultimate end (Nicomachean ethics, 1; 1,1094b)

When we talk of the morality of human acts we would be referring to the goodness of these acts. There are three kinds of goodness in human acts namely; Natural, technical, and moral goodness. Natural goodness or ontological goodness is the goodness that is found in an act because it exists. This natural goodness is found in every human act that is real (it has being). Technical goodness refers to the correct technique and skill that was used in carrying out the act. Although cheating in examination can be done with skill and technique, as it is the case today, the act in itself would be morally wrong (Debeljuh, 2009)

According to Patricia Debeljuh (2009) “Moral goodness refers to the fact that the act is directed towards the objective good and final goal of man and affects the person who carries it out, orienting him in the same direction, so that the act and the person who does it are good in themselves”. For Aristotle, what determines this proper good is the specific operations of each Nature (Nicomachean Ethics, 1, 1, 1094 a). Hence while the proper good for an animal would be to eat, see, to hear, etc, for man, it would be to apply his mind.

St. Thomas Aquinas concurs with both Augustine and Aristotle by insisting that we perform our actions for the sake of a final good-a last end that we desire for its own sake and for which everything else is chosen (*Summa Theologiae* 1a 1.6 sed Contra). Although Aristotle insists that we cannot choose everything because of something else, in case we do so, then it would go on without limit and hence the desire ends up being empty and futile (*Summa Theologiae* 1a 1.6 sed Contra).

St. Thomas Aquinas follows Aristotle’s thinking in that he talks of an act being considered good or bad on the premise of whether it contributes to or deters us from our proper human end-the telos or final goal at which all human actions aim. That telos is

also what Aristotle refers to as eudaimonia, or happiness, “happiness” here understood in terms of completion, perfection, or well-being.

From the above analysis we are able to gather a background that gives us a better understanding of the nature of human actions. We have established that an action is good as far as its species defining powers are properly actualized. This species defining characteristic of human beings is what Aquinas calls reason. Hence, since it is by exercising its species defining powers that something is able to achieve its goodness, then it also follows that human goodness can only be achieved through the proper exercise of reason. This is how Kretzmann and Stump puts it; “human goodness like any goodness appropriate to one’s species is acquired by performing instances of the operations specific to its species, which in the case of humanity is the rational employment of rational powers”(Kretzmann and Stump, 1988).

Therefore the true end of man should be perfect, sufficient in its self and absolutely preferred over all others. But the most important aspect of this good is that, it must be individual and once it has been possessed there would be no possibility of its being lost. This is the only way that this good can bring happiness (Warne, 2007).

After a critical analysis of utilitarianism and deontology theories that appear to be insufficient in providing concrete solutions to mitigate cheating in examinations, then there is still a need to look at another approach that would be sufficient in dealing with this problem. This assertion has its basis on the fact that while the focus of utilitarianism and deontological theories is on action, virtue theory has its focus on what kind of a person one should be. The main concern of virtue ethics is character traits or virtuous habits that people should portray towards each other. Hence it lays emphasis on ethics as first and foremost a matter to do with individual character. Therefore it focuses on the excellence of character, that is, the good qualities of a person or that uprightness that has been developed over a period of time through good habits (Spielthener, 2015).

2.3.4 Virtues

Aquinas describes a virtue as a habit that disposes an agent to perform its proper operation or movement (DVC 1; ST I a IIae 49.1). Since reason is the proper operation of human beings then it goes without say that a virtue is a habit that disposes us to reason well. On the other hand, Aristotle asserts that virtues are concerned with our various feelings and action, because it is in them that excess and defect are found. He goes on to assert that it is possible to feel the emotion of fear, confidence, lust, anger, compassion, pleasure and pain, either too much or too little, and in either case wrongly. Hence to feel these, when we ought to, on which occasions, toward whom, and as we should is the mean, that is the best state for man to be in, and this is virtue. Hence virtue is a state of being (Debeljuh, 2009).

2.3.4.1 Cardinal virtues

Since it is unfortunate thing that many of the actions of the youth especially those in universities are uninformed because of their mistaken views of what happiness really consists in, then there is need to include a moral virtue approach to this study. This mistaken view of happiness maybe due to intellectual or cognitive error arising from ignorance or ill-informed deliberation and even more likely as a result of certain appetitive excesses that corrupt youth understanding of what is really good. Therefore there is a need for excellences or virtues of both mind and appetite if we want their actions to be good (Dunning, 2014)

With virtues of both mind and appetite we shall be able to come up with a certain form of virtue system which will consist of key fundamental behavioural postulates that will create a rational template that will be our basis in our long-term endeavour of forming our youth. This is the only way we can save our young people of today. Any other way or any other shortcut is something that is unthinkable and one that cannot achieve any meaningful results (MacDonald, 1991a:5).

Aristotle compares how some parts of our bodies that are deformed behave contrary to our wishes or commands, to what would happen to the soul because incontinent people

do have impulses that go in contrary directions. Hence we would be right to say that today's youth seems to have some deformed impulses that make them have contrary behaviors (Nicomachean Ethics, 1, 13, 1102 b).

Aristotle notes that, although in bodies we are able to see the part that goes astray and yet this cannot be so with the soul, then we should suppose that there is something in the soul apart from reason that is countering and apposing reason. In continent people the virtue of the soul obeys reason and in the temperate and the brave person it presumably listens still better to reason, since there it agrees with reason in everything" (Nicomachean Ethics, 1, 13, 1102 b).

Aristotle goes on to say that since the part of the soul with appetites and general desires shares in reason in a way because both listen to reason and obeys it then we should all "listen to reason" the way we do from father or friends. The non rational part not only obeys reason but it is also persuaded by reason in some way through correction, every sort of reproof and exhortation. This idea of correcting, reproving and exhortation of the non rational part of the soul through the persuasion of reason is key to every parent who minds to take his/her responsibility seriously. Persuasion of reason also includes child guidance, directing, leading and role modeling.

This study will only deal with those virtues that are related to *moral decision* and *action*. These are those virtues which Aquinas through the influence of Augustine describes as good qualities of mind whereby we live righteously (*St I A II ae 55.4*). Prudence, justice, temperance and courage are the virtues that Aquinas extensively deals with because he refers to them as the cardinal virtues because these are the principal habits that all the other virtues hinge upon (Cardo) (ST I a II ae, 61.2). According to Aquinas it is the cardinal virtues that provide general templates that gives the most salient forms of moral activity; commanding action (prudence); giving others what is due to them (justice); curbing the passions (temperance); and strengthening the passions against fear (courage) (ST I a IIae, 61.3)

2.4 Compare and Contrast the Contributions of different authors

According to Jeremy Bentham (1748 – 1832) actions are right only when they increase happiness and diminish misery and wrong when their result is the opposite effect. Therefore what is right or wrong depends on feelings. Hence if an action can produce pleasure then it is considered as utility. Jeremy further states that ethically an action is right only if the sum total of utilities (net benefits) that that act produces is greater than any other act that an agent could have done in its place, Therefore actions are goal oriented and are only justified if they can achieve the end that was intended.

The main concern of Deontological theory is people performing the right action even when the action produces harm. Hence one has a duty to do the right thing even if the result is going to be unpleasant. According to Kant (1724-1804) one has a moral duty not to lie, hence lying would always be wrong regardless of whether the outcomes are good or bad. This is because it goes against the Kantian moral law which is also referred to as the categorical imperative. Kant further states that an action is wrong when one is not willing to involve others in it and also if the action treats other human beings merely as means and not also as ends, that is, there is lack of respect of human beings as rational animals.

According to Aristotle (350 B.C.E) human actions have an end and it is this end that constitutes the good. Aristotle continues to explain that a man therefore cannot act unless he thinks that the object of his action is good. The main concern for Aristotle when writing on virtue is our various feelings and action, because it is in them that excess and defect is found. Hence, Aristotle states that it is possible to feel the emotion of fear, confidence, lust, anger, compassion, pleasure and pain, either too much or too little and in either case wrongly. To feel these when we ought to, on which occasions, towards whom, and as we should is the mean, that is the best state for man to be in, and this is virtue.

St. Thomas Aquinas follows Aristotle's thinking in that he talks of an act being considered good or bad on the premise of whether it contributes to or deters us from our proper human end-the telos or final goal at which all human actions aim. That telos is also what Aristotle refers to as eudaimonia, or happiness, "happiness" here understood in terms of completion, perfection, or well-being. Hence St. Thomas Aquinas concurs with

Aristotle by insisting that we perform our actions for the sake of a final good-a last end that we desire for its own sake and for which everything else is chosen (St. 1a 1.6 sed Contra).

2.5 Research gaps

The literature review on cheating in examinations and especially on the causes suggests that, a more comprehensive and satisfactory study needs to be undertaken to have a better mitigation of this problem, hence, the study of the ethical perspective of examination malpractices.



CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

The aim of this section was to provide the guidelines and methodology for the study.

3.2 Research Design

This study adopted a grounded theory design. Grounded theory is an inductive theory design that allows the researcher to develop a theoretical account of the general features of a topic while simultaneously grounding the account in empirical observations or data (Glaser & Strauss, 1967). Grounded theory sets out to discover or construct theory from data, systematically obtained and analyzed using comparative analysis. Thus, novice researchers strive to understand the discourse and the practical application of grounded theory concepts and processes (Creswell, 2013).

Glaser and Holton (1967) define grounded theory as a set of integrated conceptual hypotheses systematically generated to produce an inductive theory about a substantive area. Strauss and Corbin (1990) define grounded theory as a theory that was derived from data, systematically gathered and analyzed through the research process. The researcher began with an area of study and allows the theory to emerge from the data. Charmaz (2012) defines grounded theory as a method of conducting qualitative research that focuses on creating conceptual frameworks or theories through building inductive analysis from the data'. However, Birks and Mills (2014) refer to GT as a process by which theory is generated from the analysis of data. Theory is not discovered; rather, theory is constructed by the researcher who views the world through his/her own particular lens. Therefore, it is ideal for exploring integral social relationships and the behaviour of groups where there has been little exploration of the contextual factors that affect individuals' lives (Crooks 2001). This design is the best approach in coming up with a lasting solution of cheating in exams.

3.3 Target Population and Sample

3.3.1 Target Population

The study population consisted of university students in selected universities in Uasin Gishu County, that is Moi University and Catholic University of Eastern Africa (Gaba Campus). These Universities were chosen for this study to serve as an example of both public and private universities in Kenya. These set of participants were chosen because of their shared experience of being a student and might have come across people who cheat in examinations. Specifically, the study's participants were a homogeneous sample of university chaplains and students in 2nd and 4th years of the selected universities. This is because the second years have just started getting used to the university system while the fourth years have matured in it. On the other hand the chaplains were chosen because they have a more interaction with the students and they are in a better position to deal with matters that are ethical. The target population is as indicated in table 3.1. Participation in the study was voluntary and the participants ended their participation in the study at any time without risk or harm. There was no compensation for participating in the study. Demographics was not identified nor recorded to protect the anonymity of the participants.

Table 3.1 Target Population

Name of the university	2 nd years	4 th years	Chaplain	Total
Moi University	4213	4600	2	8815
Catholic University of Eastern Africa	1050	800	1	1851
Total	5263	5400	3	10666

Source: Universities Data Bases, 2018

3.3.2 Sample and Sampling Procedure

The study used an interview schedule where all the respondents were interviewed until the point of saturation. Creswell (2011), states that, the goal of qualitative researchers should be the attainment of saturation. Saturation occurs when adding more participants to the study does not result in additional perspectives or information. Glaser and Strauss

(1967) recommend the concept of saturation for achieving an appropriate sample size in qualitative studies. Morse (1994) suggested 30–50 interviews for grounded theory while Creswell (1998) suggested only 20–30. This study adopted Morse (1994) saturation rate of 30 – 50 interviews.

3.4 Data Collection Methods

The study employed an interview schedule. This instrument was suitable in getting first hand information from the study respondents which was going to be crucial to this qualitative research. The instrument was used to get an in-depth understanding of the influence of individual character towards cheating in examinations, whether university students are aware of the ethical implications of cheating in exams and to find out the measures adopted by universities to mitigate cheating in examinations. The semi-structured interview protocol was deliberately designed with open-ended questions and additional probing questions with the knowledge that the researcher would have missed important perceptions and insights. The semi-structured interview was conducted based upon an interview guide that was developed. “As interview guides are developed iteratively, questions are developed, tested, and then refined based on what one learns from asking people these questions” (Robert Wood Johnson Foundation, n.d.). The interview questions were developed such that the interview questions addressed the study themes and were aligned to the study objectives as indicated in appendix II and III. Each participant’s informed consent (see Appendix I) was obtained as well as a detailed explanation of the study was distributed.

3.5 Data Collection Process

Before data collection, the respondents received a complete overview of the research endeavor so that they could be as objective as possible, though no certain method exists to control objectivity. The informed consent document communicated to the prospective research subject the purpose, procedures including time commitment of the subject, risks and benefits of the study, and the confidentiality of their information. The participants had the right to participate in the research, and the freedom to decline at any time. The participants were informed via email about the interview date. Data collection was

conducted during the interview by taking notes. Data was reviewed after each interview, analyzed, and interpreted into themes and meanings to lay the foundation of codification with the aid of Nvivo software. The respondents needed to sign an informed consent form before the interview, which gave full assurance of the confidentiality of their responses. In this scenario, the respondents who were willing to provide their views and insights about the topic of the study signed the informed consent forms which were to be retained for a maximum of 3 years. The collected information was stored in an Excel file maintained on a password protected flash memory data storage device. The hardcopies of the transcripts including the signed consent form and instrument paper which include the participant feedback will be kept in sealed envelope and stored in a locked cabinet, which only the researcher has the access

The participants received instructions on the nature and purpose of the research under study through the consent agreement form (see Appendix I). The participants also received an assurance of confidentiality to make them more comfortable in sharing and explaining their personal views (Cobb & Forbes, 2002). The participants were given the opportunity to obtain further information and answers to questions related to the study before, during, or even after the study. Hence the researcher provided his cell phone number and email to the participants. The participants were free to contact the researcher for any concerns about the study.

3.6 Data Analysis

Data analysis process is a way to discover patterns, coherent themes, meaningful categories, and new ideas and in general uncovers better understanding of a phenomenon or process (Suter, 2006, p. 327). The purpose of interviewing is to find out what is in and on someone else's mind. "We interview people to find out from them those things we cannot directly observe"(Patton, 1990). Data was reviewed after the interviews, analyzed, and interpreted into themes and meanings to lay the foundation of codification.

Creswell (2005) suggested that content analysis categorizes, synthesizes and interprets qualitative text data by describing. Neuman (2003) described the process of data analysis as a means for looking for patterns to explain the goal of the studied phenomena. The analysis of data used responses from the focus group discussion. From these sources, the emerging themes were categorized and coded. Once the categorization was completed, the data was coded according to the indicators from the literature. This study used an open-coding system to analyze participants' narrative responses line-by-line, phrase-by-phrase and word-by-word (Creswell, 2003; Suter, 2006).

The study used NVivo 8 (QSR International) for qualitative data analysis software to evaluate the focus group transcripts. The software provided a systematic analysis of the collected qualitative data. The analysis identifies patterns or similar ideas relevant to the participants' experiences and perspectives about the effectiveness of the current practice as it relates to the ethical perspective of cheating in examination. The final analysis led to the development of a report presenting the interpretation of results, limitations, individual and independent insights, and generalizations of the study.

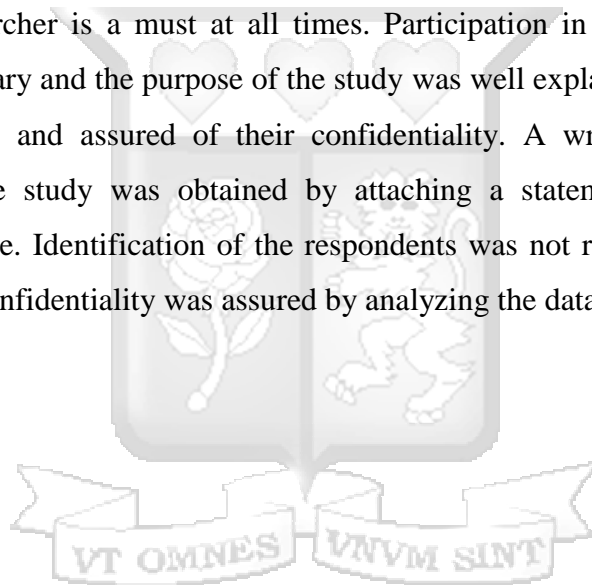
3.7 Research Quality

The verifiability of the research was achieved by ensuring relevance of the research results with literature reviews (Du Plooy, 2002). To ensure the research truthfulness, the researcher reviewed the literature in order to identify the items required to measure the study concepts. In addition inductive logic was used to deduce new theories from the existing ones to avoid refutability.

3.8 Research Ethics

To ensure that there is an ethical conduct of the study, an introduction letter was sought for from Strathmore University Ethical Review Committee (see Appendix IV) Thereafter the researcher obtained a research permit from the National Commission for Science, Technology, and Innovations (NACOSTI) –(see Appendix V) This is because a permit is a requirement of the laws of Kenya before carrying out research. Permission to conduct the study was also sought from the selected universities. In ensuring that ethical

standards were maintained during the course of this study, the participants were informed about the purpose of the study so that their informed consent could be obtained before pursuing the study. Secondly, the privacy and confidentiality of the participants was insured by (a) not requiring them to reveal their names or department in order to ensure anonymity of their responses and protect them from any retributive action, and (b) ensuring that the data collected would not be disclosed to unauthorized persons. Care was also taken to minimize any harm caused to the respondents, by ascertaining at the outset whether they had any objections to participating in the study or whether they foresaw any negative impact being caused to them by participating in it. According to Kombo and Tromp (2006), the maintenance of privacy and confidentiality of the respondents on the part of the researcher is a must at all times. Participation in this study was therefore absolutely voluntary and the purpose of the study was well explained to respondents prior to the interviews and assured of their confidentiality. A written consent from each participant in the study was obtained by attaching a statement of consent to each interview schedule. Identification of the respondents was not recorded anywhere on the instrument and confidentiality was assured by analyzing the data in aggregate.



CHAPTER FOUR: PRESENTATION OF RESEARCH FINDINGS

4.1 Introduction

This chapter draws upon the main themes and presents the findings which arose out of the interview process and subsequent data analysis. The key themes that emerged following data analysis are; causes of examination cheating, influence of individual character towards cheating in examinations, ethical implications of cheating in exams and measures adopted by universities to mitigate cheating in examinations. All these themes are interconnected and from analyzing the data it emerged that examination cheating impacts on all areas of an individual's life. Participants' experiences and feedback added insight to the research questions posed in this study.

By analyzing the experiences of the students, valuable information was obtained. In this chapter, the research questions are addressed with supporting evidence, including both quotations and feedback from the participants. The results of this qualitative study are based on interviews of students in the fourth and second year in Moi University and Catholic University of Eastern Africa.

4.2 Research Results

The study results were presented with the attainment of saturation. Saturation occurs when adding more participants to the study does not result in additional perspectives or information

4.2.1 Causes of Examination Cheating

In this section the researcher aimed at investigating the possible causes of examination cheating. To achieve this objective the study sought to find out the students understanding of cheating, factors that drive students to cheat, what cheating in examination entails and the motives that student may have when they do so.

4.2.1.1 Understanding of Cheating

From this it was clear that majority of the respondents understood what exactly cheating is. All of the participants described their understanding of cheating.

Participant 2, 7, 9 and 11 stated that:

“Cheating refers to the use of other prohibited means such as the use of ‘Mwakenyas’ or phones in order to ensure you pass an examination”

Participant 4, 3, 11 and 21 stated that

“Cheating is the use of unjust means/words/actions to gain favor for oneself, friend or even relative. It can also refer to the stealing of that which does not belong to you legally and claim it as your own”.

Participant 6 and 1 indicated that:

“Cheating is an act of giving a deceptive information or feedback to someone with regard to the needed information for personal benefit”

Participant 4 and 5 stated that

“Cheating is a means to beat the system. A short cut to success and say getting good grades the easy way”. The participants further explained that “Cheating is the use of unlawful means in an examination in order to attain good result.

Participant 8, 13, and 17 indicated that

“Cheating is an act of being dishonest when doing or presenting a certain task that is during examination period you were found copying from your fellow student or found with written draft in your pocket”.

Participant 23 and 11 explained that

“Cheating involves actual or attempted decision or dishonest action in relation to any academic work of the university or other institutions”. When propped, the participant explained that, “Cheating is a vice whereby one is involved in copying answers to the examination given from sources like books, internet among others”

Participant 16 explained that

“Cheating is any act done to give a false impression of something or someone” In examination, the participant explained that, “Cheating is when someone copies answers to give the impression that he understands the course work or using means that are not right to pass those exams e.g by

copying other peoples' work and during examination carrying along your notes”

Participant 8 and 15 explained that

“Cheating is an illegal doing during examination when a person carries unnecessary materials to an exam like phone or written material”

Participant 12 stated that:

“Cheating is associated with learners or students who engage in malice of not being honest during test taking and during examinations. Cheating may as well be wide and it may also involve a number of individuals not necessarily students but also teachers and parents. It is a great form of corruption in our societies”

Participant 18 and 14 indicated that:

“Cheating is an illegal practice where one acquires something wrongfully. In a case of examination, an individual who has not prepared well enough might decide to acquire the correct answers that are required in the exams through bad ways such as carrying and using his/her phone to Google the questions or copying from a colleague”

Participant 11 and 14 stated that:

“Cheating is an act committed by students during an examination context that is considered to be illegal according to the rules and regulations governing the exercise of examination”

Lastly participant 7 indicated that

“Cheating is giving false information by use of deceptive ways in order for one to evade some consequences that may arise later. For example a student who never prepared for an exam will opt for cheating by using dubious ways just to escape the consequences of failing the same exam, which might result to a retake and doing supplementary exams”

4.2.1.2 Factors that Drive Students to Cheat

With regard to the factors that drive students to cheat, the participants indicated various factors which include; unpreparedness when the final exams come, peer pressure, need to impress the parents, lack of confidence in oneself, laziness, students' academic background, indiscipline, the fear of failure, lack of proper teaching/adequate teaching by the lecturers, inadequate preparations, inability to understand and master the subject matter in order to ascertain concepts, poor exam supervision, lack of good revision , fear

to face reality of failure, fear of the repercussion, poor management skills and desire to attain better grades.

Participant 8 and 9 indicated that:

“In most cases, students spend much of their time in social activities and less time in academics. Therefore a student cheats on exam owing to lack of enough content pertaining the courses”

Participant 7 and 11 indicated that:

“Most students perceive cheating as a norm and culture in an institution. This results majorly from incitements from peers of not having to prepare for exams adequately since it seems acceptable to cheat during exam”

Participant 12 indicated that:

“Some students fear to fail, in that, there is a targeted achievement at the end of the studying period for instance, a student may have targeted to achieve a first class with honors and therefore uses the crude means of cheating to attain the objective”

Participant 3 and 5 indicated that:

“A person who cheats in exam lacks integrity. The person usually thinks that getting a good grade regardless of the means would make him/her shine and stand out from the rest of her/his colleagues”

Participant 2 and 13 further indicated that:

“Students with low self esteem do not believe in themselves and therefore they end up cheating as a way of receiving affirmation from their neighbors”

Participant 1 further states that:

“Most students tend to spend much of their time on leisure at the expense of revision for their examinations. They are then found off-guard during the examinations hence it prompts them to cheat”. The participant also explained that, “Most students do not attend classes as required therefore they miss the basic content in a course hence cheat in exams”

Participant 6 indicated that:

“Cheating in examination is a culture. Most of the students cheat and this may influence others to join in the cheating culture. This mostly occurs when an individual does an exam without cheating and fails while the one who cheated

succeeds thus making the individual who did not cheat to follow in the cheating culture as there is no good coming from being truthful and failing to cheat”

Participant 10 indicated that:

“Tension and pressure from the exam masters for example tough lecturers awarding very low marks compels a student to cheat to score above the set score.eg above 39 to evade a supplementary punishment”

Participant 5 further stated that:

“Too much work against limited time is a factor for cheating in examination because some work is left unattended to and therefore leaving the student with no choice than to sneak in un-required materials in the examination room.” The participant further stated that, “lack of proper preparation on the part of the instructor in-charge of the course would lead to cheating since his/her teaching pedagogies may make learners view the course as difficult and therefore develop negative attitude that might lead students to be tempted to cheat”.

Participant 10 indicated that poor teaching methods enhance examination cheating. The participant hence stated that

“Most of the lecturers only use lecture method as a mode of teaching which most of the students find it difficult to understand the content causing them to cheat”.

Further participant 14 and 17 stated that;

Most students have this misconception that “Degree ni Harambee” (Meaning they collude during examination) so they take cheating as something common that helps one to attain his/her degree”.

Participant 19 and 20 stated that laziness leads student to cheat. The participant indicated that:

“Some students fail to attend classes and when the exam comes, and because they do not want to fail they tend to find other ways to pass the exams. The participant further explained that, most students are not confident enough to sit for their exams, therefore they depend on *Mwakenya* and also Google answers from the internet using their phones.”

Participant 23 concurred on the issue of the agreement that lecturers and students strike and hence stated that

“Some students cheat during examination because they have got permits from the lecturers and because at times they offered something in return”

4.2.1.3 What Cheating in Examination Entails

The study further sought to find out the students understanding on what cheating entails. The results indicated that most of the participants agreed on the use of restricted materials while doing the exam, writing notes on top of desks meant for examinations, taking some examination booklets and question papers and sneaking out of the examination room, use of any electronic or written resource material to retrieve information, referring to short notes for answers during exams, use of phones to access notes in the internet and copying from handouts and exercise books. The participants described their understanding on what cheating entails

Participant 3, 9 and 15 described that:

“Cheating entails having written concealed notes either in some part of your body, piece of paper, electronic devices or any other item that can give false results about what you know”.

Participant 7 and 10 described that:

“Cheating in examination entails using electronic gadgets like cell phones either by gogling or referring to online documents”. The participant further described that, “Cheating entails stealing from the neighboring fellow students who may have exposed their work either unintentionally or out of their consent”

Participant 2, 3 and 8 described that;

“Cheating in examination comprises of different things such as; discussing given questions during examination, confirming answers from a written reference, “*Mwakenya*” that is having leakage of set paper before exam time, browsing from internet the given questions during exams and having an “eye through” on other person’s answers from his or her booklet”

Participant 4 described that:

“Exam cheating entails having some written drafts in the pocket in the exam room, having some electronic materials like phones, laptops in

exam room, being found copying from your neighbor colleague and having some writing on your body i.e. ladies sometimes write on their thighs”.

Participant 1 and 5 described that:

“Cheating in exam entails having learning material in the examination to confirm answers, accessing the phone during the exam and copying from other learners”

Participant 19, 21 and 29 described that:

“Cheating in examination entails using ways and materials which are against exam regulations. These ways include use of mobile phones, small papers having integrated content, copying from colleagues during exam and also writing an answer to a colleague on the question paper and passing it over to the colleague”

Participant 11 described that:

“Cheating in examination entails actual, intended or attempted deception and dishonest action in relation to any academic work of the university”.

Participant 13 described that:

“Cheating in examination entails; use of revision materials in examination rooms, use of the internet to search for answers of a particular question, consultations from friends when the examination is ongoing and lecturers giving students directions on how they should tackle a particular question”

Participant 14 17, 18 25 and 27 described that:

“Cheating in examination entails a situation in which a group of students sit closely together and assist each other in answering exam questions without the invigilators knowledge”. The participant further explains that; “cheating involves cramming of course content before exam, which means after you are done with the course the content evaporates”.

4.2.1.4 What students who cheat in examinations lack

The study further sought to find out the students understanding on what one who cheats in examinations lack. The results indicated that individuals who cheat lack confidence in themselves, lack good advisers to direct them, lack proper commitment and hard work in their studies as it is supposed to be, lack course content, exam unpreparedness, lack Christian virtues and moral values of honesty and justice, lacking integrity, self respect and self control; moral codes of conduct. No courage to face questions and lack enough reading materials to study for exam, lack interest in the course they are pursuing, poor study skills

Participant 8, 13 and 17 described that:

“A person who cheats in exam lacks integrity and usually thinks that getting a good grade regardless of the means would make him/her shine and stand out from the rest of her/his colleagues”

Participant 2,9,14 described that:

“A person could be cheating in an exam because he has poor study skills that prevent him/her from keeping up with the material”. The participant further explains that, “A person might be in a competition with other students for their grades hence cheating and might perceive a lack of consequences for cheating and plagiarizing”

Participant 3, 5 and 8 described that:

“Students who cheat in examination have insufficient knowledge to apply on the questions being asked, non creativity incase questions may require critical thinking yet the student is not in a position to answer them, lack of self confidence and low self esteem whereby a student may underrate his/her potential and thus opt to cheat”.

Participant 1, 4, 6 and 11 described that:

“One who cheats first of all lacks confidence in him/herself, lacks good advisers to direct them well on the significance of not cheating ,lacks proper commitment and hard work in their studies as it is supposed to be “

Participant 14 and 15 described that:

“One who cheats in an examination would be lacking integrity, self respect and self control; moral codes of conduct”

Participant 17 and 23 described that:

“Self confidence is what would be lacking in a person who cheats in an exam and also hard work”

Participant 10, 13, 16, 20, 21, 22 and 29 described that:

“Students who cheat in examination lacks content and skills to tackle that particular sum or question if he/she is given the second time because he/she was only copying, he/she never presented his/her own work”

4.2.1.1. 5 Motives that students may have when they cheat

In this section, the study sought to find out the understanding on motives that students may have when they cheat. The results indicated that students cheat in examination to pass highly and get first class honors, to top in examination and win well paying jobs and career, to evade penalties of supplementary and discontinuity, to escape the shame of failure and the fear of failure. The results further indicated that students cheat to be respected by others, to prove that they are the best of all the students, to overcome the pressure being exerted on them by the people around them, to please others with good grades. Sometimes one cheats to get any reward or gift, if he/she has been promised to be given one, Pressure from parents for their children to always pass, motivation to make teacher and parent /guardian happy as well as escape supplementary exams.

It was further indicated that they cheat to evade poor performance, procrastination or poor time management, impressing the lecturers/course instructor, win awards and promises on performance, to compete favorably in the world of work and enable them meet their targets which seem unachievable if they do not cheat.

Participant 1, 3, 7, 19 and 22 described that:

“Students cheat to pass in the examinations and get first class honours, win well paying jobs and career, evade penalties of supplementary and discontinuity and escape the shame of failure”

Participant 2,4,8,9 and 13 described that:

“The likely motive that students have when they cheat is mainly to prove that they are the best of all the students. They would want to overcome the pressure being exerted on them by the people around them”

Participant 5, 8 and 15 described that:

“Students may have motives like when one is stealing an exam in university

“Students cheat in exams to escape supplementary exams, to please their parents by passing their exams and cheat as a way of encouraging their laziness”

Participant 13, 19 and 22 stated that:

”Students may cheat to get good grades, which to her/him seem acceptable to the family. More so, to outdo the colleagues and to please mentors and those supporting the student”

In addition, 22, and 28 stated that:

“The motive that students may have when they cheat is impressing the lecturers/course instructor, doing well in the examination and hence getting good grades”

Further, participant 16 and 21 stated that:

“The likely motives students have when they cheat is to have quality grades in their transcripts, to compete favorably in the world of work, to prove to the world that they can make it and are successful in the world of academics”

Lastly, participant 23 stated that:

“Students who cheat have evil motives since they are engaging themselves in unethical behavior. To some point students pray to God to help them not to be caught while knowing cheating is unethical/immoral”

4.2.2 Influence of Individual Character towards Cheating in Examinations

The second objective of the study sought to assess the influence of individual character towards cheating in examinations. To achieve this objective the study assessed what a good character is, the characteristics of a good character, how is a good character formed, the opportunities of character formation, what the stakeholders are currently doing to enhance character formation, the factors that can be attributed to lack of good character, the characteristics that a person trained in good character would exhibit and the behavior traits that would portray a deficiency in good character?

4.2.2.1 What a Good Character is

With regard to what a good character is it was gathered that a good character is doing or following the rules and regulations set over a particular task and having the virtues /moods to do the right thing despite the circumstances.

Participant 1,7,10 and 19 described that

“Good character refers to a person who has good behaviors and does not engage in any wrong doings” The participant further cited characteristics such as a humble person who takes advice, knows what is wrong, is honest and accepts his/her flaws and ready to correct them

Participant 2,5,11 and 14 described that;

“Good character refers to exemplary conduct and excellent personality that makes up a person”. The participant cited the following characteristics: virtuous person, selfless, caring, humble, honest, responsible, hard working, and diligence

Participant 3 and 4 described that;

“A good character is the organization of one’s behavior to that which is morally accepted by the society and church”. The participant also indicated the following characteristics of a good character; self discipline honest, self confidence and self determination.

Participant 6, 9 and 13 described that;

“An individual with a good character is one that does his/her best to do good, avoid evil and always follows instructions and does what is required of him/her”. Further the participant stated that the characteristics of a good character are willingness to assist others as well as openness and transparency”

Participant 8, 12 and 29 stated that;

“Good character is having the virtues /moods to do the right thing despite the circumstances or the act of doing what is right ethically and what is expected to you. Good character must always be positive” The participant further indicates that the characteristics of a good character include; loving, patient, hardworking, and generous.

Additionally, Participant 21, 29 and 31 stated that;

“Good character refers to a person’s behavior that is when a person creates a good relationship with others and how to treat others well”. The participant

indicated that a good character may be characterized by doing what is accepted to oneself, church and the society, doing what is required at the correct time, in the correct manner and goes by the law and the requirements of the state; groups, church or the society.

Further, Participant 15 and 18 stated that;

“A good character is a practice that is acceptable in all life’s perspective, that is, social, environmentally, culturally, religiously, economically and politically”. The participant indicated that good character is characterized by inner peace when the souls of one and of God are in tandem.

Lastly, Participant 27 and 33 stated that;

“Good character is a person or a situation whereby an individual participates in practicing good virtue in society which includes good behavior, being dully responsible as well as being respecting and respectable as well”. The participant also indicated that traits of a good character are; integrity, honesty, courage, loyalty, fortitude and other important virtues that promotes good behavior.

4.2.2.2 How a good character is formed

With regard to how a good character is formed the results indicated that, it is formed by ones surroundings starting with the family at home, the church, the school and finally how he/she interprets and lives according to God’s word.

Participant 9, 17 and 23 indicated that:

“A good character is formed through advice, good information delivery and also through motivation and enhanced by proper molding of one’s behaviors from childhood and ensuring that one is always doing the right thing at the right time”

Participant 1, 3 and 7 indicated that:

“A good character is formed when you emulate good behavior from the elders or any other group of individuals around you. An individual learns the good things in people around them and how they carry themselves”

Participant 11 and 13 indicated that:

“A good character is formed through getting good teaching from elders and being honest when doing an exam and a good character may also be attained by always attending ones classes and not cheating in exam”.

Participant 2, 4 and 21 indicated that:

“A good character is formed when one follows instructions as given provided they are favorable instructions. It is also formed through learning from experienced personnel. The participant further explains that good character is formed through training, observance and examination of one’s moral progress through social forums like the church and school”

Lastly, Participant 5, 7, 8, 9 and 12 indicated that:

“A good character is formed from the time when a child is born. A child is likely to build up on the character he/she is associated with at home. The parents are the people who instill good morals to children. Schools would then determine the overall outcome as the child grows and knows more. How a student is formed in school would determine the character of the person”

4.2.2.3 Opportunities of Character Formation

Concerning the opportunities of character formation, the study indicated that the opportunities include, character formation in schools and church, by teachers, pastors and mentors, character formation acquired from seminars; retreats, workshops. Character formation can also be achieved during jail term and also after jail if one comes out completely formed. Character formation may also be conducted in Non-governmental institutions.

Participant 1, 9, 11 and 17 indicated that:

“Opportunities of character formation can be societal rewards such as punishment, having peaceful environment, rehabilitation sites and religious centers and their teachings”

Participant 3, 4 and 8 that:

“Opportunities of character formation include attending church seminars and festivals, attending conferences that is through speeches from different speakers and in learning institutions from teachers and at home through advice from parents”

Participant 2, 6 and 19 indicated that:

“Opportunities of character formation are found in going to church, attending Christian workshops/seminars, going through education system by attending schools and being in touch with parents especially at home and growing in a well-mannered family”

Participant 7 and 27 indicated that:

“Opportunities for character formation begins at childhood, where good behavior is re-enforced and bad behavior is admonished, and in schools, where students can be taught right from wrong and interacting with other people, who can positively or negatively influence a person’s character”

Participant 16 and 19 indicated that:

“Opportunities of character formation include emulating good role models, doing the right things in the right ways and at the right time, learning from examples of those who received punishment for bad character. The participant further cited education whether formal or informal through the church or school based or even at home and interaction with others”

Further participant 21, 23 and 31 indicated that:

“Opportunities of character formation include listening to sermon, attending seminars related to the issue under consideration, interacting with people who have gone through a process of character formation, especially in social forums as well as Professional counseling sessions”

Lastly, participant 14, 18,22, 29 and 31 described that

“Opportunities of character formation are parents who champion for better character, peers who hold moral values with high regard and society/community that stands for truth and Religious denomination that champions for truth”

4.2.2.4 Stakeholders in Character Formation

With regard to the stakeholders in character formation the study indicated that the stakeholders include; Individuals themselves, parents, schools, government, non-governmental institutions and the church. The study further sought to assess what these stakeholders are currently doing to enhance character formation.

Participant 1 and 21 indicated that:

“Parents may cane their children to instill discipline and good behavior, schools should punish students who do mistakes and may give corporal punishments to correct bad behavior.” In addition the participants stated that; “The society’s elders and chiefs may hold campaigns or meetings to discuss on how to solve

punish or encourage good behaviors” The participants further indicated that, the government has court and laws to correct and mold its citizens in the best way while non-governmental organizations may come up with correction units and set up places for care and mental control

Participant 2, 7 and 14 indicated that:

“The stakeholders are currently campaigning strongly against social vices that contribute to deficiency in good behavior through establishment of rehabilitation centers which help in modifying the bad behaviors among the affected individuals”.

Participant 3 indicated that:

Character formation is enhanced during homilies in mass and talks organized by various church groups. The participant further indicated that, “They are being preached to and motivated in institutions by lecturers and at home by parents and guardians”.

Participant 4, 5, and 10 indicated that:

“The parents call for family meetings so that they can share with their children though few of the families do that. The teachers during lectures are not only meant to teach and complete syllabus but also take their time to advise students. The participant also added that the church elders should organize for seminars where youth would meet and be taught virtues while parents/guardians enhance character formation by punishing bad behavior and praising good behavior”.

Participant 7, and 15 indicated that:

“Stakeholders have put rules to restrict students from cheating and have set aside some days to gather the students for wise talk while student leaders act as role models to other students”

Participant 6 indicated that:

“The church is training good character according to the demands of religion by warning students to avoid cheating in exams for it is a sin and against the will of God”.

Participant 12 and 25 indicated that:

“Stakeholders enhance character formation through guidance and counseling, teaching and giving examples of both good and bad characters and reinforcing by giving examples of good behavior”.

Participant 14 and 16 indicated that:

“Parents are doing their best to instill good morals in their children by talking to their children or taking disciplinary measures”

Participant 19 and 31 indicated that:

“The stakeholders are trying their best to educate members on the benefits of good character formation by leading by example and hence making the society a better place to be”

Participant 10 and 24 indicated that:

“Stakeholders are conducting talks to educate people on the effects of cheating and enabling the students know that not everything is about perfect grades”

Participant 23 indicated that:

“The community participates in helping a person in need in various ways. This trains a person on harmony and generosity. The participant further stated that when students develop such habits it becomes difficult for teachers to create angles out of them when parents have failed in their role. Therefore I could say that these stakeholders are doing little to enhance character formation”

Participant 22, 27 and 33 indicated that:

“The lecturers try to talk to students on the effects of cheating in examination in an attempt to make them understand that it is not a good character and the D.V.Cs try to orient and inform first year students during their orientation day on the way to behave through the do’s and don’ts of the institution”

4.2.2.5 Factors that can be attributed to lack of good character

The results indicated that factors that can be attributed to lack of good character include: negligence of one's duty, society's failure to correct, church not stepping in to mold the young children, state of lawlessness, lack of good examples from the stakeholders. In addition, depression, low self-esteem, laziness, poor parental guidance, peer pressure, lack of self-control as well as poor foundation in morals and immorality. Furthermore, it also includes; drugs and drug abuse, Poor school governance, arrogance and rudeness, mass and social media and lack of patience.

Regarding what an individual who engages in examination malpractices lack, the participants cited lack of self confidence, lack of self motivation, lack self driven attitude, lack of honesty and justice, lack of self control, lack of morals and reasoning capacity and lack of fear of God. In addition, the participants cited lack of moral reasoning, integrity, faith in God and lack of life skills. In addition they also cited poor study skills, lack of interest in learning the course and lack of preparedness.

When it came to the characteristics that would be exhibited by a person trained in good character the participants cited honesty and justice, self control, self respect and respecting others, care for others and environment, self discipline, good moral reasoning ability, assertiveness, charity, confidence and trust in God. In addition they also stated hard work, humility, transparency, being a caring person and role models. Furthermore they are to be disciplined to their peers and the old and be understanding and accommodative.

The respondents were further asked to describe what the lack of these characteristics would lead to.

Participant 1, 8 and 21 indicated that:

“Lack of these characteristics would lead to stealing and cheating, destruction of environment and negligence of nature through littering rubbish everywhere, fights and loss of lives”

Participant 2, 5, 11 and 17 indicated that:

“Lack of these characteristics would lead to love of money and worldly pleasures such as engaging in drug and substance abuse together with fornication”

Participant 6 and 13 indicated that:

“Lack of the above characteristics would lead to an individual exhibiting undesired character within the society with regard to set ethical moral standards (a deficiency in good character)”

Participant 4 and 9 indicated that:

“Sin will lead to disorientation of the person and everything that the said person does would result to conflict for from him flows a river of sin, indulgence in criminal activities such as robbery, stealing , poor performance, inability to relate well with others and suspension and expulsion from academic institutions”

Further, participant 7, 12 and 21 indicated that:

“The person makes rash decisions that leads to quarrels and fights among other members due to lack of respect and kills the morale and trust of other people. It would also lead to laziness and lack of self drive”

Participant 3 and 10 indicated that:

“Lack of the above characteristics can lead to conflicts amongst individuals, Poor decision making and low self-esteem”

Participant 14 16 and 19 indicated that:

“Lack of such characteristics may lead to increase in crime rates, laziness, lack of mutual trust among community members and irresponsible behavior traits”

Participant 23, 27 and 33 indicated that:

“Lack of moral characteristics leads to expulsion, suspension or discontinuation from school, severe punishment in case one is caught. Incompetence in the field of specialization and imprisonment in case of crimes”

Lastly, Participant 31 indicated that:

“Lack of these characteristics would lead to students who cheat in examination, incompetent graduates who cannot handle properly the tasks that they have been given and would lead to irresponsible citizens”

Concerning individual character the study sought to find out the behavior traits that would portray a deficiency in good character. The results indicated that people who portray deficiency in good character engage in vices such as corruption, examination cheating, sex before marriage, are dishonest and self centered. They are individualistic, coward, greedy and openly haughty and arrogant. Other behaviors include exam cheating, being disrespectful, rude and arrogant and lazy at all times.

4.2.3 Ethical Implications of Cheating in Exams

The third objective sought to analyze whether university students are aware of the ethical implications of cheating in exams. To achieve this objective the study sought to determine the understanding of a virtue, what it means to be virtuous, the actions termed as virtuous, actions categorized as vices, the effect cheating in examinations would have in a society, what effect something good that has been achieved through bad means would have on the individual and the society at large and the problems that would come about in the overall behavior of the country due to examination malpractices.

4.2.3.1 Understanding of a Virtue

Participants 1, 9 and 25 described virtue as a good character that is acceptable by the society. The participants further indicated that:

“To be virtues means to be living in a manner that is acceptable by the society that is the possession of all the virtues required e.g. honesty, accountability, God fearing”

Participant 2, 21 and 19 indicated that virtue is a good behavior that one has and this helps one to do what is good and generally accepted. These respondents further indicated that:

“A virtuous person is one who has good behavior and is always practicing what is good”

Participant 3, 4 and 7 indicated that virtue is an inherent efficacy of something. The participants further indicated that:

“To be virtuous means to be able to act in an ethically acceptable manner with regard to the set moral standards”

Participant 5 and 19 indicated that virtue is an action that is propagated by humanity for the love of God. The participants further indicated that:

“To virtuous is to be utmost humble in all undertaking, that is all for Christ and nothing for self”

Participant 6 and 14 defined virtue as the day to day moral values which drives one to do good. The participants hence indicated that:

“Being virtuous is doing the good that is expected of you and others in the living environment”

Participant 7, 8 and 10 stated that virtue is a special good character a person possesses. For example when we say that someone is self-driven we mean he/she can do anything good without being told by someone to do it. Participant 8 further indicated that:

“Being virtuous is an act of showing some good characters through the way you handle things and the way you carry yourself before people”

Participant 13 defined a virtue as the opposite of vice. It is the good character that one possesses. The participant further indicated that:

“To be virtuous is to go by the accepted norms in the society that is the good morals”

Participant 14, 18 and 27 defined virtue as traits of behavior or quality that is deemed to be morally good and thus is valued as a foundation of principle and good moral being.

Participant 27 further indicated that;

“To be virtuous refers to a person being morally good and responsible to his/her work and being truthful”

Participant 15 defined virtue as the good behavior a person has. The respondent further indicated that:

“Being virtuous means possessing behaviors that are seen as good in the society”

Participant 22, 23 and 24 defined virtue as what someone is expected to do by the society. The participant further stated that

“To be virtuous is to be able to do what is expected of one in the expected manner that the society dictates to be right”

Participant 11 defined virtue as a situation in which an individual has or owns the capacity to guide him/herself in knowing what is good and bad in a given life situation.

The participant further asserted that:

“To be virtuous means or involves an individual being honest and having integrity”

Participant 29,31 and 33 defined virtue as a character that an individual portrays by leading an exemplary life, following rules and doing the right thing even if it is not for his/her own benefit. Participant 29 further stated that:

“To be virtuous is to have a good character such that others emulates you”

4.2.3.2 Actions that can be categorized as vices

With regard to the actions that can be categorized as vices, the respondents enumerated them as follows; cheating, selfishness, corruption, procrastination, sloth, greed,

indifference, dishonesty in exams, gambling, Jealousy, breaking school rules, cohabiting and indulgence in drug abuse.

On the description given to examination cheating, participant 1, 6 and 11 indicated that;

“Examination cheating can be described as a form of corruption at an early age. This state is dangerous more so when one completes school and gets employed”

Participant 2 and 5 indicated that” examination cheating is a vice, a menace that requires everyone’s participation in overcoming it” Participant 5 further indicated that:

“Cheating in examination greatly promotes corruption in society in general and other social crimes such as nepotism and tribalism”

Participant 3 and 18 described cheating as bad means to success if one does not get caught but bad as it may seem there is some sense of justification felt by the student cheating. The participant further described that;

“Cheating in examination leads to a man eat man society. Selfishness because one only cares about his betterment”

Participant 4, 5 and 7 described examination cheating as lying to oneself by using other sources of information during examination other than your mind. The participant further stated that:

“Incompetence/unskilled persons is some of the challenges experienced at work place since many have no regard to work that is not their own.”

Participant 6 and 9 stated that examination cheating is a vice that leads to stagnation in social development since institutions will be producing graduates who cannot perform and deliver the required standards at their work places. Participant 9 further indicated that creativity and innovation of the society will as well be lowered since these graduates will not be in a position of coming up with new ideas which will benefit the society.

Participant 11 described examination cheating as using unworthy ways to get exam answers or to tackle exam. The participant further indicated that:

“Exam cheating breeds production of unqualified personnel in critical fields such as medicine. This would also lead to other negative outcomes due to poor duty performance”.

Participant 10 and 14 described examination cheating as an act of delivering dishonest answers to the examiner that is answering questions by the use of other means than according to your own understanding. The participant further explained that:

“Cheating in examination has an effect to the society because those people who cheated in exams and passed highly would finally be employed to do certain jobs in different institutions and they would not work effectively because they lack skills in particular fields.”

Participant 12 described examination cheating as a vice since it goes against set rules and regulations. The participant further explained that:

“With examination cheating, there will be fake doctors who will give poor an unprecedented diagnosis to their patients, there would be fake teachers who won't give quality education to their students, there will be fake pilots leading to accidents.”

Further Participant 16, 19 and 32 described examination cheating as a vice which should be fought against by all means. The participant further explained that:

“Cheating in examination produces less equipped students. Therefore, a person cannot fully achieve what is expected of him/her. More so such a person can easily involve him/herself in unacceptable practices such as corruption, since it is a day in day out behavior that is already established and developed”

Participant 13, 16, 20, 21 and 25 stated that examination cheating can be termed as unlawfully answering questions through foreign assistance or violating the examination rules and regulations. Participant 25 further explained that:

“Cheating in examination may lead to production of unqualified graduates in various fields and this may have advance effects on the society such as death of patients who are attended to by unqualified physicians and corruption within the country”

4.2.3.3 Reasons why somebody who achieves something good through bad means should be blamed

With regard to the issue why would somebody who achieves something good through bad means be blamed, participants 1, 7 and 17 indicated that:

“She should be blamed because she denies the one who qualified that chance by grabbing it though less qualified”.

Participant 2, 7 and 11 indicated that:

“Somebody who achieves something good through bad means should be blamed because he/she used a wrong means to achieve a good end”

Participant 3, 4 and 5 indicated that:

“Somebody who achieves something good through bad means should be blamed because he achieved it through bad means and through the process might have brought suffering to someone somewhere”

Participant 6 and 9 indicated that:

“Somebody who achieves something good through bad means should be blamed because the impact such an action would have on the person and the people around him/her. These effects may be adverse and cause great harm to the other parties”

Participant 8 indicated that:

“Somebody getting good through bad means should be blamed since he/she is not honest and may fail the society”

Participant 14, 19, 22 and 29 indicated that;

“A person who achieves something good through bad means should be blamed since the person violates some laid down set of laws and rules; it is also against the ethical code of conduct in the society”

4.2.3.4 Problems that would come about in the overall behavior of the country due to examination malpractices

With regard to the problems that would come about in the overall behavior of the country due to examination malpractices, the respondents agreed on unemployment, low productivity, under development, increased poverty, high dependency rate and effect on the country's economy.

Participant 1, 3, 7, and 15 stated that:

“The effect of examination malpractices to the overall behavior of the country would be the production of inefficient people in the society that would result to social vices such as corruption”

Participant 2,8,22 and25 stated that:

“Examination malpractices would create an ideology that focuses more on the objective rather than on the implementation and the method to achieve that objective. This would lead people to justify their bad deeds”

Participant 4, 6 and 8 stated that:

“Examination malpractices would lead to increased crime rates as a result of increase unemployment rates”

Participant 5, 13 and 21 stated that:

“The country would experience low economic growth and poor living standards as graduates will be lacking the required skills to enable them grow the economy”

Participant 9, 10 and 23 stated that:

“Exam malpractices can lead to wholesome corruption since for example people who are not qualified would end up giving bribes to get a job or maintain one”

Participant 12 and 13 stated that:

“Exam malpractices would breed unqualified personnel and this would lead to poor task performance in job such as more deaths in the field of medicine”.

Further Participant 16 ,18 and24 stated that:

“There would be a great challenge when it comes to rating of job opportunities since everyone would have passed. Hence it would be difficult to identify, individuals who are skilled in different particular fields”

Participant 26 stated that:

“The country would not develop as expected since there would be no individuals with required skill and knowledge in various fields as expected”

Furthermore, Participant 29 and 31 stated that:

“Examination malpractices would affect the whole county by generating substandard graduates who do substandard work hence poor service and goods delivery”

Lastly, Participant 19 and 28 stated that:

“It would encourage and produce lazy people who would seek to get good things through corruption and not hard work. This would in turn result to the formation of unprofessional staff thus have quacks within the society, county and the world at large”

4.2.4 Measures adopted by universities to mitigate cheating in examinations

The fourth objective sought to find out the measures adopted by universities to mitigate cheating in examinations. To achieve this objective, the respondents were asked to describe what the university has put in place as a means of mitigating cheating in examinations and to indicate what can be done to mitigate cheating in examinations.

4.2.4.1 What has the university put in place as a means of mitigating cheating in examinations

With this regard the participants indicated that, the universities have strict rules and regulations to safeguard against cheating in examinations by the use several supervisors when doing exams, having external examiners to examine what is set, how it is set and how it is answered, spacing students while doing exams to ensure no communication during exams, setting penalties for those caught such as getting expelled which is harsh and many would fear, banning of carrying phones in exam room and other materials which can be used for reference and numbering all exam booklets with serial numbers to ensure no coming into exam room with written booklet and also to be easy to trace cheating from those seated closely.

Participant 1 and 9 stated that:

“The university is currently adopting strict examination policies whereby in a case of detection of cheating the individual concerned is suspended from the university”

Participant 2, 5, 6 and 7 stated that:

“The university has given clear warning to culprits of cheating in exams and has also put up strict exam measures and more lecture halls to avoid overcrowding during examination time”

Participant 3, 9 and 20 stated that:

“One is suspended from doing that exam she/he was caught stealing and after the suspension he/she is required to go before the senate to explain as to why he/she was cheating in an examination”

Participant 13 stated that:

“The culprit misses the results of that unit as though he never sat for that exam. One is also not allowed to graduate due to missing marks and exam irregularities”

Participant 4 and 8 stated that:

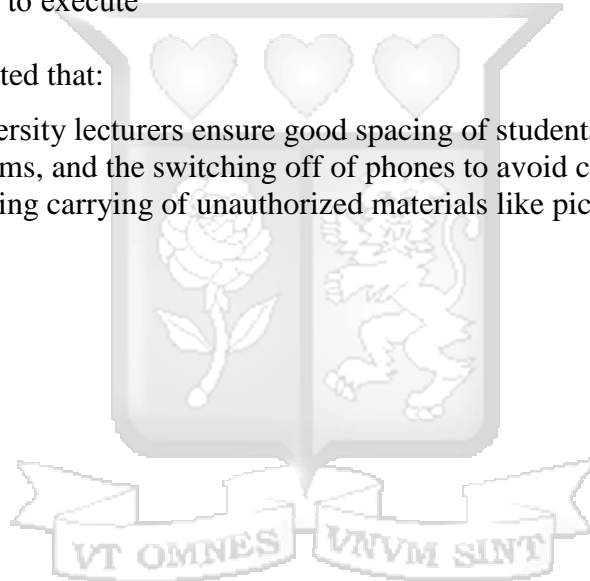
“The university has laid down written rules and consequences regarding exam irregularities. Also ensured strict supervision during exam”

Participant 11 and 12 stated that:

“The university should build big lecture halls so that the students do not squeeze during the exams. When the students sit too close to each other, cheating will be very easy to execute”

Participant 13 stated that:

“The university lecturers ensure good spacing of students to avoid snooping in exam rooms, and the switching off of phones to avoid copying from phones and not allowing carrying of unauthorized materials like pictures and notes in exam rooms”



CHAPTER FIVE: DISCUSSION

5.1 Introduction

This chapter attempts to give ethical underpinnings of the answers to the three research questions and then compares it with the findings of the research to confirm the validity of the method used. In order to do that, it looks at the research questions and how the reviewed literature impacts it. The findings from the reviewed literature seem to support the findings from the research thereby validating the method used by the researcher.

5.1.1 Causes of examination cheating among university students?

As expected, it was clear that majority of the respondents understood what exactly cheating is. The findings indicated different factors that drive students to cheat which include, unpreparedness when the final exams come, peer pressure, need to impress the parents, lack of confidence in oneself, laziness; students academic background, discipline, the fear of failure, lack of proper teaching/adequate teaching by the lecturers, inadequate preparations, inability to understand and master certain concepts, poor exam supervision, lack of good revision , fear to face reality of failure, fear of the repercussions, poor management skills and desire to attain better grades.

These findings concurred with that of Anya, (2017) who indicated that, students work under intense pressure and under stressful conditions imposed on them by the society, their parents/guardians and the school environment in which they learn. Society places a very high premium on the possession of certificates as against the acquisition of skills. Bitrus (2013) indicated that examination malpractice is perpetrated by parents or guardians who buy papers or bribe examiners and educators who collect money and turn a blind eye, lazy students who do not take their studies seriously, the examiners who set and mark the papers, typist of the question papers, printer who supervise printing arrangements or transport printed questions, supervisors who supervise the conduct of the examinations, invigilator at the centers/halls, proprietors, school systems such as Colleges, Polytechnics and Universities are all guilty of various examination misconducts. In addition, Ongong'a and Akaranga (2013), indicated that, the prevalent

forms of examination irregularities in Kenya include: candidates colluding with invigilators and examiners; impersonation and writing synoptic notes

Further on it was indicated that individuals who cheat lack confidence in him/herself, lacks good advisers to direct them, lack proper commitment and hard work in their studies as it is supposed to be, lacking content of the exam/unpreparedness, lack Christian virtues and moral values of honesty and justice, lacking integrity, self respect and self control; moral codes of conduct. This concurred to the findings by Awiti and Scott (2016) who noted that there is a crisis of integrity among Kenya's youth. Youth here being individuals between the ages between 18 and 35. Hence it is common knowledge today more than before that we are facing a crisis of young men and women who are keen in achieving anything through dubious ways. In addition, Kenya youth report of (2016) indicated that Kenyan youth no longer have regard for honour and truth since while work is a respected value, the association between hard work and success declines dramatically with each level of education.

Lastly, the results indicated that students cheat in examination to pass highly and get first class honors, to top in examination and win well paying jobs and career, to evade penalties of supplementary and discontinuity, to escape the shame of failure and the fear of failure. The results further indicated that students cheat to be respected by others, to prove that they are the best of all the students, to overcome the pressure being exerted on them by the people around them, to please others with good grades. Sometimes one cheats to get any reward or gift, if he/she has been promised to be given one, pressure from parents for their children to always pass, motivation to make teacher and parent /guardian happy as well as escape supplementary exams. This concurred to the findings by Awiti and Scott (2016) who stated that cheating in examination is attributed to their longing for happiness. They want to respond to an inner quest that urges them to seek for those things that will satisfy their needs for happiness.

5.1.2 Influence of individual character on students attitude towards cheating in examinations

The second objective of the study sought to assess the influence of individual character towards cheating in examinations. With regard to what a good character is it was found out that a good character is doing or following the rules and regulations set over a particular task and having the virtues /moods to do the right thing despite the circumstances. The findings concur with Aristotle's ethics who stated that a good character is the indispensable condition and chief determinant of happiness, which is itself the goal of all human doing. According to Aristotle human actions have an end and it is this end that constitutes the good. In addition, Nicomachean ethics (1; 1,1094a) stated that:

“Every action and choice tends towards some kind of good. It is with reason, therefore, that the good is that towards which all things tend”

The findings also indicated that a good character is formed by ones surroundings starting with the family at home, the church, the school and finally how one interprets and lives according to God's word. The findings concur with Gichure, (2015) who rightfully puts it, that for character formation, “The concrete value judgment made has to do with the maximization of good. This fact seems very attractive at first until one goes a little deeper”.

Concerning the opportunities of character formation, the study indicated that the opportunities include, character formation in schools and church by teachers, pastors and mentors, character formation acquired from seminars; retreats, workshops, and also character formation achieved within jail and especially if one gets out completely changed and character formation workshops and seminars and retreats conducted by Non-governmental institutions. Therefore all educational stakeholders are seen to be effective in enhancing student character. This agrees with Odiya Ochuku, (2011) assertion that in education, morality is about the conduct of teachers, parents, examiners and law enforcement agents who need to be positively involved in dissuading candidates from any form of examination malpractice.

Further, the findings indicated that factors that can be attributed to lack of good character include; negligence of one's duty, society's failure to correct, church not stepping in to mold the young people, state of lawlessness, lack of good examples from those stakeholders. In addition, depression, low self-esteem, laziness, Poor parental guidance, Peer pressure, lack of self-control as well as Poor foundation in morals and character. Furthermore, it includes; drugs and drug abuse, Poor school governance, arrogance and rudeness of the youth, negative influence of media and social media and lack of patience. This concurs with Kilemi Mwiria (2012) assertion that cheating-in-exams reflect declining ethics and bad leadership at KNEC. He further states that, there are serious malpractices in our universities and other certificate granting bodies

Regarding what an individual who engages in examination malpractices lack, the participants cited lack of self confidence, lack of self motivation, lack of self driven attitude, lack of honesty and justice, lack of self control, lack of moral reasoning and lack of fear of God. In addition, the participants cited lack of integrity, faith in God and lack of skills to disseminate information. Therefore there is a general lack of self exploration which Kierkegaard states as necessary for faith, the key requirement for his third stage, which is a properly religious life which he regards to be the highest plane of existence (Kierkegaard, 2013).

Furthermore, on the characteristics that a person trained in good character would exhibit, the respondents stated: honesty and justice, self control of high level, self respect and others, care for others and environment, self disciplined, good ability of moral reason, assertiveness, charitable, confidence and trust in God. In addition it includes hard work, humility, transparency and role models. Furthermore they valued being disciplined before peer and the old, understanding and accommodative. Hence it suffices to say that an action is good as far as its species defining powers are properly actualized and when achieved through the proper exercise of reason. This fits well with Kretzmann and Stump assertion that;

“Human goodness like any goodness appropriate to one's species is acquired by performing instances of the operations specific to its

species, which in the case of humanity is the rational employment of rational powers’’(Kretzmann and Stump, 1988).

Lastly on individual character the study sought to find out the behavior traits that would portray a deficiency in good character. The results indicated that people who portray deficiency in good character would engage in vices such as corruption, examination cheating, Sex before marriage, dishonesty and self centeredness. They would also be individualistic, cowards, greedy, openly haughty and arrogant. Other behaviors would include being disrespectful, being rude and arrogant and lazy all the times. This concurs with the Kenya national examination council (2018) assertion that cheating in examinations is just another form of corruption; a vice that many institutions have failed to eradicate and whose cure can only be a change in attitude regarding all types of corruption and especially the will to fight it.

5.1.3 Ethical Implications of Cheating In Exams

The third objective sought to analyze whether university students are aware of the ethical implications of cheating in exams. Hence the main focus was on what virtue is. The findings indicated that virtue refers to a good character that is acceptable by the society. This concurs with Aristotle’s assertion that virtues are concerned with individual’s various feelings and action, because it is in them that excess and defect are found. Hence according to Aristotle a virtue is a habit whose concern is the choices that individuals make. This is well stated by Mimbi (2009) in his assertion that “Virtue is above all a habit of preference, a condition of moral excellence which provides one with the ability for making morally sound decisions.” In addition, Aquinas describes a virtue as a habit that disposes an agent to perform its proper operation or movement (DVC 1; ST I a IIae 49.1).

On the actions that can be categorized as vices, the respondents retorted that this would include; cheating, selfishness, corruption, procrastination, sloth, greed, indifference, dishonesty, lack of prudence, lack of self control, gambling, jealousy, breaking school rules, cohabiting and indulgence in drug abuse. These are regarded as vices that would

influence students to cheat in examination. The findings further indicated that vices lead to stagnation in social development since institutions will be producing graduates who cannot perform and deliver due to lack of the required standards of work. This concurs well with Mimbi's (2009) explanation of vices when he states that "Virtues are lost and diminished by the performance of contrary acts. These give rise to contrary "forms": injustice, intemperance, etc.(vice) which cannot co-exist with the forms of justice, temperance, etc. (virtue). Thus vice is a habitual irrational behavior of a destructive kind. It annuls virtue". Hence virtue is a state of being (Debeljuh, 2009).

With regard to the problems that would come about in the overall behavior of the country due to examination malpractices, the respondents agreed on unemployment, low productivity, under development, increased poverty, high dependency rate, low quality of education and negative impact on Kenya's economy .These would definitely destroy a nation since it would lead to a situation in which patients would die at the hands of such doctors, buildings would collapse at the hands of such engineers, money would be lost in the hands of such economists and accountants, humanity would die at the hands of such religious scholars, justice would be lost at the hands of such lawyers and judges and governance would be lost at the hands of legislators. This truly agrees to what is at the entrance of a university of South Africa that:

"Destroying any nation does not require the use of atomic bombs or the use of long range missiles. It only requires lowering the quality of education and allowing cheating in the examinations by the students."

Therefore there is a need for excellences or virtues of both mind and appetite if we want the actions of Kenyan youths to be good (Dunning, 2014).

According to Kant, education is mostly essentially concerned with morality. Morality and the formation of character are the two top educational priorities. Formation of character is a pre-condition for anything that can happen in education.

"If we wish to form the characters of children, it is of the greatest importance to point out to them a certain plan and certain rules, in everything and these must be strictly adhered to. For instance, they

must have set times for sleep, for work and for pleasure, and these times must be neither shortened nor lengthened” (Foley & Rhys, 1900).

What Kant therefore emphasizes is a certain amount of strictness, scheduling and set time. Scheduling has to come from authoritative source such as parent or teacher. This should be done without compromise because young people are naturally undisciplined and if left on their own they are chaotic.

Hence a schedule should be devised and strictly imposed upon the students. Although this would not go well with them, they cannot be left on their own to do anything by means of the whims of the moment. Therefore if we have to teach children then there is something that we cannot compromise or allow deviations, otherwise the natural unruliness of children will be out of control. We have to get them used to discipline and strictness. Obedience has therefore to be required of them.

“Above all things, obedience is an essential feature in the character of a child (Foley & Rhys, 1900).

What Kant is signaling here is that the very first thing we have to attend to in education is obedience. In getting the child to be obedient, the number one positive character trait is the trait of obedience.

Human beings are by nature disobedient. Disobedience is the greatest sin and hence by contrast obedience must be the top virtue or the number one virtue that we should have to instill in.

5.1.4 Measures Adopted to Mitigate Cheating In Examinations

The fourth objective sought to find out the measures adopted by universities to mitigate cheating in examinations. The findings indicated that, the universities have strict rules and regulations, the use of several supervisors during exams, having external examiners to examine what is set, how it is set and how it is answered, spacing students while doing exams to ensure no communication, setting penalties to those caught, such as getting expelled, banning use of phones in exam room and other materials and numbering all

exam booklets with serial numbers to ensure no coming into exam room with written booklet and also to be easy to trace any collusion from those seated closely. This agrees with Odiya Ochuku, (2011) who states that in education, morality is about the conduct of teachers, parents, examiners and law enforcement agents who need to be positively involved in dissuading candidates from any form of examination malpractice.

According to the pragmatism school of philosophy of education, curriculum in general should be more focused on applying issues in education against de-emphasized theoretical abstract about issues in education. It is one of the leading philosophies that are pushing for an interdisciplinary approach to education as opposed to a more traditional that would come up with a curriculum of subject matters that may or may not be connected to each other. The issue of application, the emphasis on applied is laid on what works, on what is functional.

when we are constructing our education mission statement and putting that into practice, we should be emphasizing practicality, the hands on approach to education rather than a book centered form of education, education that is practical and prepares students for life, rather than an educational approach that is theoretical and may or may not have any connection to the practical life of the students as they get older. Pragmatism should be seen as one far resolution towards the step of integrating theory with practice (realism) by emphasizing on practical and hands on and less interested with theoretical and education as knowledge for its own sake.

CHAPTER SIX: CONCLUSION AND RECOMMENDATIONS

6.1 Conclusion

On the basis of the findings, Regarding research objective one, the study concluded that different factors drive students to cheat in examination, key among them being decline in society's ethical and moral performance. Therefore there is need to take into consideration a return to moral values at home, school, church, work place and in the general behavior of all in the society.

With regard to objective two, it was also concluded that students' character influence cheating in examination; therefore character transformation is central since being ethical is not the same as doing whatever society accepts to be the right thing to do. Thus the stakeholders in character formation, family, school, church and society at large should guard against the modern unacceptable behaviours since the standards of behaviour in a society should not deviate from what is ethical. It is therefore clear that avenues for character formation need to be taken seriously.

The study further concerning objective three concluded that examination malpractices influence the society's development negatively; this ranges from destroying the moral integrity of the persons involved to producing counterfeit graduates, which affects the very core of human progress and breeds criminals within the society. Therefore, in an attempt to alter the current trends towards examination malpractices and salvage the education system and its aims, there is a need to transform the students' character through a serious involvement of the various stakeholders. This entails coming up with an ethical paradigm shift that would bring about a change in the current character dispositions towards examinations and education in general.

Lastly concerning objective four, it was concluded that examination malpractices are perpetuated by the unwillingness and deliberate failure to enforce the laws against cheating in examination. Therefore, unless the examinations laws are underpinned by a correct moral theory – virtue ethics – they will remain mere rules and will therefore lack the requisite force to instill deep and lasting convictions based on what right reason

dictates ought to be done. For example, the universities must put in place stringent measures rooted in ethics to curb examination malpractices.

6.2 Recommendations

Government should put in place measures that would tighten its laws and impose sanctions against university employees, lecturers, students and anybody who is involved in examination malpractices of whatever degree. This would be a better way of curbing what Archbishop Fulton J Sheen refers to as “Liberty” which is taking the place of obedience. It is said that obedience has had its day. Civilization is in danger when the rights of liberty plead against the duties of obedience as if the two were opposed to one another. A man who has never obeyed is not the man who will know how to command. He will be a poor general who has never come up through the ranks.

Universities should create awareness to its students about obeying the rules and regulations governing examinations. This would involve fundamental changes in peoples’ attitudes and responses in accepting moral beliefs and rules in a positive way. St Thomas Aquinas asserts that “The respect that one has for the rule flows naturally from the respect that one has for the person who gave it. Therefore there is some value that always should be seen behind authority which compels respect and reverence”

Parents should take their rightful place in the family by inculcating the life of virtue to their children that would ensure good character – after all they are the principal educators of their children. This should start from the tender age, since a horse must be broken in while he is a colt, a dog must be trained when he is young and also you make what you want of iron when it is still red hot.

In addition parents should inculcate the virtue of obedience in their children, since obedience to the parents would easily lead to obedience to the rules and laws that govern the society. Obedience to laws and rules comes from the love of the authority and unless this is strengthened from the word go, then it would be a tall order to have an effective society governed by the ‘Law giver’. Socrates had such love for his country that he could not go against its laws even when influenced by a friend to do so by running out of jail.

Few youth today act out of what they have learned/acquired from their parents. Hence majority of them get learned by themselves through what they have learnt on their own and not from what they have learnt from their parents. Hence their knowledge comes from what is offered by the social media and what they gather from each other.

The Ministry of education should include the teaching of ethics in the CBC curriculum and also at the secondary, tertiary colleges and university levels. The formation of good character needs to be juxtaposed to any form of education. This will make an impact in our today and future country since the talents that will be exploited would definitely enrich the common good, because the likes of these children would be future citizens of integrity. I would therefore recommend that the Ministry comes up with a *National Virtue System* that can serve as a template for the formation of the character of our youth.

Lastly, the ministry of education needs to look at education in its broadest sense that is the social continuity of life. That education is not primarily focused on the individual but on the social continuity of life. What is this that the society should expect of an individual member and how is this member going to be prepared towards this, since the individual is the vehicle through which the society carries on.

6.3 Recommendation for Future Research

Based on the findings and recommendation of the study it is recommended that future studies could be done on why ethical behaviours in the family are deteriorating. Secondly another study could be done on the trend of behavior in the society and lastly a study can be done on the integrity of university administration in matters to do with examination

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APPENDIX I: CONSENT FORM

Title of Study: **THE ETHICAL PERSPECTIVE OF CHEATING IN EXAMINATION AMONG UNIVERSITY STUDENTS IN SELECTED UNIVERSITIES IN UASIN GISHU COUNTY, KENYA.**

Principal Investigator \ and institutional affiliation:

Stephen Waweru Kimani

90698

Student **Strathmore University, Kenya:**

Introduction:

The purpose of this consent form is to give you the information you will need to help you decide whether or not you should participate in the study. Feel free to ask any questions about the purpose of the research, what happens if you participate in the study, the possible risks and benefits, then your rights as a volunteer, and anything else about the research or this form that is not clear. When we have answered all your questions to your satisfaction, you may decide to be in the study or not. This process is called 'informed consent'. Once you understand and agree to be in the study, I will request you to sign your name on this form. You should understand the general principles which apply to all participants in the study:

- i) Your decision to participate is entirely voluntary
- ii) You may withdraw from the study at any time without necessarily giving a reason for your withdrawal

May I continue? YES / NO

What Is The Purpose Of The Study?

The researcher listed above is interviewing students and chaplains on the ethical perspective of cheating.

What Will Happen If You Decide You Want To Be In This Research Study?

If you agree to participate in this study, the following things will happen:

You will be interviewed by a trained interviewer in a private area where you feel comfortable answering questions. The interview will last approximately 30 minutes.

Are There Any Risks, Harms, Discomforts Associated With This Study

There are no risks when you decide to participate in the study, however, we will keep everything you tell us as confidential as possible. If there are any questions you do not want to answer, you can skip them. You have the right to refuse the interview or any questions asked during the interview.

Are There Any Benefits Being In This Study?

The information you provide will help us better understand ethical perspective of cheating among university students. This information will help to shed light on the perception of students on examination cheating, the influence of individual character towards cheating in examination and whether university students are aware of the ethical implications of cheating in exams. This information will be useful in mitigating cheating in examinations..

Will Being In This Study Cost You Anything?

The study will involve spending time during the interview session therefore it will cost a-bit of your time.

Is There Reimbursement For Participating In This Study?

There will not be direct material gain from the study.

What Are Your Other Choices?

Your decision to participate in this research is voluntary. You are free to decline or withdraw participation in the study at any time without injustice or loss of benefits.

You do not have to give reasons for withdrawing if you do not wish to do so.

For more information contact Fr Stephen Waweru Kimani 0722-460-682 from 8am to 5pm. Or SU-IERCs on email ethicsreview@strathmore.edu

Statement of Consent

You are being asked to give your permission to participate in this study.

I have read this consent form or had the information read to me. I have had the chance to discuss this research study with a study counselor. I have had my questions answered by him or her in a language that I understand. The risks and benefits have been explained to me. I understand that I will be given a copy of this consent form after signing it. I understand that my participation in this study is voluntary and that I may choose to withdraw at any time.

I understand that all efforts will be made to keep information regarding my personal identity confidential.

By signing this consent form, I have not given up my legal rights as a participant in this research study.

I voluntarily agree to participate in this research study:

Yes No

Signature: _____ Date _____

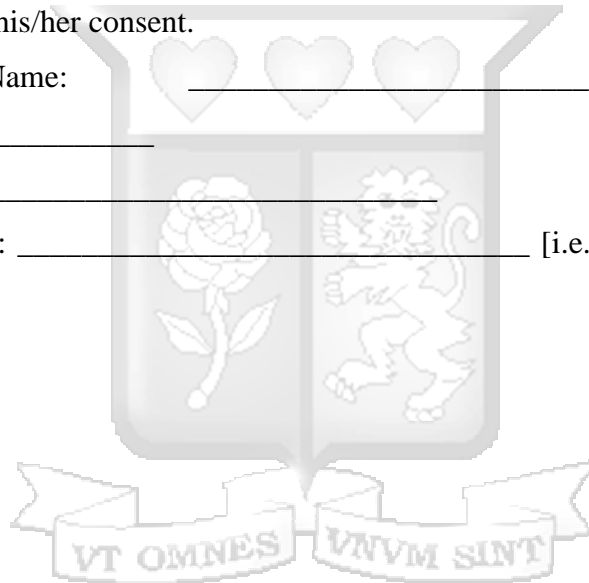
Researcher's statement

I, the undersigned, have fully explained the relevant details of this research study to the participant named above and believe that the participant has understood and has knowingly given his/her consent.

Printed Name: _____ Date: _____

Signature: _____

Role in the study: _____ [i.e. who explained informed consent form.]



APPENDIX II: INTERVIEW SCHEDULE FOR STUDENTS

Title of Study: **THE ETHICAL PERSPECTIVE OF CHEATING IN EXAMINATION AMONG UNIVERSITY STUDENTS IN SELECTED UNIVERSITIES IN UASIN GISHU COUNTY, KENYA.**

1 To investigate the possible causes of examination cheating

- a) What is your understanding of cheating?
- b) What do you think are the factors that drive students to cheat?
- c) What does cheating in examination entail?
- d) What does one who cheats in examinations lack?
- e) What do you think are the likely motives that students may have when they cheat?

2 To assess the influence of individual character towards cheating in examinations

- 4 What is a good character?
- 5 What are the characteristics of a good character?
- 6 How is a good character formed?
- 7 What are the opportunities of character formation?
- 8 Who are supposed to be the stakeholders in character formation?
- 9 What are these stakeholders currently doing to enhance character formation?
- 10 What are the factors that can be attributed to lack of good character?
- 11 When one indulges in examination malpractices what does such a person lack?
- 12 What are some of the characteristics that a person trained in good character would exhibit?
- 13 What would lack of these characteristics lead to?
- 14 What are the behavior traits that would portray a deficiency in good character?

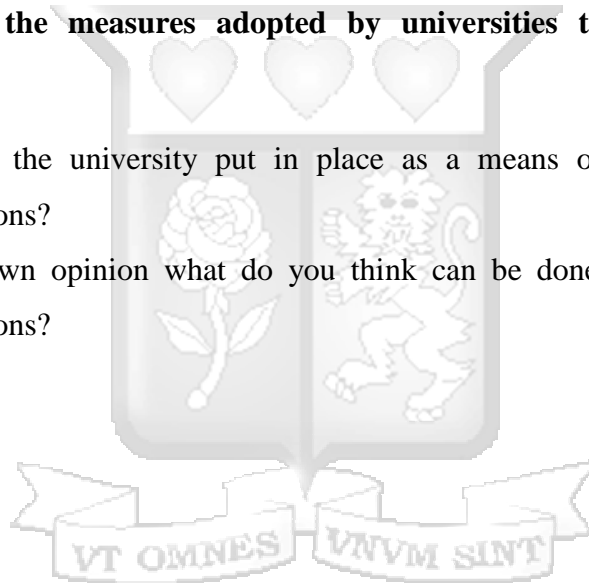
3 To analyze whether university students are aware of the ethical implications of cheating in exams

- 15 What do you understand a virtue to be?
- 16 What does it mean to be virtuous?

- 17 What actions can be termed as virtuous?
- 18 What actions can be categorized as vices?
- 19 What description can we give to examination cheating?
- 20 What effect would Cheating in examinations have in a society?
- 21 Why would somebody who achieves something good through bad means be blamed?
- 22 What effect would something good that has been achieved through bad means have on the individual and the society at large?
- 23 What problems would come about in the overall behavior of the country due to examination malpractices?

4 To find out the measures adopted by universities to mitigate cheating in examinations

- a) What has the university put in place as a means of mitigating cheating in examinations?
- b) In your own opinion what do you think can be done to mitigate cheating in examinations?



APPENDIX III: INTERVIEW GUIDE FOR THE CHAPLAINS

Title of Study: **THE ETHICAL PERSPECTIVE OF CHEATING IN EXAMINATION AMONG UNIVERSITY STUDENTS IN SELECTED UNIVERSITIES IN UASIN GISHU COUNTY, KENYA.**

1 Possible causes of examination cheating

- a) From your interaction with students what is your experience or what have you gathered on what exactly makes university students cheat in examinations?

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2 To assess the influence of individual character towards cheating in examinations

- a) From the behavior of our today’s youth and especially in the university, what have you gathered to be lacking in them?

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- b) What effect does the above (3a) absence have on the character of individual students?

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- c) What are the opportunities of character formation?

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- d) Who are supposed to be the stakeholders in character formation?

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e) What are these stakeholders currently doing to enhance character formation?

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3. To analyze whether university students are aware of the ethical implications of cheating in exams

a) What effect would Cheating in examinations have in a society?

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b) What problems would come about in the overall behavior of the country due to examination malpractices?

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4 To find out the measures adopted by universities to mitigate cheating in examinations

a) What are the effects of guidance and counseling services in your university?

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b) What are some of the hindrances to the effectiveness of these services?

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c) If students make use of these services and the malpractice still persists, what would we say about the commitment of those offering these services?

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d) As a chaplain, what do you have in place as a backup to these services offered by the university?

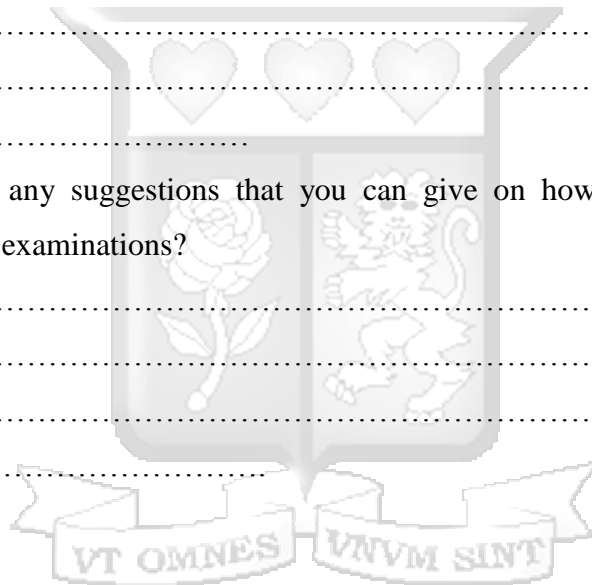
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e) Every institution of higher learning has a responsibility of building the character of students. What system has your university put in place towards this?

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f) Are there any suggestions that you can give on how to mitigate cheating in university examinations?

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APPENDIX IV: ETHICAL CLEARANCE



16th December 2019

Reverend Waweru Kimani, Stephen
stevewakim2@gmail.com

Dear Mr Waweru,

RE: The Ethical Perspective of Cheating in Examination among University Students in Selected Universities in Uasin Gishu County, Kenya


This is to inform you that SU-IERC has reviewed and **approved** your above research proposal. Your application approval number is **SU-IERC0585/19**. The approval period is **16th December, 2019 to 15th December, 2020**.

This approval is subject to compliance with the following requirements:

- i. Only approved documents including (informed consents, study instruments, MTA) will be used
- ii. All changes including (amendments, deviations, and violations) are submitted for review and approval by SU-IERC.
- iii. Death and life threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to SU-IERC within 72 hours of notification
- iv. Any changes, anticipated or otherwise that may increase the risks or affected safety or welfare of study participants and others or affect the integrity of the research must be reported to SU-IERC within 72 hours
- v. Clearance for export of biological specimens must be obtained from relevant institutions.
- vi. Submission of a request for renewal of approval at least 60 days prior to expiry of the approval period. Attach a comprehensive progress report to support the renewal.
- vii. Submission of an executive summary report within 90 days upon completion of the study to SU-IERC.

Prior to commencing your study, you will be expected to obtain a research license from National Commission for Science, Technology and Innovation (NACOSTI) <https://oris.nacosti.go.ke> and also obtain other clearances needed.

Yours sincerely,


for. Dr Virginia Gichuru,
Secretary; SU-IERC

Cc: Prof Fred Were,
Chairperson; SU-IERC



APPENDIX V: NACOSTI PERMIT

 <p>REPUBLIC OF KENYA</p>	 <p>NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION</p>
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APPENDIX VI: PLAGIARISM REPORT

THE ETHICAL PERSPECTIVE OF CHEATING IN EXAMINATION AMONG UNIVERSITY STUDENTS IN SELECTED UNIVERSITIES IN UASIN GISHU COUNTY, KENYA

ORIGINALITY REPORT

% 25	% 19	% 5	% 22
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	www.essayediting.co.uk Internet Source	% 3
2	Submitted to Mount Kenya University Student Paper	% 2
3	Submitted to Masinde Muliro University of Science and Technology Student Paper	% 1
4	mmu.ac.uk Internet Source	% 1
5	profiles.uonbi.ac.ke Internet Source	% 1
6	journals.sagepub.com Internet Source	% 1
7	isdsnet.com Internet Source	% 1
8	gianbarcebal.blogspot.com Internet Source	% 1