



Influence of Headteachers' Provision of Examination Assessment Resources on Academic Integrity in Public Primary Schools in Eldas Sub-County, Wajir County, Kenya

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Abstract: *Headteachers' provision of examination assessment resources plays an important role in ensuring that integrity of examinations is upheld in schools. However, in Eldas Sub- County, many public primary schools still report cases of examination malpractices. This study sought to assess the influence of headteachers' provision of examination assessment resources on academic integrity in public primary schools in Eldas Sub- County, Wajir County, Kenya. The study was guided by the theory of supervisory practice and theory of planned behaviour. The study adopted a mixed methodology and applied concurrent triangulation research design. Target population comprised 35 headteachers, 35 Director of Studies and 134 teachers totaling to 204 respondents, from which a sample of 136 respondents was determined using Yamane's Formula. This comprised 8 headteachers, 8 Directors of Studies and 120 teachers. Qualitative data were analyzed thematically based on the objectives and presented in narrative forms. Quantitative data were analyzed using descriptive statistics such as frequencies and percentages and inferentially using Pearson's Product Moment Correlation Analysis with the help of Statistical Package for Social Sciences (SPSS Version 25) and presented using tables. The study established that there have been many reported cases of examination malpractice which point to lower levels of academic integrity in many public primary schools. This has been partly attributed to the inability of headteachers to provide adequate examination assessment resources. Thus, the study recommends that the Ministry of Education should continue ensuring that schools or examination centers are conducive for learners and safe to guarantee academic integrity.*

Keywords: *Headteachers' provision of examination assessment resources, academic integrity, public primary schools, examination malpractice*

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1. Introduction

Examinations are number of tests used as measuring instruments or devices that a tutor uses to quantify the amount of learning within his or her learners whenever there is need to quantify a particular attribute or variable. The teacher needs to select the most appropriate measurement tool that measures accurately that particular attribute or variable of interest. Hence, a good examination enables the tutor measure accurately the

attribute that in most cases is learning. In keeping with these assertions, Smith and Johnson (2019) notes that examinations have been a major characteristic of educational systems the world over since time immemorial. According to Smith and Johnson (2019), examinations serve a number of functions in the learning process despite the effects they have on the curriculum and all stakeholders in the education system. However, for such examinations to achieve their intended

objectives, levels of academic integrity must be highly maintained to reduce cases of examination malpractice.

According to Snijders and Blok (2020), academic integrity is the commitment to and demonstration of honest and moral behavior in an academic setting. It is the expectation that teachers, students, researchers and all members of the academic community act with honesty, trust, fairness, respect and responsibility. In primary school context, academic integrity entails the expectation that learners and teachers will uphold the rules and regulations governing the administration of examinations. However, attaining academic integrity has been a challenge in many primary schools worldwide. Snijders and Blok (2020) further assert that academic dishonesty may be more widespread than one can imagine. Empirical studies indicate that cheating by students in post-secondary institutions is prevalent in many countries, including Poland, Germany, Spain, Portugal, the Middle East and Taiwan (Hughes, Butler, Kritsonis & Herrington, 2014; Teixeira & Rocha, 2016).

For example, in their survey of undergraduate students in Western Pennsylvania, Johnson (2020) revealed that 83% of the respondents had cheated in the past or during the current academic year, 80% had admitted to using crib notes or written science terminologies on their shoes, wrists or other parts of their bodies during minor quizzes and over three quarters admitted cheating on major examinations and projects. A survey of 700,000 students in America, 80% of the respondents admitted as having engaged in academic dishonesty (Johnson, 2020). In the Netherlands, for example, a report by De Vries (2021) indicates that cases of examination cheating and other forms of dishonesty or malpractice stand at 23.8%. In Pakistani, Ali and Ahmed (2019) posit that examination integrity rates are also low at 65.9%. To mitigate these challenges, heads of primary schools have introduced a raft of examination assessment practices including provision of key resources. India, Singh and Sharma (2020) highlighted that the provision of adequate resources, such as textbooks, trained invigilators, and examination halls equipped with technology, creates an environment that reduces cheating and promotes academic honesty. When headteachers ensure that examination rooms are well-monitored and equipped with sufficient resources, students are less likely to engage in dishonest practices (Singh & Sharma, 2020). Furthermore, Suri (2019) found that the leadership of headteachers, including their implementation of fair and transparent examination practices, directly influences the students' adherence to academic integrity standards. According to Suri (2019), there has been a reduction of 12.4% in cases of examination malpractice with school heads have taken upon themselves to undertake examination assessment training of staff, provide conducive physical facilities during examinations, assessment materials and prudent supervision of examination. These assertions point to the fact that the role of assessment and attendant practices adopted by

school heads plays a key role in promoting academic integrity.

In Nigeria, Ojo and Adefolaju (2018) posit that headteachers in Nigerian schools who allocate resources for proper examination supervision, such as trained invigilators and reliable technological tools, help reduce incidences of cheating. The study found that inadequate resources often lead to increased opportunities for dishonesty, as students exploit the lack of supervision to cheat. However, where headteachers actively oversee the examination process and provide necessary resources, academic integrity is better maintained (Ojo & Adefolaju, 2018). However, during the administration of examinations, questions about the integrity of such examinations often arise. A report by Obanya (2022) shows that, in Nigeria, there were 19.4% reported cases of examination malpractice leading to cancellation of results belonging to 1234 students who sat for the Nigeria National Examination (NNE).

In Uganda, a report by Kabonesa (2017) reveals that academic integrity has been low in national examinations. In Kenya, the scenario is the same with many reported cases of examination malpractice. Ombongi and Ochieng (2020) highlight the prevalence of exam malpractice in Kenyan schools, particularly during national exams. The study attributes this to several factors, including pressure from parents and teachers, the desire for academic success, and inadequate supervision during exams. Additionally, it notes that students often feel that cheating is necessary to secure a good future, reflecting a deep-seated belief that the education system places too much emphasis on examination results. In a similar vein, Njeru (2018) argues that academic dishonesty is not limited to exams alone but is also evident in everyday academic practices, such as plagiarism and falsification of assignments. As highlighted by Onyango (2020), while some improvements have been made, there is still a need for more comprehensive policies, stronger enforcement, and a cultural shift toward valuing honesty and ethical behavior in education. This has made some stakeholders such as parents doubt the authenticity of their children's results hence in some instances candidates request for remarking of their scripts. According to Kiogotho (2019), nearly 21% of students who say cheating is bad still engage in the behavior. Kenya has not been spared from this vice. Siringi (2019) also states that over 60% of students in colleges and universities in Kenya admitted having cheated in examinations. In the same token, Khaemba (2020) also reports that 1.5% of students who sat for Kenya Certificate of Secondary Education (KCSE) examination were reported to have cheated.

In the year 2018 KCSE examinations, Masaba District had 4.56% cases of cheating, second to Migori District which had 0.79%. During the 2017 KCSE examination, results for 1,205 candidates alleged to have been involved cheating were cancelled (Magoha, 2018). In

Eldas Sub- County, Ministry of Education (2021) noted that there have been cases of examination malpractice in different primary schools, and this has led to interdiction of many headteachers. Another report by the Ministry of Education (2023) indicates that levels of academic integrity in public primary schools have gone down from 78.3% to 54.1% within a period of five years (2019-2023). This paints a picture of the declining trend in the academic integrity in many public primary schools. To mitigate these changes, headteachers have adopted a multiplicity of examination assessment practices. However, much was still needed to be done to interrogate the influence of headteachers' provision of examination assessment resources on academic integrity in public primary schools, hence the study.

1.1 Research Objectives

1. To assess the status of academic integrity in public primary schools in Eldas Sub- County.
2. To establish the influence of headteachers' provision of examination assessment resources on academic integrity in public primary schools in Eldas Sub-County.

2. Literature Review

Headteachers' examination practices, especially the provision of resources, significantly influence academic integrity in schools. School physical resources for examination administration include classrooms, furniture and spacing as well as laboratories.

In keeping with these assertions, Howard (2021) carried out a study in the United States of America, which revealed examination practices, including the provision of resources such as study materials and access to tutoring, have been shown to have a positive influence on academic integrity. According to Howard (2021), when headteachers prioritize academic support by providing sufficient resources, students are less likely to engage in dishonest practices like cheating. This is because students feel prepared and confident, reducing the temptation to violate academic integrity. In the same token, Roberts and West (2020) also undertook a study which established that schools which had conducive classrooms for examinations, good furniture and adequate spacing during examinations, had minimal cases of examination malpractice and other forms of academic dishonesty. These findings point to the fact that school managers have the responsibility of ensuring that there are adequate classrooms, well-ventilated examination rooms as well as resource centers that can cater for the number of learners without overcrowding while undertaking examinations.

In many countries in Sub-Saharan Africa, for example, the scenario is similar where the physical condition of most public primary schools influence learner

achievement and the extent to which they engage in examination malpractices. For example, in Nigeria, Adeyemi (2020) notes that headteachers' ability to provide essential learning materials and organized revision sessions plays a pivotal role in maintaining academic integrity. However, when resources are scarce or poorly managed, students may resort to dishonest behaviors to cope with academic pressures. This corroborated the findings of research carried out by Orim (2017) found that learners who undertake examinations in examination in schools or centers with conducive physical infrastructure had less than 2.3% reported cases of examination malpractice or dishonesty compared to those that had dilapidated structures which registered over 34.8% cases of academic dishonesty during examinations. This indicates that the integrity of examinations and the quality of education in primary schools are dependent on the status of the physical facilities provided. In other words, without adequate provision of physical resources, many primary schools are likely to offer low-quality education, many cases of academic dishonesty and low achievement among learners.

In Kenya, primary schools have witnessed instances of over-enrollment which has constrained the available resources in schools which affect the quality of primary school education. In a study conducted on examinations-oriented approaches on quality education in primary schools in Kenya, Mackatiani (2017) found that, to plan for examination administration, there is a need to identify the resources required, conduct needs assessment on quality standards and determine the status of the resources to ensure that cases of examination malpractices are reduced to the minimum. Similarly, research by Nyongesa, Kamanu and Wambui (2021) highlights how in Kenya, headteachers who provide adequate study materials and employ transparent assessment systems significantly reduce the likelihood of students engaging in cheating and other unethical practices. Omondi (2019) also undertook a study which revealed that effective resource distribution and clear examination guidelines have been linked to higher levels of academic integrity. In contrast, when resources are inadequate or unfairly distributed, students tend to feel marginalized, leading to an increase in dishonesty during exams.

In Eldas Sub- County, examination assessment resources are regarded as major components in enhancing the academic integrity. A report by the Ministry of Education (2021) on the conditions of primary schools and examination centers in Eldas Sub-County showed that the physical infrastructure of such schools are not conducive. The report showed that many classrooms are overcrowded and furniture not adequate to cater for many learners during examinations. However, much still needs to be done since the report as well as other reviewed studies have not shown how mere provision of Physical resources would guarantee academic integrity

in schools. The studies had not interrogated how conditions of specific physical resources provided in schools influence academic integrity in public primary schools, thus, the study.

2.1 Theoretical Framework

The study was also guided by the theory of planned behaviour which was postulated by Ajzen (1991). This theory holds that attitudes, norms and perceived behavioural control function independently to determine intention to perform (or not perform) some behaviour. Intention is the immediate antecedent to behaviour. Generally, favorable attitudes and supportive group norms result in both strong intents to perform an actual performance of a behaviour, but perceived behavioural control, the perceived ease or difficulty of executing the behaviour, can affect both level of intent and the intent-to-behaviour relationship. For example, a pupil may have a favorable attitude toward cheating on exams and his/her friends may also engage in cheating, but the level of examination monitoring in a specific class may make cheating very difficult or impossible. In the context of this study, this theory is relevant in that it predicts learners' academic misconduct. In other words, attitudes, subjective norms, behavioural control, intentions and justifications are related to cheating behaviours.

This theory underscores the fact that academic dishonesty or misconduct may be reduced by shaping attitudes toward cheating, changing perceptions of subjective norms regarding the prevalence of cheating, and lowering learners' perceptions of their control of cheating by, for example, emphasis on the consequences of getting caught. Understanding and reducing academic misconduct are important for promoting academic integrity or ethical behaviour and values at school.

3. Methodology

The study adopted a mixed methodology and applied concurrent triangulation research design. Target population comprised 35 headteachers, 35 Director of Studies and 134 teachers totaling 204 respondents from which a sample of 136 respondents was determined using Yamane's Formula. Stratified sampling was used to create four different strata based on the number of zones in Eldas Sub-County. From each zone, two (2) headteachers and two (2) Director of Studies were selected using purposive sampling. However, from each zone, 30 teachers were selected using simple random sampling. This procedure realized a sample of 8 headteachers, 8 Director of Studies and 120 teachers.

Questionnaires were used to collect quantitative data from teachers whereas interviews were used to gather qualitative data from headteachers and Director of Studies.

Qualitative data were analyzed thematically based on the objectives and presented in narrative forms. Quantitative data were analyzed descriptive statistics such as frequencies and percentages and inferentially using Pearson's Product Moment Correlation Analysis with the help of Statistical Package for Social Sciences (SPSS Version 25) and presented using tables. Under ethical considerations, the researcher ensured that any information given by the respondents that touched on their personal or their private life was kept confidential. The respondents were assured that no identifying information about them would be revealed in written or other communication.

To guarantee anonymity, the researcher assured the respondents that their individual identities would not be revealed whatsoever. Besides, no identifying information about the individual or the institution would be revealed in written or other communication. To obtain respondents' informed consent, the nature and the purpose of the research were explained to the respondents by the researcher. The researcher explained to the respondents the procedure to be followed during the data collection so that they could participate willingly. The researcher sought consent from the respondents who were required to sign informed consent forms.

To ensure safety of collected data, the raw data collected were filed for easy reference. Once the data were analyzed, computer printouts were filed while softcopies were stored in storage devices such as CDs and flash discs.

4. Results and Discussion

In this section, the researcher presents the findings of the study based on the study objectives. It also highlights the methods used to present the study's results and discussions.

4.1 Response Rates

In this study, 120 questionnaires were administered to teachers, and in return, 106 questionnaires were filled and returned. At the same time, seven (7) headteachers and seven (7) Director of Studies were interviewed. This yielded response rates shown in Table 1:

Table 1: Response Rates

Respondents	Sampled Respondents	Those Who Participated	Achieved Return Rate (%)
Headteachers	8	7	87.5
Teachers	120	106	88.3
Director of Studies	8	7	87.5
Total	136	120	88.2

Source: Field Data (2025)

Table 1 shows that headteachers registered a response rate of 87.5%, teachers registered 88.3% whereas the Director of Studies registered a response rate of 87.5%. This yielded an average response rate of 88.2%, which is consistent with the assertions of Creswell (2018) that a response rate above 75.0% is adequate. This information was important since it allowed the researcher to generalize the study outcomes to the target population.

4.2 Status of Academic Integrity in Public Primary Schools

Objective one of the study sought to assess the status of academic integrity in public primary schools in Eldas Sub-County. This was measured by taking stock of the number of cases of examination malpractice for the last five years (2019-2023) and results are shown in Table 2:

Table 2: Status of Academic Integrity in Public Primary Schools

Academic Year	Number of Cases of Examination Malpractice
2019	11
2020	12
2021	10
2022	13
2023	15
Totals	61

Source: Field Data (2025)

Table 2 shows that there have been issues which border on academic integrity with reported cases of examination malpractice. In other words, the number of cases of examination malpractice in KCPE have been on the rise for the last five years (2019-2023). These findings corroborate the findings of a report authored by the Ministry of Education (2021) which indicated that there have been cases of examination malpractice in different primary schools and this has led to interdiction of many headteachers. The report showed that levels of academic integrity in public primary schools have gone down from 78.3% to 54.1% within a period of five years (2017-2021). In the same token these findings lend credence to the findings of research carried out by Ahmed and Hassan (2021), which explored the prevalence of cheating in primary schools and found that academic dishonesty was common among students, particularly during examinations.

Ali and Waris (2021) also examined the role of teachers in fostering academic honesty. Their research emphasized the need for professional development for teachers to understand the importance of academic

integrity and the impact of dishonesty on long-term student outcomes. They found that many teachers in Eldas Sub-County were inadequately trained to deal with ethical issues in education. These findings point to a growing concern among parents about the integrity of academic practices. This implies that academic integrity has not been fully realized since there are reported instances of examination malpractice in many primary schools.

4.3 Influence of Headteachers' Provision of Examination Assessment Resources on Academic Integrity in Public Primary Schools

The second objective of the study sought to assess how provision of physical resources influences academic integrity in public primary schools. Descriptive data were collected from teachers, organized and summarized into specific thoughts. Results are shown in Table 3;

Table 3: Teachers' Views on the Influence of Provision of Physical Resources on Academic Integrity in Public Primary Schools

Test Items	Ratings				
	SA %	A %	U %	D %	SD %
Public primary schools do not have conducive examination rooms and centers which promote academic integrity	59.3	13.0	7.4	9.3	11.1
In public primary schools, furniture provided are sometimes uncomfortable for learners and clean to reduce instance of cheating during assessment	61.1	14.8	5.6	9.3	9.3
In public primary schools, examination rooms sometimes have adequate spacing which has reduced closeness among learners during examination administration	48.1	14.8	5.6	14.8	16.7
Headteachers have ensured that all examination rooms and centers are well-ventilated to minimize cases of examination malpractice	51.7	13.2	7.4	18.5	9.3
Physical infrastructure provided by headteachers have not been up to standard and has improved levels of academic integrity during examination	55.7	18.7	5.7	12.3	7.6

Source: Field Data (2025)

Table 3 shows that slightly more than half (59.3%) of the teachers strongly agreed with the view that public primary schools do not have conducive examination rooms and centers which promote academic integrity with a paltry 11.1%) responding on the contrary. In the same token, most of them (61.1%) strongly stated that, in public primary schools, furniture provided are sometimes uncomfortable for learners and clean to reduce instance of cheating during assessment while 9.3% strongly disagreed. A fair proportion of the teachers (48.1%) strongly agreed with the view that, in public primary schools, examination rooms sometimes have adequate spacing which has reduced closeness among learners during examination administration whereas 16.7% strongly disagreed.

Slightly more than half of the teachers (51.7%) responded in favour of the view that headteachers have ensured that all examination rooms and centers are well-ventilated to minimize cases of examination malpractice. Only a paltry 9.3% strongly disagreed. Slightly more than half of the teachers (55.7%) responded in favour of the view that physical infrastructure provided by headteachers have not been up to standard and has improved levels of academic integrity during examination whereas 7.6% strongly disagreed.

These findings indicate that public primary schools face significant challenges in providing conducive examination environments that promote academic integrity. Many schools struggle with uncomfortable furniture, such as poorly designed chairs and desks that hinder students' concentration and comfort during assessments. Additionally, the examination rooms in

these schools often lack adequate spacing, leading to the proximity of students, which increases the temptation for cheating during examinations. These findings are consistent with the assertions of Nkosi (2022) that, while the physical infrastructure remains inadequate in some schools, improvements in spacing and ventilation have been pivotal in promoting academic integrity during examinations. These efforts have led to a reduction in incidents of cheating, as students are less likely to collaborate with those seated too close to them.

However, according to a study carried out by Mutua (2021), the overall infrastructure still needs significant investment to fully align with modern standards that encourage fairness and transparency during assessments. These findings indicate that, while public primary schools face challenges with examination room conditions, the steps taken by headteachers to enhance ventilation, provide adequate spacing, and improve the physical environment are positively influencing academic integrity. Continued attention to upgrading these facilities is crucial for further promoting fairness and reducing cheating in examinations. These mixed findings affirm the fact that public primary schools often face challenges in providing conducive examination rooms and centers that promote academic integrity. Inadequate furniture, such as uncomfortable desks and chairs, can hinder the comfort of learners, making it difficult for them to focus during assessments.

In some cases, the cleanliness of the rooms is not up to standard, which may contribute to a stressful environment. Additionally, while some schools ensure there is adequate spacing between learners, reducing the

chances of cheating, others still struggle with overcrowded exam rooms. However, headteachers have made efforts to improve these conditions by ensuring rooms are well-ventilated, creating a more comfortable and honest atmosphere for students. Despite these efforts, the overall infrastructure in many schools is still below standard, impacting the effectiveness of promoting academic integrity during examinations.

4.4 Inferential Analysis

Table 4: Levels of Adequacy of Examination Assessment Resources and the Number of Cases of Examination Malpractice in Public Primary Schools

Levels of Adequacy of Examination Assessment Resources	Number of Cases of Examination Malpractice
1	9
3	7
1	10
1	11
3	7
2	8
2	9

Source: Field Data (2025)

Table 4 shows that, in public primary schools where there is provision of adequate physical resources, there are relatively fewer cases of examination malpractice and vice versa. This indicates that, in public primary schools with adequate physical resources, such as well-equipped classrooms, libraries, and learning materials, examination malpractice tends to be less prevalent. These resources create an environment conducive to learning, where learners are more engaged and have access to necessary tools for studying. Teachers are

To verify the influence of provision of physical resources on academic integrity in public primary schools, data were collected from the seven (7) headteachers of the sampled public primary schools on the levels of adequacy (Adequate = 3, Not Adequate = 2 and Not Sure = 1) of physical resources and number of cases of examination malpractice for the last five years (2019-2023). Results are shown in Table 4:

better able to support their students' academic growth, reducing the temptation to engage in dishonest practices during exams. Additionally, a well-resourced school fosters a sense of accountability and discipline among students, promoting fair academic practices. Overall, the availability of physical resources enhances the quality of education and minimizes the occurrence of malpractice. These results were further subjected through the Pearson's Product Moment Correlation Test Analysis and results are shown in Table 5:

Table 5: Relationship between Provision of Examination Assessment Resources and Academic Integrity in Public Primary Schools

		Levels of Adequacy of Examination Assessment Resources	Academic Integrity
Levels of Adequacy of Examination Assessment Resources	Pearson Correlation	1	.709*
	Sig. (2-tailed)		.049
	N	7	7
Academic Integrity	Pearson Correlation	.709*	1
	Sig. (2-tailed)	.049	
	N	7	7

*. Correlation is significant at the 0.05 level (2-tailed).

Table 5 shows a Pearson Product Moment Correlation Test Analysis which generated a correlation coefficient of $r = 0.709$ with corresponding significant level (p-value) of 0.049 which was less than the predetermined level of significance, 0.05, that is, $p\text{-value} = 0.049 < 0.05$. This indicates that there is a significant influence of provision of examination assessment resources on academic integrity in public primary schools. This further implies that provision of resources in public primary schools plays a crucial role in shaping academic integrity. Adequate resources, such as textbooks,

learning materials, and modern technologies, create an environment that fosters honest academic practices. When students have access to the right tools, they are less likely to resort to dishonest methods like cheating or plagiarism, as they are equipped to complete their work independently.

Additionally, well-resourced schools encourage a sense of fairness and equity, where all students have the opportunity to succeed based on their efforts, reducing the temptation to engage in unethical behavior.

Conversely, a lack of resources can lead to frustration, pushing students towards dishonest shortcuts. Thus, the availability of physical resources directly impacts academic integrity by ensuring that students have the necessary support to complete their tasks with honesty and diligence, promoting a culture of academic responsibility.

4.5 Thematic Analysis

During the interviews, the headteachers and Director of Studies, however, responded on the contrary of the view that public primary schools do not have conducive examination rooms and centers which promote academic integrity. On further probing one of the headteachers stated:

In my primary school, I strive to create conducive rooms where examinations are undertaken as a way of promoting academic integrity. I ensure that there is adequate spacing during examinations and proper ventilation

Despite these contradictions, these views further underscore the vitality of adequate and conducive physical resources during examinations as a way of creating an environment where academic integrity can be achieved. Just like quantitative findings, these views also lend credence to the views expressed by Nkosi (2022) that, while the physical infrastructure remains inadequate in some schools, improvements in spacing and ventilation have been pivotal in promoting academic integrity during examinations. These mixed findings indicate that, while public primary schools face challenges with examination room conditions, the steps taken by headteachers to enhance ventilation, provide adequate spacing, and improve the physical environment are positively influencing academic integrity. This is because inadequate furniture, such as uncomfortable desks and chairs, can hinder the comfort of learners, making it difficult for them to focus during assessments. In some cases, the cleanliness of the rooms is not up to standard, which may contribute to a stressful environment.

5. Conclusion and Recommendations

5.1 Conclusion

Academic integrity is yet to be fully realized in many public primary schools since there is an increase in reported cases of examination malpractice. Specifically, the incidence of examination malpractice in the KCPE has escalated over the past five years (2019-2023). These results indicate that academic integrity has not been fully achieved, as numerous primary schools have reported instances of examination malpractice. This has been related to the nature of resources provided by

headteachers in schools. The study found that, despite the concerted efforts made by headteachers to ensure that all examination areas are well-ventilated, instances of examination malpractice are still on the rise. These results suggest that public primary schools encounter considerable difficulties in creating examination environments that foster academic integrity. Many schools are hindered by uncomfortable furniture, including poorly designed chairs and desks, which negatively affect students' focus and comfort during tests. Furthermore, the examination rooms often suffer from insufficient space, resulting in students sitting too close together, which heightens the risk of cheating.

5.2 Recommendations

1. Headteachers through the Ministry of Education should continue ensuring that schools or examination centers are conducive for learners and safe to guarantee academic integrity. Further, the Ministry of Education should continue enforcing guidelines which govern administration of examinations as a key step towards enhancing academic integrity in schools.
2. Further study be carried out to examine how headteachers' management strategies influence academic integrity in public primary schools.

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