

## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background of the study

A few years ago, there emerged a hitherto unknown and detestable phenomenon in the conduct of examinations in the Zambian education system. This phenomenon is now popularly referred to as Examination Malpractice.

The advent of this repugnant practice can be traced to the heritage of our Education System. The colonial government established and passed on a highly academic and segregationist system based on race, sex, religion, intelligence, fees and ethnicity. Prior to independence, access to education by indigenous people was limited and of poor quality as documented by Tiberondwa (1989). The level of education was determined by the end user i.e. the employers who were the missionaries, the administrators, settlers and traders. The idea was to give indigenous people only basic education to make them efficient farm laborers, industrial and office workers in government or as Bible readers. The need to get the best from the enrolled students led to the introduction of examinations.

The system progressed further, to recognize only those students who managed to pass in academic subjects, according them the privilege to proceed for further studies. The higher the standard of education attained i.e. certificate, diploma or degree, the better the chances of a lucrative job.

Sadly, the education reforms after independence, to date, have failed to eradicate the inequalities related to gender, class, sex, religion, language and intelligence to mention a few. The reason could be attributed to the emergence of a breed of the minority Zambian elite who have in a way replaced the pre-independence Zambian colonial masters particularly in the education sector. They have effectively manipulated the education system to safeguard their interests. Schools like Chengelo in Mkushi and Baobab in Lusaka are a preserve of the rich. Unfortunately, even mission schools, formerly open to poor Zambians are now a domain of the rich. Schools such as St Paul's, their fees, structure and academic entry requirements clearly favour rich Zambians with privileged basic/primary education rather than those from humble backgrounds. Discrimination

based on gender e.g. Kabulonga Girls and Kabulonga Boys, Intelligence e.g. Hillcrest and David Kaunda are also in existence.

To worsen the situation the Education System favours an academic approach to learning over the hands on skills approach. There is no system or policy to separate and give equal incentives to those who are inclined to hands on or practical skills. Those who fail to score high marks in academic examinations are considered failures. It is this over emphasis on academic excellence as the one and only route to success in life that has created fertile ground for the examination malpractice.

Examination malpractice has been difficult to eradicate because it involves and apparently benefits everyone in the system i.e. pupils, parents, teachers, and even head teachers, who want to reflect high pass marks, or purely for profiteering purposes. As a result, academic pursuit has become a money spinner. “Today, there is an unholy, unwholesome conspiracy to aid and abet examination malpractices by school heads, teachers, invigilators, parents, students and ‘mercenaries’ whose motive is to make quick money rather than genuine love for candidates.”(Adenipekun, 2004; Idaka, 2006).

## **1.2 Statement of Problem**

Despite several studies conducted on examination malpractices, the vice continues and seems to be on the increase. Year after year, there is a press statement on examination malpractices especially during grade twelve Joint Examinations for School Certificate and General Certificate of Education Ordinary Levels. The Examinations Council of Zambia (2011) report shows that a total of 253 cases of Examination Malpractices were recorded during the 2010 examination session country wide. The vice has continued to be of concern. Therefore, this study was undertaken to establish factors contributing to Examination Malpractices and strategies likely to curtail the vice.

## **1.3 Purpose of Study**

The study sought to establish factors contributing to Examination Malpractices in Secondary Schools of Kabwe Urban District.

#### **1.4 Objectives of the Study**

The objectives of the study were to:

- (a) Establish the factors which contribute to Examination Malpractices in Secondary Schools of Kabwe Urban District.
- (b) Explore the nature of Examination Malpractices used in secondary schools.
- (c) Examine the effects of Examination Malpractices.
- (d) Establish strategies to help curb Examination Malpractices.

#### **1.5 Research Questions**

- (a) What factors lead to Examination Malpractices in Secondary Schools of Kabwe Urban District?
- (b) What is the nature of Examination Malpractices used in Secondary Schools?
- (c) What are the effects of Examination Malpractices?
- (d) What strategies can help in curtailing Examination Malpractices?

#### **1.6 Significance of the Study**

It was hoped that the findings of the study would generate information which policy makers and examining bodies could use to correlate with the already existing body of knowledge to curb Examination Malpractices. It would also help build confidence in our education system by producing graduates of substance who will in turn contribute effectively to the economic development of our country.

#### **1.7 Delimitations**

This study was conducted in secondary schools of Kabwe Urban District only.

## 1.8 Limitation of the Study

The validation of the research findings are threatened by one limitation which must be considered when interpreting and concluding the results. The respondents were only drawn from eight secondary schools when the ideal situation would have been to interview respondents from all the secondary schools in Kabwe District.

However, it is expected that the sample will be representative enough to come up with results that should harmonies with the available literature worldwide. Generalization of the findings would therefore still be acceptable.

## 1.9 Operational Definitions of Terms

The terms used in this study have the following meanings:-

**Anomie** Lack of purpose, identity or ethical values in a society. It also means rootlessness (Collins Concise Dictionary, 1978).

**Decadence** A process, condition or period of decline, deterioration or decay as in morals. (Collins Concise Dictionary, 1978)

**Examination Malpractice** An illegal act done by student, teacher, invigilator, supervisor, school administrator, parent or any public officer, before, during and after examinations in order for the pupil to be awarded undeserved marks. (Chapi, 2011)

**Expedient** Suited to the circumstances; convenient; based on what is of use or advantage rather than what is right or just; self-interest. (Collins Concise Dictionary, 1978)

**Managing** To direct or control the use of something; bringing something under control, to handle something efficiently.

**Mercenaries** People involved in examination malpractices for monetary gains.

**Mutate** To change.

**Paradigm** A pattern, example or model

**Segregationist** Discrimination

**Strategy** A plan of action designed to achieve a particular goal. A well planned series of actions for achieving an aim, especially success against a potent or challenge. ( Collins Concise Dictionary 1978)

**Thematically** Based on recurring, unifying subject or idea.

**Unorthodox** Unconventional, not conforming to the usual practice.

**Vice** An evil or wicked action, habit, depravity or corruption.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Overview**

This chapter presents studies conducted by other scholars on the factors that lead to examination malpractices in different countries. It also highlights studies on the types of examination malpractices as well as studies on the effects of examination malpractices vis-à-vis performance of learners in class. Further, it reviews studies on the measures that may eliminate examination malpractices. Finally, it draws a conclusion pertaining to the entire chapter.

#### **2.2 Factors Leading to Examination Malpractices**

In Nigeria, factors leading to examination malpractices according to Ivowi (1997). Include, lack of confidence due to inadequate preparation, peer influence, societal influence, parents knowingly supporting or even funding the pupils to engage in malpractices and poor educational facilities in schools. Other factors which are responsible for examination malpractices in Nigeria according to Awambor (2005), Nwandiani (2005), Badmus (2006) and Aminu (2006) are bad school programs, inferior teaching and learning environment, the teacher and the student over valuing certificates and decadence generally in the Nigerian society. Onakwakpor (2005) recognizes undue competition, disregard for spiritual values, greed, poverty and unpaid salaries as other factors that encourage examination malpractices.

Merton (1968) asserts that in Nigeria, anomie is one factor that seems to predispose teachers to examination malpractices in Edo State. Anomie in this context simply means the breakdown in cultural structure due to separation between cultural norms and goals and the socially structured capacities of members of the group to act in accord with them. This results in aberrant conduct and of course non-conformity, symbolizing dissociation between culturally prescribed goals and the acceptable means for realizing these goals. He further states that a society that over-emphasizes goal achievement disregarding corresponding emphasis on institutionalized means of achieving these goals pressurizes some members of society to use the end result to justify whatever means seems expedient to them, even if it means engaging in examination malpractices. Also, according to

Bodimus (2006), the Nigerian situation of examination malpractice is further perpetuated by low caliber teachers, themselves being products of inferior teacher education colleges with mediocre training. Finally, according to Cizek (2003), it is perhaps the emergence of technological devices that has spawned new and more sophisticated approaches to dishonest conduct during examinations. Pupils/candidates are able to hide information or answers in mobile phone storage memory and also to communicate and exchange information with people outside the examination room/hall.

In Kenya, factors leading to examination malpractices according to Ramani et al (2010) include competition for limited opportunities in training institutions and labour engagements where employers demand good academic results, lack of adequate student preparation for examinations, culture of cheating in some schools, poor invigilation and supervision during examinations, limited teaching facilities and desire by both students and institutions to be ranked highly. Kisilu (2000) contends that poor facilities in the examination centers expose students to the act of copying and carrying illegal notes. Wasanga and Muiruri (2002) state that the pressure pegged on the benefits expected to be accrued from passing an examination, such as advance in education and training, job opportunities, perceived financial gains as well as elevation in social status is another factor which influences examination malpractices in Kenya. It has also been noted by various studies in Kenya that individuals involved in examination malpractices include students, teachers, school administrators and parents, meaning that there is inadequate internal checks against the vice.

Bamusananire (2010) in the Rwanda situation contends that examination malpractices is not a preserve of the lazy students, or pupils. Some hard workers, quite capable of continuing studies at higher levels, are forced by their parent's great ambitions, not satisfied with merely passing but passing par excellence, to indulge in examination malpractices. He states further that there are yet some pupils who are promised great rewards or are driven by obsessive ambition to be publicized in the media as the best pupil in some examination, forcing them to indulge in examination malpractices. Bamusananire also observes that in Rwanda, the policy of signing 'performance contracts' (locally known as Imihigo) between district authorities and education officials puts undue pressure on headmasters and teachers to resort to examination malpractices, just to 'fulfill' the

contractual obligation. The other factors identified are corrupt invigilators and supervisors, overcrowded examination halls that encourage copying and remotely located examination centers, being hardly accessible by examination authorities' supervisory staff hence being fertile ground for examination malpractices. Komungoma and Magembe (2002) observe that some unfaithful teachers, eager to excel just in order to rid themselves of the feeling of shame, embarrassment and guilt in the eyes of the public, engage in examination malpractices.

Afemikhe (2010), cited the desire to pass at all costs, since paper qualifications are perceived as the passport to good livelihood, as a prominent factor encouraging examination malpractices. Ijaiya (1998) says of equal prominence is the factor of the greedy nature of some teachers, school heads, examination administrators among others in the system who strive to live above their legitimate incomes. Aminu (2006) contends that the poor school programs, learning environment, decadence in societal values are equally to blame for perpetration of examination malpractices. Jimoh (2009) strongly asserts that societal apathy, to a greater extent anomie, is the root cause, fueling and sustaining examination malpractices.

In Zambia, among the factors leading to examination malpractices according to Mwenya Chileshe (2010) is the poor education system which Zambia inherited from her colonial masters. He stated that the system favors an academic approach to hands-on skills. Passing of examinations is highly emphasized and those who cannot score high marks in this system are abandoned along the way and labeled as failures or dropouts. Given this scenario, pupils are under pressure to perform well in academic subjects in order to have a better future. Those who think they cannot succeed the conventional way resort to examination malpractices.

Chileshe (2010) further on contends that over enrollment in some government schools with a ratio of 85 pupils per teacher is another factor leading to examination malpractices in Zambia. This has reduced the teacher pupil contact resulting in poor delivery on the part of the teacher and poor pupil self-actualization. Only bright learners benefit.

Chileshe (2010) also states that pressure from the community on pupils to perform better in academics regardless of their abilities and academic history is another factor that leads

to examination malpractice. Parents, guardians, teachers and friends want to see their wards get good marks during the initial years of their education in the hope that they will go to colleges or Universities and get high paying jobs.

Chileshe (2010) is also of the view that some tuition centers are actually sources of exam-malpractices. They buy exam papers which they use to drill their pupils in order to attain a 100% pass in examinations. This way parents are duped and send more children to these centers thinking real teaching goes on.

The Zambia Daily Mail (2012) Commentary quoted the Zambia National Union of Teachers spokesman that some of the leakages originate from some members of the Examination Council of Zambia. Secondary School Teachers Union of Zambia (SESTUZ) Deputy Secretary General was quoted by the same paper on the same date saying, teachers get involved in examination mal-practice because of greed.

### **2.3 Nature of Examination Malpractices**

According to Bamusananire (2010) the administration of examinations in Rwanda has in recent years experienced increasing incidences of various forms of examination malpractices. Inclusive of these is impersonation, external assistance with the connivance of invigilators and supervisors, smuggling of foreign materials into the examination rooms, copying and collusion by candidates. In broad terms the nature of examination malpractices is categorized as those that are: (i) adopted before the commencement of the examination, (ii) adopted during the conduct of the examination and (iii) adopted after the conduct of the examination.

Malpractices conducted before the commencement of the examinations may involve candidates, teachers and parents alike. In the case of candidates, malpractices during the examination process are normally in form of impersonation. In this case a substitute ends up writing the examinations on behalf of the official candidate. Another situation is where candidates write answers of expected questions on slips of paper, which are then hidden in shoes, pockets, sleeves etc. Other candidates write answers on body parts e.g. limbs, thighs, palms etc. Paper balls containing answers are sometimes thrown into the examination halls by friends from outside. Maps, formulas, diagrams, technical words etc.

are drawn or written on walls and desks in advance. In extreme cases, lives of invigilators are threatened.

Bamusananire (2010) contends that teachers in Rwanda play a four way role in examination malpractices before the examinations. The first one is ethics violation by misleading the candidates that they would be invigilators and markers. Secondly, teachers use unorthodox means where necessary, to help candidates who undergo special coaching under them. Thirdly, the teachers supply extra answer sheets to candidates before the examinations to enable them write the answers at home. Lastly, teachers inflate scores for practical exams and projects.

The role of parents in Rwanda's examination malpractices has been summarized in three categories thus:

- (i) Parents canvassing invigilators and markers to help their children in the examination.
- (ii) They encourage their children to secure question papers from any source.
- (iii) Parents try to find out the identity of paper setters, invigilators, examiners etc., with the illegal motive of helping their children in the examination.

The nature of examination malpractices adopted during the conduct of the examinations includes the following, which are by no means exhaustive:

- (i) Threatening the examiners with dire consequences in instances where they refuse to 'cooperate' with the candidates.
- (ii) Copying from slips of papers, text books etc. sneaked into the examination room, copying from neighbor's answer sheets etc.
- (iii) Copying from paper balls thrown in from outside.
- (iv) Illegal assistance from invigilators, teachers and others to answer questions.
- (v) Exchanging answer scripts with friends.
- (vi) Exchanging question papers with pre-written answers.
- (vii) Craftily securing answers from outside on pretext of going to the toilet.

- (viii) Copying directly from each other because of congestion.
- (ix) Insertion of additional answer sheets on which answers have been written at home.

Finally, the malpractices adopted after the conduct of the examinations involve

- (i) Insertion of additional material or making corrections in the answer books.
- (ii) Soliciting examiners and other officials with inducements to enhance marks secured.
- (iii) Changing / Swapping answer sheets.
- (iv) Inflation of candidate's marks.
- (v) Carelessness in marking or addition of marks etc by an examiner.
- (vi) Wrongfully issuing certificates to undeserving candidates because of mistakes during registration or through deliberate manipulation.

Cizek (2003) explains one of the types of examination malpractices in Nigeria. This one is a negative consequence of the technological advances, especially in the communication devices. This has spawned new and much more sophisticated methods of cheating during examinations. The advent of the Global System of Mobile Telephones (GSM) in Nigeria has literally revolutionized. Examination malpractices in schools; candidates are able to store information and answers in mobile phones for personal use inside the examination room or for sharing with other candidates via SMS, in any part of the country. Similarly, answers to multiple choice questions are circulated to candidates in the hall via SMS or more daringly by direct dictation by means of the ear piece.

In the case of Kenya, Godfrey (1990) brings out the fact that the students that are vulnerable to cheating use impersonation, illegal notes, copying and also stealing of examination papers. According to Ramani et al (2010), in Kenya there are various actors in examination malpractices and each player employs a particular type of approach in line with the position they occupy. In the case of school authorities, they are able to acquire examination questions prior to examinations. The Kenya National Examination Council (KNEC) itself is not exempt from such fraudulent deeds because some corrupt insiders are able to leak examination questions. The students/candidates themselves are guilty of

copying answers from other candidates; sneaking in materials into the examination room and communicating via electronic gadgets during examinations. These illegal activities are made possible for the candidates through purchase and provision of snacks, conveniently served to invigilators by members of staff in a different room, to give space for collusion. Sometimes candidates fund-raise money for directly corrupting the supervisors and invigilators, to 'take it easy' during supervision. The parents on the other hand, take up the role of funding the purchase of examination papers; and also to facilitate the sneaking in of illegal materials into the examinations rooms and they are the ones that pay the impersonators to write examinations for their children. The teachers have been found wanting by way of laxity in invigilation.

Finally, Ramani et al (2010), contends that the examination agents have been known to succumb to manipulation by the school administration; the security of examination papers in their custody also leaves much to be desired and they are also somewhat still manipulated by fraudsters.

In Zambia, Chapi (2011) explains that there are two main categories of examination malpractices taking place namely; malpractice at examination centers and at marking centers. He further explains that an examination malpractice which takes place at examination centers is external assistance: This occurs when another person helps a candidate verbally in writing or in any other way to answer all or part of an examination question. It also includes dictating of answers, writing solutions for candidates to copy or writing in candidates answer script.

Smuggling: This occurs when a candidate without permission takes into the examination room written information relevant or irrelevant to the examination question paper with the intent to cheat in the examination. This also includes textbooks, written notes on pieces of paper, shirts, palms, thighs etc.

Collusion: occurs when two or more candidates secretly agree to assist to answer all or part of an examination question. This also includes whispering, passing notes to each other to copy and exposing their work for others to copy.

Impersonation: occurs when a registered candidate engages or hires some other person to sit in the examination on his or her behalf.

Leakage/prior knowledge: This is when candidates have knowledge of examination questions prior to the set date.

Substitution: occurs when a candidate or some other person removes from the script envelope the work originally submitted by the candidate and replaces it with the work done by the candidate, or another person inside or outside the examination room, during or after the period of examination.

Chapi explains that the second type of examination malpractice perpetrated in Zambia is at marking centers after examinations. This involves examiners. Some examiners falsify marks at the point of entering them on mark sheets.

However, Chapi (2011) further explains that examination malpractices at marking centers have been eliminated to some extent by the introduction of conveyor belt marking system (CBMS) and the electronic mark capturing system (EMCS).

#### **2.4 Effects of Examination Malpractices**

Adelakum and Lawal (2008) outline the under listed as evil, consequential effects of examination malpractices: erosion of confidence in the education system, credibility in the education assessment is lost, examination agencies are discredited leading to loss of confidence in the certificates that are issued by the agencies, the cost of conducting examinations goes up especially in areas where leakage is established, results are cancelled causing undue suffering to innocent candidates, increased corruption levels in society generally, and eventual retardation of national development.

They further state that resourcefulness and creativity may be compromised due to examination malpractices wreaking havoc on the social, economic, religious and political lives of people in a number of ways. The resultant effects are corruption, un-seriousness, laziness. Self-confidence is therefore lost among both teachers and students, leading to over-dependence on external assistance. They also state that the graduates who are products of examination malpractices find themselves engaged in jobs that are beyond their competence. According to Olatunde, Aworanti, Adewuni, Imuetinyan and Arakpogy (2010), there is also the 'band wagon effect', meaning that even those students/candidates who ordinarily would not have been involved in examination

malpractices end up saying “if you can’t beat them, join them”, just to be counted among the achievers.

Chileshe (2010) outlines the following adverse effects of examination malpractice in Zambia; Firstly, individuals involved in examination-malpractices lose their moral direction. They no longer recognize ethics as a value in discharging their duties, such individuals become mediocre, corrupt bootlickers, rumor mongers, fault finders and grossly inefficient. Their self-confidence is eroded as they will want others to think, talk, or work for them. If they become politicians they will want to win their way through rigging of elections. Their policies will be warped and visionless. If they become medical doctors, they will wrongly diagnose their patients and send them to the grave. If they are lawyers they would corrupt justice and promote unjust causes. As professionals, they will fail to comprehend the complex rules of business and lead the country into underdevelopment.

The Zambia daily mail (2012) in the commentary column it was stated that examination malpractices will erode confidence in the examination system of Zambia. In the same newspaper it was stated that the basic Teachers Union of Zambia has noted that teachers involved in the scam could compromise the quality of Zambia’s education hence there is need to bring the practice to an end.

Presently, Zambia’s education is recognized worldwide. A lot of Zambians have left the country to work in other countries but with this scourge of examination mal-practice the world may lose confidence in our education system and our people may find it difficult to get employment in other countries.

Chileshe (2010) also states that employers will eventually struggle to identify with confidence, quality graduates.

## **2.5 Measures to Curb Examination Malpractices**

A number of measures have been devised to curb examination malpractices. According to Bamusananire (2010), the Rwanda National Examination Council (RNEC) has since inception in 1998, ensured that the printing is done in secure printers abroad, where secure packaging and storage of the papers prior to being air freighted is also guaranteed. In this

way, chances of leakages are greatly minimized. The examination guiding rules and regulations are availed to District Education Officers, headmasters, supervisors, invigilators and prospective candidates well in advance i.e. before the examinations to ensure they get acquainted with them thoroughly. Other measures taken are that the examination papers are accompanied by the police and military personnel during transportation to and from the various locations. The same security measures are put in place at the working centers. One of the drastic measures employed is the cancellation of results of candidates involved in examination malpractices. Sometimes the entire centers' results are cancelled.

From 2008 onwards in Rwanda, senior six certificates that are awarded bear the candidates' photographs, resulting in great reduction in cases of impersonation. To eliminate or minimize forgery, modern gadgets have been purchased by the KNEC to detect such cases.

According to Ramani et al (2010), the Kenya National Examination Council (KNEC) outlines some measures to eliminate examination malpractices. The first one is the banning of offenders for at least two years from sitting for national examinations. The second is to ensure all the examinations are written in the morning since most examinations cheating occurred in the afternoon. Thirdly, the examination council has firmed up plans to commence embossing photographs of candidates on the certificates. On the other hand, teachers believe the KNEC act should be amended to include tough penalties for culprits. They also suggested that teaching of whole syllabus should be done before examinations begin. Others implored that as teachers, they should endeavor to build confidence in the students regarding their ability to succeed in examinations, unaided by unorthodox tricks. GrouniLund and Linn (1990) have also observed that developing a good rapport between teacher and pupil helps to minimize cheating.

Other recommendations designed to curb examination malpractices are the lengthening of the suspension period to more than 2 years, from taking national examinations, for all offenders. The KNEC Act to be revised to ensure culprits is prosecuted and stiff penalties meted out as a deterrent to others. The supervisory staff i.e. field officers to be adequately remunerated to minimize their susceptibility to being bribed or corrupted to permit cheating. The option of communication jamming within a certain radius of the

examination center during the examination session, to prevent high-tech aided cheating has also been considered. The other recommendation is for government to reconsider the high premium attached to paper certificates, as opposed to talents and individual aptitudes, when selecting candidates for vacant positions. Certificates should only be for added advantage; hence their acquisition will no longer be a do or die effort. The examination boards also to look at possibilities of incorporating school based assessment as part of national examinations leading to certification. This will reduce the pressure and anxiety that fuel the tendency to cheat.

Reference is also made to a 1998 survey by the American School Board Journal among American High School Students, where the following guidelines to school boards to curb students' cheating were made: A survey to be conducted firstly on students, teachers and parents to determine the seriousness of the problem in a particular district and also to talk to school administrators. This is with a view to establish the extent of cheating and also to obtain ideas on possible solutions and finally, to outline specific punishments for cheating offences and to ensure consistent and firm enforcement.

In Zambia also, like other countries, a number of measures have been devised to curb examination malpractices.

Shabukali (2008) explains that the general certificate of education candidates are required to carry their registration cards for easy identification when writing examinations to avoid impersonation. Grade 12 pupils are given identity cards by their schools for identification.

Shabukali further explains that the ministry of education has improved examination papers storage facilities by introducing strong storage rooms where examination papers are stored in all examination centers and carrying of cell phones in examination rooms was prohibited.

In the Times of Zambia (2012), the examination council of Zambia, published a poster in which they brought out penalties for examination malpractices as being cancellation of results in all subjects for candidates who were found guilty as well as exclusion from all examinations conducted by ECZ (Examination Council of Zambia) for a period of two years.

The Times of Zambia (2013) opinion suggested that teachers and parents should co-exist and that the agenda for teacher's day should include how to address examination malpractices. Further the same paper reported that Government had directed the examination council to work with investigative wings to curb examination malpractices in order to ensure quality education without compromise.

Chileshe (2010) contends that parents, guardians and teachers need to have realistic expectations from their children. They must understand that it is not only a diploma or degree which counts in life. He further goes on to say that government must put in place policies which promote pupils with other interests not related to academics. Interests such as carpentry, bricklaying, music, football, dancing or farming have for many years been looked down upon as skills fit for failures.

## **2.6 Conclusion**

This review of literature on factors leading to examination malpractices, types and effects of examination malpractices, measures to curb or eliminate examination malpractices shows a dangerous trend of this unfortunate phenomenon, that seems to mutate almost at the rate at which new measures are devised to curb it, as observed by Ramani et al (2010), who state that examination cheats are moving with the times. There appears to be a similar pattern vis-à-vis examination malpractices in different countries. The major difference being the level of sophistication due to technological advances in developed countries.

From the reviewed literature, it could safely be concluded that there is no notable breakthrough in the numerous efforts devised to reduce the malpractice. There still remains to formulate a more pragmatic and long lasting solution to eradicate this complex trend which seems to be promoted or fuelled by the very people or agents that are supposed to help control it, hence rendering every positive move, an exercise in futility.

This research aims at coming up with a proposal that may lay a foundation upon which the various stake-holders in the education sector can re-design a new examination system that is not prone to rampant malpractices.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1 Overview**

This chapter discusses the methods used in collecting data. It describes the research design employed, the target population, sample size and sampling procedure, data collection procedure and data analysis as well as the instruments used with reasons for choosing them and finally ethical consideration.

#### **3.2 Research Design**

The study employed the descriptive survey method in determining factors contributing to examination malpractices in secondary schools of Kabwe District. The reason for choosing a descriptive survey was to allow for a broad based input into factors contributing to examination malpractices in secondary schools.

It has been pointed out that the descriptive survey can be used when collecting information about people's attitudes, opinions, habits or any of the variety of education or social issues (Orondho and Kombo, 2002). The study employed both qualitative and quantitative methods.

#### **3.3 Target Population**

The study population consisted of all secondary schools in Kabwe Urban District, Ministry of Education district officials, school administrators, teachers and pupils.

#### **3.4 Sample**

The sample consisted of 150 respondents as follows: 80 pupils, 60 teachers, eight school administrators and two Ministry of Education officials.

#### **3.5 Sampling Procedure**

A simple random sampling procedure was used to select 80 pupils and 60 teachers. This procedure was chosen because it provides each element in the population an equal chance to be selected as a study sample (Kombo and Tromp 2006). Purposive sampling procedure

was used to select eight school administrators and two Ministry of Education officials as informants, based on the researcher's judgment and knowledge.

### **3.6 Research Instruments**

The instruments used in the data collection were semi-structured interviews using interview guides, questionnaires, observation sheets, and documentary analysis. Semi-structured interviews were used to collect data from Ministry of Education officials and school administrators. The questionnaires were used to collect data from teachers and focus group discussions were used to collect data from pupils. Finally, documentary analysis involved reviewing important documents on examination malpractices. Reports, books, journals and compact discs were some of the documents used in documentary analysis.

### **3.7 Validity of Instruments**

Before the study was conducted, the issue of validity of the instruments to be used was taken into account. Fisher et al (1991), state that the validity is the extent to which an instrument measures what it is supposed to measure.

Before undertaking the actual data collection a pre-testing of the instruments was done. The pre-testing provided a chance to revise ambiguous questions in the instruments.

### **3.8 Approval**

The researcher sought permission from the Provincial Education Officer (PEO) Central Province, and the District Education Board Secretary (DEBS) Office Kabwe District. In addition school administrators were informed through written requests by their superiors and permission was granted in Kabwe District.

### **3.9 Data Collection Procedure**

Face to face interviews were used to collect data from school administrators and the Ministry of Education officials. This was to enable the researcher to make follow up questions.

Questionnaires were used to collect data from teachers as it allowed the researcher to use the same question items for all respondents. A total number of 60 respondents answered the questionnaires. Respondents were not to indicate their names on the questionnaires in order to enhance confidentiality, anonymity and honest responses. The researcher read out the instructions and allowed the respondents to ask questions in order for them to be clear on what was needed before filling in the questionnaires. A time frame of two days was given to the respondents to answer the questions. Altogether, 60 questionnaires were distributed.

Focus group discussions comprising 80 pupils were conducted, 10 from each school. Discussions were held in groups of ten per school. The researcher used a note book to record the responses.

The data were also collected from books available in the libraries, dissertations, reports, lectures and the Examinations Council of Zambia.

### **3.10 Data Analysis**

The qualitative data, inclusive of observation data, were analyzed thematically by coding and grouping emerging themes into categories using the constant comparative Analysis Technique. This entailed identifying major themes such as corruption, laziness, impersonation, poor remuneration and competition, then assigning codes to them. The coded themes were then grouped to correspond with specific research objectives.

Statistical Package for Social Sciences (SPSS) was used to analyse quantitative data in order to generate frequencies. Data collected through documentary analysis were compared with other data from face to face interviews, questionnaires and Focus Group Discussions to enhance triangulation. This was done to see whether the findings collaborated.

### **3.11 Data Interpretation**

Quantitative and qualitative data were gathered in this research. Data were both qualitatively and quantitatively interpreted. Data which were analyzed quantitatively were interpreted according to statistical procedures and inferences. In most cases respondents' views with the highest frequencies or percentages were considered to be the views of the

majority. On the other hand qualitative data were interpreted as understood by the researcher without altering the meaning of the respondents' statements.

### **3.12 Ethical Consideration**

The researcher ensured that anonymity and confidentiality of the respondents were observed and maintained. This was done by asking respondents not to put their names on the questionnaires. Respondents were also assured that the information obtained through the questionnaire was for academic purposes only and would not be used for any other purpose without the respondent's permission. All the respondents participated freely.

## CHAPTER 4

### PRESENTATION OF RESEARCH FINDINGS

#### 4.1 Overview

This chapter presents the findings of the study on the factors contributing to Examination Malpractices in secondary schools of Kabwe Urban District. The presentation of the findings was in line with the objectives of the research which were as follows:-

1. To establish the factors that contributed to Examination Malpractices.
2. To explore the nature of Examination Malpractices used in secondary schools.
3. To examine the effects of Examination Malpractices.
4. To establish strategies to help curb Examination Malpractices.

Respondents in this research were drawn from the Ministry of Education offices and selected schools in Kabwe district. A total number of 150 respondents participated in the research of which 80 were pupils engaged in group discussions. The results of the 80 pupils were analyzed qualitatively. There were 60 teachers who all responded through questionnaires and their results were analyzed quantitatively. There were also eight school administrators and two ministry of Education officials who were engaged in face to face interviews.

#### 4.2 Characteristics of Respondents

**Table 1.**

Status	GENDER		AGE					TOTAL	
	Female	Male	16-24	25-30	31-35	36-40	41-45		Above 45
Teachers	35	25	03	23	16	09	06	03	60
Pupils	40	40	80						80
School Administrators	2	6						08	08
Ministry of Education officials	1	1	-	-	-			02	02

The above table is a representation of respondents who are major stake holders in the education and examination process. They were therefore in a position where they were able to participate meaningfully and effectively in this research process.

### **4.3 Factors that Lead to Examination Malpractices**

Results from Pupils' Focus Group discussions were analyzed thematically and the following were the most significant, but by no means exhaustive themes identified:

1. Pupils' laziness compelled with lack of adequate preparation.
2. Pressure from peers in society and in school.
3. Pressure executed on pupils by parents.
4. Competition between the schools
5. Over – enrolment in the schools leading to overcrowding in classrooms.
6. Corruption among teachers and other education authorities.
7. The easiness with which examination materials are accessed prior to examination.
8. The fear to be labeled a failure because of failing an examination.
9. Use of spoon feeding techniques in teaching.
10. Teaching that focuses on examinations preparation.
11. Rewarding teachers financially for good results.
12. Cheating in examinations becomes habitual.
13. Centers located in remote areas are vulnerable to examination cheating.

Quota system resulting in limited places in higher institutions

Results from the school administrators were analyzed thematically and the most prominent themes were as follows:

1. Laziness, inadequate preparation
2. Poor remuneration for teachers
3. Peer pressure
4. Parental pressure
5. Corruption
6. Inadequate facilities i.e. class rooms, laboratory equipment etc.
7. Fear of failure

8. Spoon feeding mentality
9. Examination oriented teaching
10. Remotely located examination centers

Results of the two Ministry of Education officials were also qualitatively analyzed and listed below were the significant emergent themes:

1. Corruption
2. Peer pressure
3. Parental pressure
4. Remotely located examination centers
5. Over – enrolment in schools
6. Fear of failure
7. Laziness, inadequate preparation for examinations
8. Poor remuneration
9. Poor quality teaching
10. Inadequate facilities
11. Spoon feeding mentality
12. Examination oriented teaching

However, the results of the 60 teachers were analyzed quantitatively from the questionnaires and the following tables represent the findings.

**Table 2: Laziness / inadequate preparation**

<b>RESPONSE</b>	<b>FREQUENCY</b>	<b>PERCENT</b>
Positive	49	81.6%
Negative	11	18.4%
Total	60	100%

From the frequency Table 2 above, 49 (81.6%) of the respondents indicated laziness, inadequate preparation as significant factors to examination malpractices whilst the remaining 11(18.4%) did not.

**Table 3: Competition between Teachers and Schools**

<b>RESPONSE</b>	<b>FREQUENCY</b>	<b>PERCENT</b>
Positive	43	71.7%
Negative	17	28.3%
Total	60	100%

Results from the questionnaires revealed a fairly high percentage of 71.7, frequency 43 numbers of respondents in agreement that competition pressure is a factor causing examination malpractices. 17 (28.3%) respondents did not agree competition pressure was a factor.

**Table 4: Poor Remuneration for Teachers**

<b>RESPONSE</b>	<b>FREQUENCY</b>	<b>PERCENT</b>
Positive	44	73.3%
Negative	16	26.7%
Total	60	100%

Frequency Table 4 shows that 44 (73.3%) of the respondents believed poor teacher remuneration was a factor contributing to examinations malpractices whereas the remaining 16 (26.7%) did not.

**Table 5: Parental Pressure**

<b>RESPONSE</b>	<b>FREQUENCY</b>	<b>PERCENT</b>
Positive	37	61.7%
Negative	23	38.3%
Total	60	100%

Parental pressure rated at 61.7%, i.e. 37 out of the 60 respondents were in support, as a factor contributing to examination malpractice. 23 (38.3%) of respondents either did not believe it was a factor or were ignorant of its existence.

**Table 6: Inadequate Facilities**

<b>RESPONSE</b>	<b>FREQUENCY</b>	<b>PERCENT</b>
Positive	39	65%
Negative	21	35%
Total	60	100%

The above frequency table results show a frequency of 39 (65%) affirmative response to the assertion that inadequate facilities contribute to examinations malpractices whereas 21 (35%) either did not agree or had no idea.

**Table 7: Corruption**

<b>RESPONSE</b>	<b>FREQUENCY</b>	<b>PERCENT</b>
Positive	45	75%
Negative	15	25%
Total	60	100%

The above frequency table indicates a positive response of 45 (75%) to the assertion that corruption is a contributory factor to examination malpractices whereas 15 (25%) believed otherwise.

**Table 8: Financial rewards to high performing teachers**

<b>RESPONSE</b>	<b>FREQUENCY</b>	<b>PERCENT</b>
Positive	36	60%
Negative	24	40%
Total	60	100%

From the frequency table above, it is clear that the majority of respondents shared the belief that financially rewarding high performing teachers leads to examination malpractices. A total of 36 (60%) of respondents agreed with this assertion whereas 24 (40%) did not.

**Table 9: Peer Pressure**

<b>RESPONSE</b>	<b>FREQUENCY</b>	<b>PERCENT</b>
Positive	35	58.3%
Negative	25	41.7%
Total	60	100%

Frequency table above shows that of the 60 respondents 35 (58.3%) were of the view that peer pressure was a factor contributing to examinations malpractices while 25 (41.7%) did not or were not simply aware.

**Table 10: Poor Quality Teaching**

<b>RESPONSE</b>	<b>FREQUENCY</b>	<b>PERCENT</b>
Positive	34	56.7%
Negative	26	43.3%
Total	60	100%

Frequency table 8 shows that 34 (56.7%) of respondents were of the belief that poor teaching quality contributed to examination malpractices whilst 26 (43.3%) either did not agree or were ignorant of the fact.

**Table 11: Fear of Failure**

<b>RESPONSE</b>	<b>FREQUENCY</b>	<b>PERCENT</b>
Positive	30	50%
Negative	30	50%
Total	60	100%

The results from the respondents, upon being analyzed, revealed that 30 (50%) of the respondents supported the assertion that fear of failure is a factor causing examination malpractices. 30 (50%) did not support the above as a factor.

**Table 12: Examination oriented teaching**

<b>RESPONSE</b>	<b>FREQUENCY</b>	<b>PERCENT</b>
Positive	30	50%
Negative	30	50%
Total	60	100%

The frequency table shows that the number of respondents in support of the assertion that examination oriented teaching is a factor causing examination malpractices is 30 (50%), exactly the same as those who did not.

**Table 13: Remotely located Examination Centers**

<b>RESPONSE</b>	<b>FREQUENCY</b>	<b>PERCENT</b>
Positive	40	66.7%
Negative	20	33.3%
Total	60	100%

40 (66.7%) of the respondents supported or indicated that remotely located examination centers were a factor contributing to Examination Malpractices. The other 20(33.3%) were either of the opposite view or not sure.

**Table 14: Spoon feeding mentality**

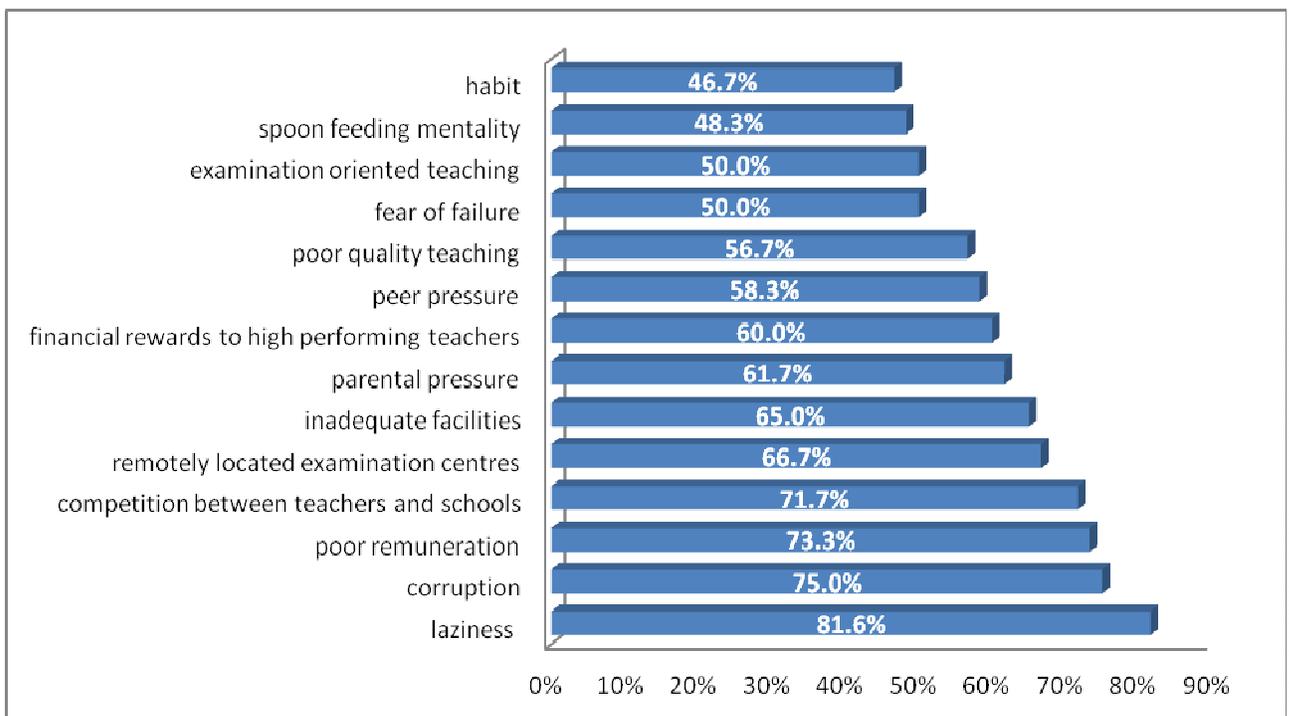
<b>RESPONSE</b>	<b>FREQUENCY</b>	<b>PERCENT</b>
Positive	29	48.3%
Negative	31	51.7%
Total	60	100%

The frequency Table 13 shows that 29(48.3%) of respondents supported the belief that spoon feeding mentality was a factor that causes Examination Malpractices. However, even at below 50 percent, the factor is still significant. 31 (51.7%) did not support spoon feeding as a factor.

**Table 15: Habit**

<b>RESPONSE</b>	<b>FREQUENCY</b>	<b>PERCENT</b>
Positive	28	46.7%
Negative	32	53.3%
Total	60	100%

28 (46.7%) of respondents believed that the habit of cheating in examinations is a significant factor to perpetuation of Examination Malpractices while 32 (53.3%) were either not decided or did not believe habit of cheating can have meaningful impact.



**Figure 1: Factors contributing examination malpractices**

#### **4.3.0 Part Two: Nature of Examination Malpractices**

After analyzing the results of the pupils' Focus Group Discussions qualitatively, the following were the prominent themes that emerged:

## Smuggling answers, foreign material into the examination room

1. Candidates are assisted by teachers with answers
2. Candidates access the examination questions before examination time.
3. Candidates copy from smuggled material and from each other in the examination room.
4. Candidates connive among themselves and with examiners to cheat.
5. Candidates hide information and answers by writing on parts of the body and examination room surfaces.
6. Examiners and pupils substitute already written answers whilst in examination rooms.
7. Using other people to write examinations for the candidates.
8. Marks are inflated for practicals and projects.
9. Teachers supply extra answer sheets to candidates
10. Teachers favor relatives when marking.

The results of the responses from the school administrators were qualitatively analyzed and the emergent significant themes were as follows:

- Teachers aiding pupils
- Copying
- Answers on body parts
- Leakage
- Smuggling answers, foreign material into the examination room
- Inflating the marks for practicals and projects

The results of the responses from the Ministry of Education officials were analyzed qualitatively and listed below were the prominent themes:

- Collusion
- Answers on body parts
- Copying
- Leakage
- Impersonation

- Smuggling answers, foreign material into the examination room
- Supply of extra answer sheets by teachers

The remaining results i.e. responses from the 60 teachers were analyzed quantitatively and tabulated in the following frequency tables.

**Table 16: Leakages**

<b>RESPONSE</b>	<b>FREQUENCY</b>	<b>PERCENT</b>
Positive	48	80%
Negative	12	20%
Total	60	100%

Leakages as a type of examination malpractice enjoyed a 48 (80%) support from the respondents whilst only 12 (20%) were not in support or were ignorant.

**Table 17: Smuggling answers, foreign material into the examination room.**

<b>RESPONSE</b>	<b>FREQUENCY</b>	<b>PERCENT</b>
Positive	43	71.7%
Negative	17	28.3%
Total	60	100%

The majority of the respondents, 43 (71.7%) indicated that smuggling of answers, foreign material into the examination room was a type of examination malpractice. On the other hand 17 (28.3%) of the respondents did not think so or were simply ignorant.

**Table 18: Teachers aiding pupils**

<b>RESPONSE</b>	<b>FREQUENCY</b>	<b>PERCENT</b>
Positive	40	66.7%
Negative	20	33.3%
Total	60	100%

The majority of the respondents i.e. 40 (66.7%) believed that teachers aid the pupils during examinations whereas 20 (33.3%) were either not aware or were of a different opinion.

**Table 19: Carelessness in marking or favouritism**

<b>RESPONSE</b>	<b>FREQUENCY</b>	<b>PERCENT</b>
Positive	40	66.7%
Negative	20	33.3%
Total	60	100%

40 (66.7%) of the respondents believed there was an aspect of carelessness when marking as well as the tendency to favour relatives, friends etc. whilst 20 (33.3%) did not.

**Table 20: Collusion**

<b>RESPONSE</b>	<b>FREQUENCY</b>	<b>PERCENT</b>
Positive	36	60%
Negative	24	40%
Total	60	100%

The respondents' response shows that 36 (60%) were of the view that collusion was a type of examination malpractice. 24 (40%) however were either ignorant of the existence of collusion or were simply not in support.

**Table 21: Answers on body parts**

<b>RESPONSE</b>	<b>FREQUENCY</b>	<b>PERCENT</b>
Positive	39	65%
Negative	21	35%
Total	60	100%

The frequency table has 39 (65%) showing support for the assertion that answers are written on body parts, while 21 (35%) of respondents expressed ignorance of this assertion

**Table 22: Inflating the marks for practical's and projects**

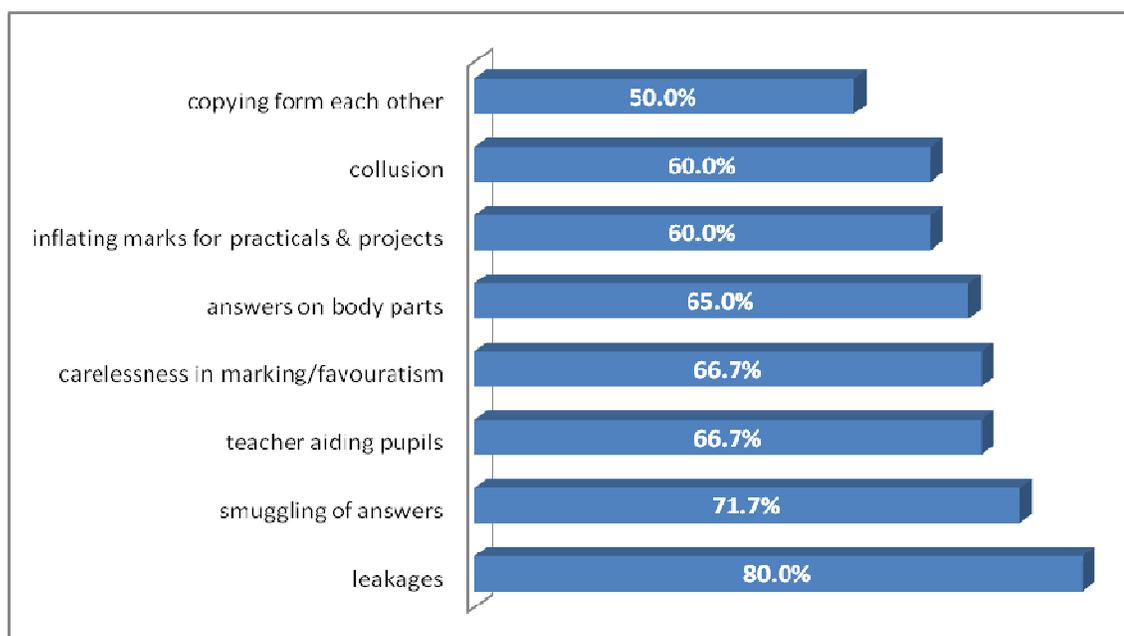
RESPONSE	FREQUENCY	PERCENT
Positive	36	60%
Negative	24	40%
Total	60	100%

The above frequency table shows that 36 (60%) of the respondents were in support of the view that candidates' score/marks were inflated in practicals and projects whilst 24 (40%) percent did not agree with this view.

**Table 23: Copying from each other**

RESPONSE	FREQUENCY	PERCENT
Positive	30	50%
Negative	30	50%
Total	60	100%

The frequency table indicates a positive response of 30 (50%) in support of copying as a type of examination malpractice. 30 (50%) expressed ignorance.



**Figure 2: Nature of examination malpractices**

#### **4.3.1 Part three: Effects of Examinations Malpractices**

The results of the Pupils' Focus Group discussions were qualitatively analyzed and the resultant themes were as follows:

1. Those who indulge in cheating discourage the genuine hard workers leading to laziness as most candidates seek leakages.
2. Examination results are generally no longer deemed to be genuine hence the education sector is compromised or corrupted.
3. Development in the country is adversely affected all round i.e. socially, economically, morally and politically.
4. Wrong people advance to higher institutions of learning.
5. Corruption thrives due to demand for leakages etc.
6. Pupils absent themselves from classes as they search for leakages.
7. Candidates respect for school authorities is eroded because they are involved together in cheating.

The results of the school administrators were also thematically analyzed and the major themes are as below:

1. Promotes laziness, discourages hard workers
2. Education status is compromised
3. Leads to national underdevelopment
4. Encourages corruption
5. Loss of self-confidence on the part of pupils
6. Pupils lose respect for teachers
7. Wrong people advance to higher institutions of learning
8. Professionalism is compromised

The results of the two Ministry of Education officials revealed the following major themes:

1. Eventually leads to churning out of under qualified graduates from higher institutions of learning
2. Wrong people advance to higher institutions of learning.

3. Encourages corruption.
4. Pupils lose respect for higher authorities.
5. Education status is compromised
6. Results in overall national underdevelopment i.e. politically, economically, morally, socially etc.

On the other hand, results of the 60 teachers were quantitatively analyzed.

The frequency tables below represent the findings:

**Table 24: Promotes laziness, discourages hard workers.**

<b>RESPONSE</b>	<b>FREQUENCY</b>	<b>PERCENT</b>
Positive	50	83.3%
Negative	10	16.7%
Total	60	100%

The above frequency table shows that of the 60 respondents, 50 (83.3%) believed that examination malpractices promote laziness and discourage hard working candidates. Only 10 (16.7%) either did not support the view or were just ignorant.

**Table 25: Pupils lose self confidence**

<b>RESPONSE</b>	<b>FREQUENCY</b>	<b>PERCENT</b>
Positive	49	81.7%
Negative	11	18.3%
Total	60	100%

A very high percentage i.e.49 (81.7%) believed that pupils lose self-confidence because of examination malpractices whilst 11 (18.3%) did not.

**Table 26: Education Status Compromised, results not genuine**

<b>RESPONSE</b>	<b>FREQUENCY</b>	<b>PERCENT</b>
Positive	46	76.7%
Negative	14	33.3%
Total	60	100%

The belief that the education status of a nation and the results of the examinations were both compromised is supported in the above frequency table by 46 (76.7%) of the respondents whilst 14 (33.3%) either were not in support or were simply not aware of the situation.

**Table 27: National underdevelopment – economically, morally, socially, politically etc.**

<b>RESPONSE</b>	<b>FREQUENCY</b>	<b>PERCENT</b>
Positive	44	73.3%
Negative	16	26.7%
Total	60	100%

The frequency table above shows that 44 (73.3%) of the respondents agreed that examinations malpractices result in national underdevelopment. 16 (26.7%) were either ignorant or believed otherwise.

**Table 28: Encourages Corruption**

<b>RESPONSE</b>	<b>FREQUENCY</b>	<b>PERCENT</b>
Positive	45	75%
Negative	15	25%
Total	60	100%

Table 28 above shows that the majority i.e. 45 (75%) of the total number of respondents agreed that examination malpractices encourage corruption. Only 15 (25%) did not agree.

**Table 29: Wrong people advance to higher education institutions**

<b>RESPONSE</b>	<b>FREQUENCY</b>	<b>PERCENT</b>
Positive	40	66.7%
Negative	20	33.3%
Total	60	100%

The above table indicates that 40 (66.7%) of the respondents supported the belief that examination malpractices result in wrong people advancing to higher institutions of learning. 20 (33.3%) of the respondents either had no idea or simply did not support the assertion.

**Table 30: Pupils lose respect for teachers and other higher authorities**

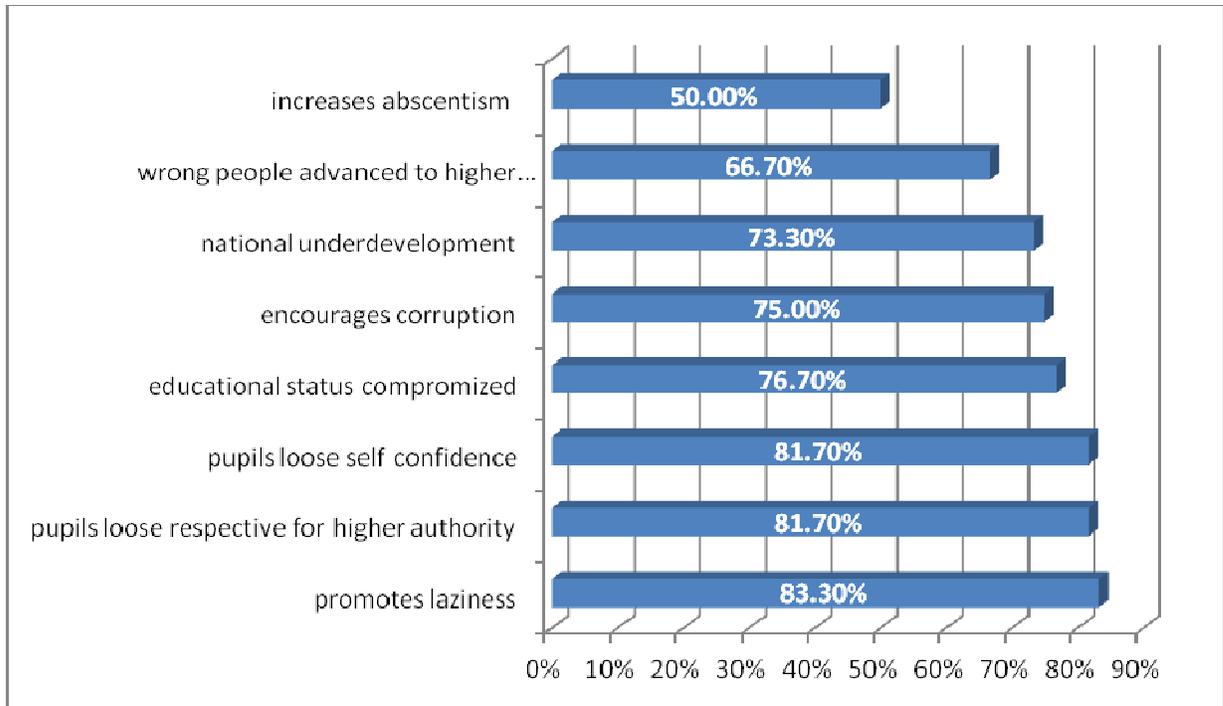
<b>RESPONSE</b>	<b>FREQUENCY</b>	<b>PERCENT</b>
Positive	49	81.7%
Negative	11	18.3%
Total	60	100%

The fact that pupils tend to lose respect for teachers and other higher authorities because of examination malpractices was supported by 49 (81.7%) of the respondents whilst 11 (18.3%) were not of this view.

**Table 31: Absenteeism increases**

<b>RESPONSE</b>	<b>FREQUENCY</b>	<b>PERCENT</b>
Positive	30	50%
Negative	30	50%
Total	60	100%

Thirty (50%) of the respondents indicated that cases of absenteeism increase because of the practice of examination malpractices whilst 30 (50%) did not.



**Figure 3: Effects of examination malpractices**

#### **4.3.2. Part four: Measures that may curb Examination Malpractices**

A thematic analysis of the results of the Pupils’ Focus Group discussions involving eight secondary schools in Kabwe revealed the following concerning measures that may curb Examination Malpractices:-

1. Improve conditions of service for teachers i.e. salary increase and other incentives such as low interest loans, transport and housing allowances etc. to motivate them.
2. Stiff punitive measures for all culprits such as prison sentence for up to five years, dismissal or banning from sitting for examinations for two years, Punishment to be the same for both mock and final examinations offences.
3. Ensure that all cases of examination malpractices are reported to relevant authorities and appropriately dealt with.
4. Government to consider through the education ministry, the introduction of continuous assessment system. Also to introduce practical subjects in the syllabus.
5. No teacher to invigilate at his or her school to avoid cases of favouritism.

6. The access code(s) to the system containing files for examination materials to be frequently changed by the Examinations Council of Zambia. This will minimize cases of hacking.
7. Conduct special training and sensitization programs for teachers and administrative staff on how to detect and prevent examination malpractices and the dangers of failing to curb the vice.
8. Provide for air-lifting (helicopter) of examination materials to remote places so that examination materials are delivered, if possible, on the day of examinations.
9. Set up a professional body for teachers to regulate their conduct. Erring teachers to be de-registered and barred from practicing as a teacher for five years.
10. Teachers and administrators to ensure that pupils are adequately prepared for Examinations i.e. the syllabi are fully covered and quality revision is done.
11. Enhance security at all levels of handling examination materials. Include uniformed police officers to escort the officials with the examination papers.
12. The government to conduct mass sensitization on dangers of examinations malpractices and advocate for zero tolerance to examination malpractice.
13. Introduce monetary rewards for all who report genuine cases of examination malpractices leading to prosecution – including pupils.

The 60 questionnaires given to teachers were all correctly answered and returned. The responses were analyzed quantitatively and below were the themes that emerged concerning measures to eliminate examination malpractices:

1. Suspension of all culprits from writing examinations for two to three years depending on mitigating circumstances, in the case of candidates.
2. Dismissal or prison term of five years for culprits other than candidates e.g. teachers, school administrators etc.
3. Sensitize pupils on the dangers of Examination Malpractices, emphasizing the punitive measures.
4. Improve standards of teaching and encourage hard work for pupils.
5. Invigilators to be carefully selected, cognizant of the fact that integrity is the prime criterion.
6. Improve conditions of service and remuneration to motivate teachers.

7. Adequate preparation of candidates for examinations by quality teaching, completion of syllabus and thorough revision.
8. Install surveillance cameras in all examination rooms. This installation to be of public knowledge as it is meant to be a deterrent measure.
9. Secure examination rooms and thoroughly search for any strange writings on walls, desks etc.

The major themes, concerning examination malpractices, extracted from the responses to the interviews that were given to the eight school administrators in the eight secondary schools were as below:

1. Vigilance in detecting and eliminating all loop-holes throughout the year and not just during examinations.
2. Install surveillance cameras in all examination rooms and make it obvious.
3. Sensitize pupils on the dangers of examinations malpractices.
4. Prosecute culprits in accordance with the laws of the land.
5. Candidates to be adequately prepared for examinations i.e. teachers to complete syllabus timely and revision to be thorough.
6. Adequate remuneration of teachers and also improve status of teachers through incentives such as transport, housing allowances and low interest loans.
7. Provision of adequate facilities such as class rooms, books, laboratory equipment, computers etc.
8. Recruit more teachers to alleviate shortage. The few teachers are over loaded hence failure to render quality teaching services or to finish syllabus.

Finally, the responses to the questionnaires given by the two Ministries of education officials were also thematically analyzed with a view to determine measures that may eliminate examination malpractices. The following were the findings:

1. Teachers to ensure tests and end of term examination materials are not leaked as this eventually encourages pupils to indulge in examination malpractices because it becomes habitual.

2. The Ministry of Education to involve the office of the District Commissioner, the police and the Union office to ensure papers written even in remote areas are collected timely and daily – to be brought to secure strong rooms.
3. Examination malpractice culprits to be barred from writing examinations for three years.
4. Set up security committees, to include teachers, PTA and pupils.
5. Strong rooms not to be accessed by one person. In-fact uniformed police officers to be present every time examination materials are being locked up or moved from the strong rooms.
6. Examination papers, after writing by pupils, to be sealed in front of pupils to avoid pushing in other answers.
7. Thorough searching of candidates before entry to the examination room.
8. Teachers not to invigilate at their own schools.
9. The envelopes for both question papers and answer sheets to have tamper proof seals.
10. Distribution of examination papers to be done only at district level five days before the examinations and not one month before as is the case currently?
11. Frequent, impromptu visits by the MOE officials to be made to examination centers at very short notice, morning and afternoon.
12. Mass awareness campaigns on the dangers of examination malpractices to be conducted in form of debates, drama, and community radio programs etc.
13. Motivate teachers through improved salaries and conditions of service.
14. Increase budgetary allocation for examination monitoring team for them to reach even to the remotest centers swiftly.
15. Provision of adequate and quality facilities such as class rooms, books and laboratory equipment etc.
16. Introduce continuous assessment as part of final examinations score.

## **CHAPTER FIVE**

### **DISCUSSION OF RESEARCH FINDINGS**

#### **5.1 Overview**

This chapter discusses the research findings arising from the results of the respondents i.e. the pupils, teachers, school administrators and the Ministry of Education officials. The issues discussed include the factors that lead to examination malpractices, the nature of examination malpractices, the effects of examination malpractices and the measures that may curb examination malpractices.

##### **5.1.0 Factors That Lead To Examination Malpractices**

All the above respondents were agreeable that laziness and inadequate preparation were prominent factors that lead to examination malpractices. Interestingly, there is a clear distinction between government schools like Bwacha Secondary School and mission schools such as Angelina Tembo and Caritas vis-à-vis learning environment. Laziness is more pronounced among pupils in government schools due to the generally un-conducive learning environment owing to over- enrolment, inadequate facilities, lack of discipline, unkempt and generally decadent appearance and also the fact that the teachers in these schools enjoy relatively lesser incentives means that they are also demotivated. The environment obtaining in most government schools, it was argued, provides a fertile ground for the thriving of rampant examination malpractices as it offers no hope for pupils which forces them to succumb to any alternative route to passing the examinations. Mission schools on the other hand generally enjoy good discipline and are better organized.

Corruption is the other factor that all the respondents in the research were of the view that it highly contributed to examination malpractices. Though a broad term, corruption in this context simply means the use of money or other material gifts to illegally acquire examination materials or prior knowledge of examination questions. Corruption can also extend to paying invigilators and markers to favour candidates. The prevailing education environment generally is fertile ground for this kind of misconduct. The current economic status of the education officials, school administrators and teachers is too low to entrust

them with such a mammoth responsibility i.e. to superintend the affairs of the examinations at a time when good academic results are such a prized possession. Ministry of education officials, school administrators and teachers are all susceptible to corruption. An analogy would be to employ children to sell cakes and candy in a confectionery shop and expect to realize a profit at the end of the day.

Peer pressure is regarded by all the respondents, as evidenced from the results, as a very significant factor leading to examination malpractices. It could be a pointer to the fact that the issue of examination malpractices had reached a high level of acceptability such that it was almost normal for pupils to be coerced into partaking of the vice. The prevailing education environment with its harsh challenges, where candidates are hardly ever ready and confident enough before the examination, has made it easier for candidates to encourage each other to illegally partake of or engage in examination malpractices. Even the candidates who ordinarily would not participate in examination malpractices end up being forced to do so because they fear they would be disadvantaged if they did not. It is simply a case of if you can't beat them, join them.

Parental pressure or pressure from guardians is also a factor that all the respondents in the research agreed as being significant in leading to examination malpractices. This factor is quite complex in that it is governed by multi-faceted motives. Firstly, most parents are aware that a lot of candidates engage in examination malpractices. With this awareness, these parents would not wish their own children to be disadvantaged by their peers' seemingly excellent but fraudulent results. The respondents also contended that some parents had an almost obsessive desire for their children to attain what they themselves failed to achieve. This category of parents are prepared to go to any length, including sponsoring examination malpractices to ensure that their children obtain excellent results and then bask in the reflected glory. To the parents who engage in these immoral acts, the fact that their children may be capable of attaining good results unaided by leakages etc. is immaterial.

It is unanimously believed by all the respondents that the over emphasis on academic results by both the government and society has created a highly competitive environment in the whole education sector. This competition permeates from the top downwards i.e. provincial competitions in individual schools for best results, competition among teachers

and among pupils to determine best candidate etc. This inevitably creates pressure to excel which may lead to the use of unacceptable methods and illegal practices, sometimes with the full knowledge of education officials and school administrators.

All the respondents agreed that the practice of examination oriented teaching does contribute significantly to examination malpractices. This approach to teaching totally disregards the need for the candidate to attain a deep understanding of the content of the subjects. The teachers instead focus on guessing or calculating the likely questions that may come in the examinations. This compels the teachers, in their quest to cover all the likely questions, to engage in examination malpractices.

The second last factor that all the respondents agreed to be a factor leading to examination malpractices is that of remotely located examination centers. Remote placement of examination centers brings many negative factors into play. The transport logistics for both examination officials and materials is usually challenging. Ensuring a fair conduct of examinations is also not guaranteed owing to the fact that some school administrators and teachers are also compromised.

Lastly, the respondents were all agreeable that the spoon feeding mentality is a factor that leads to examination malpractices. This practice is usually perpetrated by lazy teachers. The end result is that the pupils are denied the ability to exercise their intellectual ability to understand the basic concepts in the various subjects. Spoon fed pupils are not very confident to face the examinations hence they resort to examination malpractices.

Concerning poor remuneration of teachers as a factor that leads to examination malpractices, only teachers, school administrators and Ministry of Education officials were agreeable that it was a significant factor. The aspect of poor remuneration not only renders teachers vulnerable to corruption but it also forces them to seek other means of enhancing their income, usually through private tuitions. The pupils then suffer inadequate attention and consequently are unprepared for the examinations. The end result normally is that both teacher and pupil engage in some kind of examination malpractice.

Inadequate facilities in schools i.e. the shortage of class rooms, laboratory equipment, books and even facilities for extracurricular activities such as sports attire and accessories is also considered to be a serious factor leading to examination malpractices by Ministry

of Education officials, school administrators and teachers. This situation is mainly obtaining in government schools where over enrolment is tolerated. The pupils tend to find unorthodox means of making up for whatever shortfall they encounter.

Pupils and teachers consider that examination malpractice is something that results from habitual misconduct during examinations. This is more pronounced in schools where the authorities are not very strict during the end of term tests and mock examinations. Pupils actually get to a stage where they feel they can never make it without some form of cheating in the examinations. The habit of cheating also does not spare intelligent pupils because genuinely studying to obtain better results is, without exception, very demanding hence most pupils succumb to the lure of cheating.

The Ministry of Education officials and pupils contend very strongly that over-enrolment in schools is what puts a burden on both pupils and members of staff, as the already inadequate facilities are stretched to accommodate the excess number. This situation impacts negatively on the academic progress of the pupils such that they are hardly ever ready for examinations, forcing them to seek other means, often illegal, to make up.

Ministry of Education Officials, teachers and pupils all believe that fear of failure, which affects both pupils and teachers is a serious factor leading to examination malpractices. Fear of failure arises due to a number of factors, the most prominent being the inherent desire in man to succeed. Each pupil looks forward to a successful career with a well-paying job. Pride also causes fear of failure. In order not to be viewed as a failure by friends and relatives some pupils will go to any length to succeed in examinations. Even if it means engaging in examination malpractices just to preserve their reputation among peers and relatives. As for teachers, in order to avoid the shame of being an under performer, they do engage in examination malpractices.

Teachers and Ministry of Education officials believe poor quality teaching, often leading to failure to complete the syllabus, leads to examination malpractices. The quality of teaching is negatively affected by inadequate facilities, which is the norm in most government schools. This scenario portrays a lack of seriousness which discourages both the teachers and the pupils.

Teachers and pupils believe that financially rewarding some deserving teachers, though well meaning, has inadvertently introduced cut-throat competition which often times is unhealthy. Teachers who fail to meet up to the authorities` required standard for getting a reward end up employing other desperate means, often illegal, to boost the performance of their candidates.

The issue of limited places in institutions of higher learning, resulting in only a certain percentage of pupils who pass to proceed to higher levels, is a view advocated by the pupils as a catalyst for examination malpractices. The awareness that only a select few would be chosen to proceed causes candidates to employ any means possible to be among the few.

The last factor, cited only by pupils, is the easiness with which examination materials are accessed. No measure of unusual effort is required for anyone to acquire or gain access to leaked examination material. Leakages are obtained for a relatively small fee or in exchange for sexual favours. It therefore becomes simply a matter of one`s choice i.e. either to crack one`s head to legitimately prepare for examinations or to pay a small fee to acquire leakages and `excel` with relative ease. Paying to acquire examination materials is made easy because even parents are more than ready to sponsor the illegal act.

The above findings on factors are generally in agreement with the findings in Nigeria of Iwowie (1997), Awambor (2005), Nwandiani (2005), Badmus (2006) and Aminu (2006). The apparent differences could be attributed to the use of broad terms in the reviewed literature, such as inferior teaching to refer to factors such as exam oriented teaching and spoon feeding of pupils. The findings also agree with the research results of Ramani et al (2010) in Kenya and the findings of Bamusananire (2010) in Rwanda.

### **5.1.1. The Nature of Examination Malpractices**

All the respondents in the research were agreeable that leakage is the most prevalent form of examination malpractices. The term leakage is often misapplied to mean all the examination malpractices. This is not surprising because it is what triggers most of the other malpractices such as smuggling, swapping answer sheets, answers on body parts etc. It is simply the mother of the nature of examination malpractices. Leakage of examination questions is a product of complex factors such as corruption, fear of failure on the part of

both candidates and teachers, inadequate preparation on the candidate`s part, poor remuneration of Ministry of Education officials, teachers, school administrators and the other officers involved in the conduct of examinations, thus forcing them to look for means to make up.

Teachers aiding pupils is, according to all the respondents, a very common practice among teachers. Various reasons were advanced for this despicable conduct, where the very people charged with the responsibility to uphold and safe guard the integrity of the examinations were also major perpetrators of activities that frustrate good efforts .Some of the reasons given were poverty among teachers, assisting relatives and family friends, teachers trying to portray themselves as excellent tutors arising from the pupils` good results and in some instances, among degenerates, simply in exchange for sexual favours. The complexity of this malpractice demands a high degree of integrity on the part of teachers to avoid being corrupted.

All the respondents also regarded copying as very significant. Copying takes place predominantly in the examination room. It also occurs during practicals. The practice is exacerbated by overcrowding in the examination rooms as this renders the invigilators ineffective. Poor invigilation also creates loop-holes for copying. Poor invigilation is by deliberate design when the invigilators are corrupted or through sheer incompetence or sometimes it stems simply from apathy due to career and financial frustrations.

Smuggling of answers and foreign materials into the examination rooms was considered to be also very significant. This conduct is quite worrisome because despite the thorough searching conducted on candidates they still manage to smuggle materials into the examination rooms. The implication could be that there are yet other undiscovered loop-holes. Candidates have devised ingenious methods to beat the system. For instance, candidates excuse themselves to visit the toilet mid-way during the examinations, where they collect the concealed papers containing formulas, answers etc. The question that begs to be answered is how thoroughly searched are the candidates before returning to the examination room? Corruption of teachers by candidates and favouritism can also not be ruled out as reasons candidates manage to sneak in foreign materials into the examination rooms.

Answers written on body parts, all the correspondents agreed that it is simply a more advanced way of smuggling answers into the examination room. Hidden body parts such as thighs for girls are used, where it is difficult to search. However, these extreme measures may not be very practical e.g. answers on girls` thighs are likely to present challenges when retrieving in the examination room. The other limitation is that the human body has, practically, limited available space on which to write answers.

The respondents were all agreeable that worthy of note concerning the nature of examination malpractices is the aspect of inflating of marks for practicals and projects. It was contended that this poses a serious challenge which is very difficult to curtail. Without very strict controls this component of examinations is abused.

Lastly concerning what the respondents were all agreed upon regarding the nature of examination malpractices is carelessness. Carelessness is more of an attitude problem on the part of the invigilators and fatigue on the part of markers. Some invigilators, frustrated due to unsatisfactory remuneration, tend to be relaxed when searching the candidates and also as the examinations are in progress. Markers become less thorough as fatigue sets in. fatigue is caused by excessive work-load. Markers take on excess work so they can maximize on their earnings. This forces them to mark hastily with resultant mistakes.

Teachers and Pupils also assert that substitution is very significant with regard to the nature of examination malpractices. In this situation work originally done by a candidate is replaced in an envelope and swapped with work already pre-written either by the candidate or another person from the comfort of home or some other conducive place. Substitution takes place inside or outside the examination room, during or after the examination period.

Teachers and pupils also contend that there is also supplying of extra answer sheets to favored candidates. This is what eventually culminates in the practice of swapping answer sheets with pre-written ones. Of course the extra answer sheets are only useful where there is leakage of examination papers in order to know the questions.

Teachers also believe collusion takes place among the candidates and between teachers and candidates. This is of course most prevalent in remotely located examination centers

where supervision or invigilation is highly compromised. Collusion demands mutual trust among the parties involved.

Lastly concerning the nature of examination malpractices is the issue of impersonation. This calls for corporation between the candidate and the school administration or teachers since it involves using a stranger or even a teacher to write the examination on behalf of the candidate.

The findings on the Nature of Examination Malpractices are in consonant with the Rwandan situation according to Bamusananire (2010) and also Godfrey (1990) and Ramani et al (2010) of Kenya. In the reviewed literature the term stealing examination papers refers to what leads to swapping and leakages.

### **5.1.2. The Effects of Examination Malpractices**

The following were the major effects of examination malpractices cited by all the respondents: It was argued that laziness of candidates and discouragement of the hardworking pupils stems from the high expectations placed on leakages. The candidates assurance of leakage provides an `easier` way out as compared to rigorous studying. Unfortunately even hard working pupils are somehow drawn into the scam. The discipline required to diligently prepare for examinations is substituted for a desperate and often relentless search for leakages.

Examination malpractices also eventually lead to the aberration of the education system. This unfortunate outcome is inevitable because the results from schools can no longer be relied upon. Consequently, in some instances, candidates even fail to gain entry into credible higher institutions of learning, especially those that set up their own entry examinations. In the same vein, candidates wishing to study in institutions of higher learning abroad are subjected to rigorous aptitude tests.

Ineligible candidates are accorded an unfair advantage to advance to institutions of higher learning, often at the expense of the intelligent and honest candidates. The candidates who pass using some form of cheating will most likely employ the same tactics to scrape through college or university education. However, even if such people graduate and go on to secure good jobs, their professional performances are often mediocre.

The long term effect is that the country suffers national under-development on all fronts. The examination malpractices defeat the very purpose for which the examinations were established because they enable ineligible candidates to advance to institutions of higher learning. The unsuspecting recipients of the fraudulent candidates i.e. the colleges etc. end up churning out very low caliber graduates. Ultimately, resourcefulness and creativity are compromised in the nation. As these mediocre performers occupy jobs that they are not competently equipped for, the nation suffers retardation economically, politically, socially and even morally.

Examination malpractices also generally encourage corruption in the school environment and beyond. The corrupt people in society who regard this unfortunate trend as a lucrative business opportunity, prey on desperate candidates, teachers, parents, school administrators and even Ministry of Education officials. Sadly, the trail of corruption follows the affected candidates because as they progress in their careers/professions fresh challenges will surely arise and the only way they know to solve them is by employing cheating.

The findings on the Effects of Examination Malpractices are in harmony with the research findings of Adelakum and Lawal (2008).

## **5.2 PUPILS**

### **5.2.0. Respondents' observations regarding the factors that contributes to examination malpractices.**

This chapter discusses the respondent's observations regarding the factors that lead to examination malpractices in eight secondary schools of Kabwe namely: Caritas Convent, Highridge, Kabwe, Mukobeko, Kalonga, Bwacha, Jasmine and Angelina Tembo Secondary Schools.

A detailed analysis of the results of the pupils' Focus Group Discussions revealed some interesting findings. As has already been stated above, the most significant but by no means exhaustive factors were peer pressure, laziness and inadequate preparation, ease of access to leaked examination materials, corruption, over enrolment in schools, fear of failure, spoon feeding mentality, examination oriented teaching, financial rewards to high

performing teachers, habit, remotely located centers and limited places in higher institutions of learning.

Peer pressure ranks as one of the highest factors leading to examination malpractices. It could be a pointer to the fact that the issue of examination malpractices has reached high levels of acceptability where it is now almost normal for pupils to be coerced into partaking of the vice. The prevailing educational environment, with its harsh challenges, where candidates are hardly ever ready and confident enough before the examinations, has made it easier for candidates to encourage each other to illegally partake of or engage in examination malpractices. The candidates who initially may have no desire to participate in examination malpractices end up being forced to do so because they fear they may be disadvantaged if they do not. It becomes a case of, “if you cannot beat them, join them.”

Laziness and inadequate preparation ranks the highest among the factors causing examination malpractices. However, these are not stand alone factors but seem to be fuelled or even caused by some more complex underlying factors. In a disciplined environment where facilities for learning are adequately provided for, there is no room for laziness and hence there is adequate preparation for examinations. In other words, laziness, though a factor, is itself a consequence of other factors.

Parental pressure or pressures from other father figures respected by the candidate are governed by multi-faceted motives. Firstly, most parents are aware that a lot of candidates engage in examination malpractices. These parents would not wish their own children to be disadvantaged by their peers` seemingly excellent results obtained through malpractices. The focus group discussions also revealed the fact that some parents have an almost obsessive desire for their children to attain what they themselves failed to achieve. Such parents are prepared to go to any length, including sponsoring examination malpractices to ensure their children obtain excellent results and then bask in the reflected glory. This unfortunately is done whether the children are capable of passing on their own or not.

The other factor cited by pupils is the easiness with which examination materials are accessed. No measure of unusual effort is required for anyone to acquire or gain access to leaked examination material. Leakages are obtained for a reasonably small fee or in

exchange for sexual favours. It therefore becomes simply a matter of choice i.e. either to crack one's head to legitimately prepare for examinations or pay a small fee to acquire leakages and `excel` with ease. Paying to acquire examination materials is made easy because many parents are more than ready to sponsor the illegal deal.

Over-enrolment in schools puts a burden on the members of staff and stretches the already inadequate facilities such as class rooms, laboratory equipment, books etc. This impacts negatively on the progress of the candidates such that they are hardly ever ready for examinations, forcing them to seek other means, often illegal, to make up.

The over emphasis on academic results by both the government and society has created a competitive environment in the whole education sector. It permeates from the top downwards i.e. provincial competitions in individual schools for best results. The pressure to excel may result in undesirable methods and practices, which unfortunately may be tolerated by the education officials and administrators.

Another major factor cited by pupils was corruption. Though a broad term, corruption in this context simply means the use of money or other material gifts to illegally acquire examination materials or prior knowledge of examination questions. Corruption can also extend to paying invigilators and markers to favour candidates. The prevailing education environment generally is fertile ground for this misconduct. The economic status of the education officials, school administrators and teachers is too low to entrust them with such a mammoth responsibility i.e. to superintend the affairs of the examinations at a time when good academic results certificates have been overrated and hence are such a prized possession. Ministry of Education officials, school administrators and teachers have become susceptible to corruption. An analogy would be to employ children to sell cakes and candy in a confectionery shop and expect to make a profit at the end of the day.

Fear of failure is caused by a combination of factors. However, the most significant could be, as emphasized by the pupils, the desire to succeed in life. Every pupil looks forward to a successful career with a well-paying job. The other contribution to fear of failure is pride. Some candidates will go to any length to succeed in examinations, even if it meant engaging in examination malpractices, just to preserve their reputation among peers and relatives.

The spoon feeding mentality is a practice encouraged by lazy teachers. Unfortunately, the candidates soon realize that when final examinations come, the only way out for them is to engage in examination malpractices.

Examination oriented teaching does not focus on the candidate's deep understanding of the content of the subjects. The teachers instead aim at guessing or calculating the likely questions that may come in the examinations. This forces the teachers, in their quest to cover all the likely questions, to engage in some examination malpractices.

The practice of rewarding teachers who perform well seems to have introduced cut-throat competition which sometimes can be unhealthy. Teachers who fail to meet up to the authorities' required standard for getting a reward end up employing other desperate means to boost the performance of their candidates.

Examination malpractice is also something that grows into a habit among some candidates. This is especially so in schools where the authorities are not very strict during the end of term tests and mock examinations. Pupils actually get to a stage where they feel they can never make it without some form of cheating in the examinations.

Another challenging factor is that concerning the remotely located examination centers. The remote placement of these centers brings many negative factors into play. The transport logistics of the examination materials is usually challenging. Supervision of the conduct of the examinations is also not easy and not effective.

The limited places in higher institutions of learning is also a contributory factor because it causes candidates to employ any means possible to be among the few selected or to gain entry to the few higher institutions of learning.

### **5.3 Respondents' Observations Regarding the Nature of Examination Malpractices**

Concerning the nature of Examination Malpractices, arising from analysis of pupils' Focus Group Discussions, smuggling answers and foreign materials into the examination rooms, teachers aiding pupils, leakage i.e. prior knowledge of examination questions, copying, collusion and writing answers on body parts, walls etc., inflating the scores for

practicals and projects, supply of extra answer sheets by teachers and carelessness in marking or favoring relatives were deemed to be the most significant.

It is worrisome that despite being thoroughly searched candidates still managed to smuggle foreign materials into examination rooms. It simply implies that there are yet some undiscovered loop-holes, for instance, how do invigilators handle candidates who excuse themselves to go to the toilet mid-way during the examinations. Are they thoroughly searched before returning to the examination rooms?

The aspect of teacher aiding candidates with answers is very prominent. There are many reasons that cause teachers to aid candidates with answers. It could be simply corruption i.e. in exchange for money or other goods, it could be in exchange for sexual favours or it may be a case of favouring a relative etc. The complexity of this type of examination malpractice demands a high degree of integrity on the part of teachers.

The issue of leakage is perhaps the most renowned of types of examination malpractices. This type is also fueled by corruption. Candidates desire prior knowledge of examination questions to have an unfair advantage.

Candidates copying from each other take place predominantly in the examination room. This practice is exacerbated by overcrowding in the examination rooms. Poor invigilation also creates loop-holes for copying.

The pupils' Focus Group Discussions results also indicate that collusion does take place in the examination room among candidates. Candidates connive to secretly share opinions and answers either by passing pieces of paper or exchanging their written work.

Answers / formulae written on body parts, walls, desks or any other hidden surface in the examination room. Body parts like thighs for girls are used where it is difficult to search. However, these extreme measures may not be very practical e.g. answers on girl's thighs may present problems when it comes to retrieving answers in the examination hall. Answers on hidden surfaces are also more of a gamble because candidates do not know their sitting positions before the examinations.

The other types of examination malpractices worth mentioning are substitution, where work originally done by the candidate is replaced from an envelop by some other work

either done by the very candidate or another person. This is done inside or outside the examination room, during or after the examination period.

Impersonation is the type where the candidate hires or engages some other person to sit for the examination on his or her behalf. The pupils revealed that this is only possible where the candidate connives with school administration and teacher.

Inflating of marks for practical examinations and projects is a type of examination malpractice which is quite common and difficult to curtail. More strict controls are required to contain or eliminate this type of malpractice.

Another type of examination malpractice is where teachers supply extra answer sheets to their favored candidates. The candidates are able to swap these with the ones on which they have written the answers. However, substitution is only possible where there is leakage of examination questions to enable answering the questions prior to examinations. Carelessness in marking or favouring of relatives or children of friends etc. This happens at the marking stage of the examinations. Carelessness in marking results from the teacher taking on excessive work-load, which they then mark hastily, in order to maximize on their earnings. Excessive work also causes fatigue.

#### **5.4 Respondents ‘Observation Regarding the Effects of Examination Malpractices**

The major effects of Examinations Malpractices cited by the pupils ‘Focus Group Discussion were laziness and discouragement of hard workers, tarnished image of the education system, national underdevelopment i.e. economically, morally, politically, socially etc., wrong people advancing to higher institutions of learning, promotes corruption, encourages corruption, absenteeism by pupils increases, pupils lose respect for higher authorities. When candidates are assured of an ‘easier’ way out they become less disciplined in as far as studying and examination preparations are concerned. This unfortunately applies even to hard working candidates. All the candidates simply become lazy, expectant of leakages.

The image of the education system is also dented because the results are no longer deemed to be genuine. This makes it harder for candidates to gain entry into credible higher institutions of learning, which sometimes set up their own entry examinations.

The pupils also indicated that the country suffers underdevelopment on all fronts i.e. economically, socially, politically, morally etc., because of the low caliber graduates being churned out from higher institutions of learning.

Examination malpractices wrongly enable the ineligible candidates to advance to higher institutions of learning. These candidates will either barely scrape through the college or university examinations or employ the same tactics of examinations malpractices until they graduate. Such graduates may secure good jobs but their performance in industry, politics or government institutions will be mediocre.

The overall result of examination malpractices is that corruption becomes rampant because it is a lucrative business. Corrupt people in society prey on desperate parents and candidates, school administrators and even education officials.

Absenteeism is a direct result of examination malpractices in that as the examination period approaches, some pupils tend to concentrate on looking for leakages and other means of cheating the system instead of attending school tuitions for revision lessons. One disturbing effect of examination malpractice is the fact that pupils tend to lose respect for higher authorities especially those that are known to engage in the vice. They are no longer looked up to us mentors but merely as fellow crooks.

### **5.5 Respondents' Proposed Measures to Curb Examination Malpractices.**

During the Focus Group Discussions the pupils proposed various measures to curb examination malpractices. Some of these measures have already been partially implemented. The measures can be categorized into four main areas namely: Improved conditions of service, enhanced security/preventive measures, education/awareness campaigns and lastly harsher punitive measures

Improved conditions of service aim to raise the overall economic status of education officials, school administrators and teachers to a level where they cannot easily fall prey to people offering cash inducements in exchange for leakages and other illegal favours.

Enhanced security and other preventive measures are to seal all the identified loop-holes such as by conducting searches on candidates during examination time as they return from the toilet.

A massive awareness and education campaign to be conducted by the government through the Ministry of Education, to educate members of the public on the dangers of examination malpractices.

Finally, harsh punitive measures to be legislated and swiftly applied on anyone found guilty. All the cases to be dealt with harshly i.e. whether it is at the mock examinations or final examinations level.

## **5.6 TEACHERS**

### **5.6.0. Respondents' Observations concerning the factors that lead to Examination Malpractices**

In table 3, laziness and inadequate preparation, at 49(81.6%) are major factors. Interestingly, there is a clear distinction between government schools like Bwacha High School and mission schools such as Caritas and Angelina Tembo. Laziness is more pronounced in government schools because of other challenges like over-enrolment, inadequate facilities such as class rooms, books etc. These challenges, coupled with generally poorer working environment and lesser incentives makes government teachers also prone to laziness resulting from discouragement. Mission schools are generally more disciplined and better organized, hence less room for laziness and candidates are better prepared for examinations.

Table 4 shows poor teachers remuneration rated at 44(73.3%) as a factor. Apart from teachers being vulnerable to corruption due to poverty, they are also forced to spend more time on private tuition hence the pupils suffer lack of adequate attention and preparation. Therefore both teachers and pupils end up indulging in examination malpractices.

Parental pressure, see table 5, is also highly rated at 35(58.3%) as a factor. It is also of interest to note that when parents are assured of good grades for their children, such as in mission schools; the level of examinations malpractices influenced by them is reduced.

Corruption, rated 45(75%) according to table 7, is also a factor that is encouraged by the generally un-conducive learning environment especially in government schools. Both teachers and pupils are prone to corruption because of their lack of confidence vis-à-vis examination preparedness.

Poor quality teaching and incomplete syllabus, mostly in government schools, with their poor facilities contribute much to examination malpractices. This factor is closely linked with that of inadequate facilities. Inadequate facilities portray a lack of seriousness and such an environment discourages both the teacher and pupil.

Fear of failure by teachers. In order to hide or avoid the shame of being an under performer, some teachers engage in examination malpractices to record higher passing percentages for their candidates.

Spoon feeding mentality, as stated above, stems from a lazy approach to teaching which then backfires when final examinations come up, because the pupils realize that they are not ready for the examinations.

Some teachers find it a challenge to cover the whole syllabus so they resort to what is termed as examination oriented teaching. This involves a careful selection of topics that are likely to come. The teacher concentrates on these and even, in some cases, tries to get leakage just to cover up his inadequacies.

Rewarding deserving teachers financially has both positive and negative consequences. Whereas it encourages teachers to work hard, in some cases where the teacher feels challenged or simply cannot match with the smarter teachers, they may resort to examination malpractices.

Teachers and school administrators also believe that examination malpractice can be habitual. It is a practice which when a pupil gets introduced to it, becomes very difficult to stop. It is perhaps due to the fact that genuinely studying for better results is very demanding compared to cheating your way to the next level.

The aspect of remotely located examination centers was also pointed out as a significant factor. This is in view of the obvious facts such as logistical hiccups, difficulty in monitoring the conduct of the examinations, especially due to the fact that some school administrators and teachers are also found wanting.

#### **5.6.1. Respondents' Observations concerning the nature of Examination Malpractices**

Teachers are of the view that smuggling of answers and foreign materials into the examination rooms is rampant. A rating of 71.7%, see table 18, is indicative of the belief that students lack the necessary confidence to face the examinations unaided. The various methods used, some of them extreme e.g. writing information on sensitive body parts, is indicative of the level of desperation to pass the examinations. According to reviewed literature, the various means to smuggle foreign material into the examination rooms is quite similar, for instance Bamusananire (2010), in the Rwanda situation.

Secondly, the aspect of teachers aiding pupils is considered to exist, but moderately so. However, the portrayal of this mode of malpractice as only existing moderately may be disputed on the basis of the fact that teachers may not wish to link themselves directly to rampant malpractices. It is common knowledge though that the major players in examination malpractices are the teachers and the pupils/candidates. The above assertion is supported by the four key roles played by teachers in perpetrating examination malpractices in Rwanda, Bamusananire (2010).

Thirdly, the teachers believe that leakage is a key aspect in examination malpractices, see table (20). Leakage can perhaps be termed as the 'mother' of the nature of examination malpractices. The above statement could be justified because it is the illegally acquired prior knowledge/information that gives birth to what should be smuggled into the examination rooms, what teachers should use to aid or assist the candidates, what answers to put on the answer sheets that have been illegally given to some candidates before the examinations etc. The popularity of examination material leakage is supported by various researchers e.g. Ramani et al (2010), in the Kenya case, Bamusananire (2010) in Rwanda and also Godfrey (1990) in the Kenya situation.

The acknowledgement by teachers that collusion exists poses a serious threat even to the fight against examination malpractices. It simply means that the authorities and candidates are able to conspire to engage in any form of examination malpractice secretly. It is perhaps collusion that can explain the fact that to date, despite deterrent measures such as the need for identification cards by all the candidates, impersonation still takes place. Identification cards are ‘manually’ by-passed by the school authorities and examiners, rendering the examination process a fraudulent force.

It is also argued by teachers that marks are altered by markers in practicals and projects. Unlike at marking centers, where tampering with marks scored has been reduced through introduction of conveyor belt marking system ( CBMS), Chapi (2011), the fair scoring of marks for practicals and projects still remains a challenge.

#### **5.6.1.0 Nature of Examination Malpractices before commencement of examinations.**

This category refers to all the pre-examination illegal preparatory activities that eventually culminate into a fully-fledged examination malpractice. The activities are generally targeted at teachers, school administrators and examiners being the ones perceived to have access to examination materials. The nature of these activities take the form of corruption of the above mentioned officials, mobilization of leakage material, answers on body parts being pre-written, supply of extra answer sheets by teachers and the smuggling of answers, foreign material etc. into the examination room. The findings by Bamusananire (2010) are in consonance with the above assertions.

#### **5.6.1.1 Nature of Examination Malpractices During the examinations**

This consists of examination malpractices that are peculiar to the period when examinations are in progress. This is the implementation stage of the material gathered prior to examinations. For instance, material smuggled into examination rooms, answers written on body parts etc. become reference data. It is also pay back time for teachers and examiners that may have succumbed to the corrupt advances of candidates or their agents by either helping them with answers or relaxing invigilation rules. This category of

examination malpractices also includes collusion, substitution/swapping and copying. Bamusananire (2010) records similar findings.

#### **5.6.1.2 Nature of Examination Malpractices after the examinations**

This category of malpractices totally excludes the candidates. It is actually a preserve of teachers and examiners/markers as it involves altering marks for projects/practicals, swapping of answer sheets and favoritism, careless marking etc. Chapi (2011) and Bamusananire (2010) came up with similar findings.

#### **5.6.1.3 Nature of Examination Malpractices before and during the examinations**

These are malpractices noted both before and during the conduct of examinations. They are perpetrated by various players i.e. candidates, teachers, examiners and external agents, as in the case of impersonation sometimes. Apart from impersonation which is normally done in connivance with examination officials, candidates engage in smuggling of answers into the examination rooms. This they do even when the examination is in progress by pretending to go to the toilet where they retrieve the hidden answers from. The above findings tally with the findings of Bamusananire (2010).

### **5.6.2. Respondents' Observation concerning the effects of Examination Malpractices**

One serious effect noted by teachers is that it results in laziness generally among candidates. Unfortunately, inclusive among these are those that ordinarily would do well on their own. This implies that examination malpractices are contagious because those candidates who may not wish to be partakers end up feeling disadvantaged i.e. their peers appear to have an edge over them. Olatunde et al (2010), refers to this phenomenon as 'the band wagon effect'.

Another effect of examination malpractice is the serious aberration of the education system in that the results from schools can no longer be relied upon. This situation forces higher institutions of learning to set up their own compulsory entry examinations/tests.

Probably a direct consequence of the disturbance in the education system due to examination malpractices is overall national underdevelopment in all sectors i.e. economically, politically, socially and even morally. This situation is caused by the fact that wrong people find themselves in positions or jobs in which they are not capable of excelling. Mediocre standards eventually creep in. This happens because when a person is given a position beyond his competency, he/she will devise other means, often unorthodox or illegal to manage the situation. The consequences may more often than not be catastrophic or detrimental to the overall objectives. The above views are in consonance with the findings of Chileshe (2010).

Examination malpractices in general tend to encourage corruption in the school environment and beyond. The pupils who progress to higher institutions of learning through corrupt means are most likely going to continue doing the same anytime they face challenges in life. In the school set-up, examination malpractices have evolved into a money spinning venture, fuelled by the candidates' desperate need for success and the parents' desire for reflected glory, regardless of the means of attaining such success. In the work environment, failure to manage the affairs professionally leads to serious compromise of values all round. Corruption becomes a universal tool for 'success'. See Chileshe (2010).

Fifty percent of the respondents in the above category also believed that examination malpractices caused candidates to absent themselves from lessons. The cause could be that they began to value less and less the normal class lessons and tuitions. Instead they would opt to go all out in search of leakages etc. Absenteeism is also indirectly encouraged by the teachers who set up make shift tuition centers in homes etc. to earn extra money during the panicky examination time. The pupils opt to attend these private tuitions where the teachers assure them that the stuff they are revising is what is likely to be in the examinations.

The other resultant off shorts of examination malpractices are loss of respect for authorities by the candidates. This happens because they find themselves playing the same game. There is no model or morally upright figure to look up to. In the same vein the pupils even lose self-confidence. There is no one to assure them that they can make it without cheating.

### **5.6.3 Respondents' observation concerning the measures to curb Examination Malpractices**

It is undoubtedly utopian to imagine that all forms of examination malpractices can be curbed. The wide varieties of the proposed measures to curb examination malpractices typify the complexity of the problem. To help understand the multifaceted approach required to solve these problems, the measures can be categorized thus:

Motivational measures that are meant to boost the morale of school administrators, teachers and education officials. These are adequate remuneration, improved conditions of service, and additional incentives such as low interest loans. An employee who is financially empowered and well looked after is less prone to corruption. Interestingly, even pupils are able to tell that their teachers and school administrators are vulnerable financially by the way they conduct themselves.

The other measures are punitive, preventive or deterrent in nature. These involve banning culprits from sitting for examinations for at least five years, long prison terms for erring teachers, school administrators, education officials or any other individual involved. It also calls for enhancing the security system before, during and after the examinations.

There is also the educational aspect of the measures. Mass awareness and education campaigns are effective in that when for instance pupils know the dangers and consequences, they are more likely to resist peer pressure. Corrupt education officials, teachers and other people from outside will most likely refrain from indulging in examination malpractices when they are well enlightened concerning the consequences.

The other category of equal importance is to do with up-lifting the standards in the schools generally i.e. infrastructure such as class rooms, laboratories, sports facilities, libraries etc. both in terms of capacity and quality. There is also the availability and quality of learning materials such as books, laboratory equipment, and computers. In a well-organized learning environment, with adequate facilities, qualified teachers and sound management the pupils feel encouraged to learn.

Finally, there are measures that enhance efficient and secure means of handling and transporting of examination materials. This may call for more government support in

form of logistics and personnel i.e. air-lifting of materials and staff personnel where necessary to ensure timely delivery and collection from various examination centers, no matter how remote.

## **5.7.0 SCHOOL ADMINISTRATORS**

### **5.7.1.0 Factors that Lead to Examination Malpractices**

This chapter discusses the respondent's observations concerning factors that lead to examination malpractices in eight secondary schools of Kabwe district namely Caritas Convent, Highridge, Kabwe, Mukobeko, Bwacha, Jasmine and Angelina Tembo. The major themes that emerged from the School Administrators result concerning factors were laziness/inadequate preparations, poor remunerations for teachers, peer pressure, corruption, inadequate facilities e.g. classrooms, lab equipment's, spoon feeding mentality, examination oriented teaching and remotely located examination centers.

The School Administrators rated laziness and inadequate preparation as prominent factors that lead to examination malpractices. Laziness and failure to prepare adequately are factors that appear to thrive more in institutions where the environment for learning is not very conducive, for example, schools where over-enrolment, a generally decadent appearance, unmotivated teachers and so on and so forth exist.

Poor remuneration for teachers, not surprisingly, is highly rated as a factor. An inadequately remunerated teacher is not only easily corruptible but also tends to spend much time on private tuitions at the expense of official duties. As a result pupils are deprived of quality attention leading to inadequate preparation. The end result is both pupils and teachers are forced to indulge in examination malpractices.

Peer pressure is not only a major factor but one that is also very difficult to deal with. As the name suggests, this has to do with social influence, where even the very capable, brilliant candidates are drawn into the vice of examination malpractices. The School Administrators contended that most candidates are easily persuaded because they believe that if they do not partake then they would end up being disadvantaged.

Parental pressure is another socially motivated factor which is very prominent. In this highly competitive era, where places in higher institutions of learning are few, all parents

want their children to advance. It is also a source of pride to have successful children. Parents therefore put undue pressure on the candidates, forcing them to indulge in examination malpractices.

The school administrators contend that corruption is rampant in most schools but more so in government run schools, which record a higher number of un-motivated teachers and the highest number of ill-prepared candidates. The above forms a recipe for corruption. It is also the desire by candidates to pass at all costs and parents' preparedness to sponsor the pupils' illegal purchases of examination materials that exacerbates corrupt activities. Bamusananire (2010), Afemikhe (2010) and Ijaiya (1998) hold very similar views to the above finding.

Inadequate facilities like classrooms, laboratories and so on and so forth are situations mainly obtaining in government schools. The zeal to learn and morale among teachers is generally low. The time for examinations is generally a dreaded period hence to make up for whatever deficiencies, the candidates and teachers are forced to indulge in examination malpractices.

The School Administrators also contended that the negative off-shoots of spoon fed candidates are examination malpractices. Spoon-feeding deprives the candidates the opportunity to garner enough self-confidence to face the examinations without resorting to examination malpractices. Spoon-feeding basically denies the candidate the chance to exercise their intellect, which is necessary to building up of intellectual stamina in the concerned subjects.

Examination oriented teaching is, as far as the school administrators are concerned, a very serious factor leading to examination malpractices. This practice is common among teachers who are over-stretched with private tuitions and have not enough time for official duties.

They therefore gamble by resorting to concentrating on carefully selected topics, disregarding some portions of the syllabus. Because they lack self confidence that they have done the right thing, they resort to examination malpractices such as searching for leakages to make-up.

Lastly, the school administrators observed that remotely located examination centers contribute significantly to examination malpractices. First of all, the officials in these centers feel that they are in a very disadvantaged position by their geographical location. To make up, the officials i.e. teachers and school administrators resort to illegal aiding of candidates. Secondly, the remoteness of the centers makes it difficult to strictly monitor the conduct of the examinations. Thirdly, the delivery and collection of examination papers is also bound to create room for examination malpractices.

#### **5.7.2.0 Nature of Examination Malpractices**

Concerning School Administrators the following were the prominent revelations from the results of their responses regarding the nature of examination malpractices: teachers aiding pupils, copying, answers on body parts, leakage, smuggling answers and foreign material into the examination room inflating and inflating the marks for practicals and projects.

Teachers aiding pupils is, according to School Administrators, a very common practice among teachers. Various reasons were advanced for this despicable conduct, where the very people charged with the responsibility to uphold and safeguard the integrity of the examinations were also major perpetrators of examination malpractices. Some reasons were poverty among teachers, favouring relatives and family friends and exchanging the services for gifts, money or sexual favours with female candidates. The research findings of Bamusananire (2010) attest to the above assertions.

School Administrators also contended that copying was rampant, especially in situations where the examination rooms were overcrowded. In some cases candidates conspire with invigilators to create a conducive environment for copying. This of course calls for some form of corruption to make the invigilator corporate. Copying though can be looked at as the candidates' initiative perpetrated by those that are not ready for examinations. This is so because they normally do not even know whether they are copying the correct answers or not. Examiners merely give them the opportunity to copy from whomever or from whatever smuggled foreign materials.

The School Administrators also observed strongly that the nature of examination malpractices also takes the form of answers written on human body parts. This is normally done on hidden parts of the body, in extreme cases even girls thighs, just to elude

thorough body checks by invigilators or examiners. Of course one may argue that these extremes of writing on sensitive body parts make extraction of the written answers a serious challenge, rendering the exercise futile. The research findings of Bamusananire (2010) are in agreement with the above findings.

It was observed from the results of the School Administrators` response that leakage is perhaps the most common of examination malpractices. The reason advanced was that it boosts the confidence of the candidates, resting in the knowledge of knowing what is coming and being adequately prepared for it.

Answers and some other foreign material are strangely smuggled into the examination rooms despite the thorough searching of candidates. A number of reasons could be advanced such as connivance with invigilators, carelessness of the one searching or hiding of materials in very secretive parts of the body which if searched would be tantamount to intrusion of privacy. The above scenario lives the question as to what extent the invigilators are allowed to search.

#### **5.7.3.0 Effects of Examination Malpractices**

A thematic analysis of results of the School Administrators brought out the following prominent themes: promotes laziness, education status in the country is compromised, national underdevelopment, encourages corruption, wrong people advance to higher levels and loss of respect for higher authorities.

Laziness stood out as a major theme among the effects of examination malpractices as revealed by results. In the same vein hard working candidates are discouraged. The time for examinations is charged with anticipation for leakages and other dubious means of gaining advantage. The focus during examinations time unveils a very distinct paradigm shift from genuine serious studying for examinations to a desperate search for leakage material.

Another prominent theme that emerged from the results of the School Administrators` results was that consequent to the inevitable negative publications exposing the rampant examination malpractices is the fact that the image of the examination system in the country is dented. This means that no matter how outstanding the results of the candidates,

a shadow of doubt will always be cast upon them as to their genuineness. It even makes it difficult to use the results to gain entry to certain strict higher institutions of learning.

Examination malpractices, the results of the school administrators revealed, were also responsible for perpetration of corruption. The desperation by candidates and parents to pass at all costs makes them use money and any other available means to corrupt the people responsible for administering the examinations. Female candidates even use sex to corrupt male teachers to help them with answers.

The results of the School Administrators also showed that they were of the belief that examination malpractices gave an unfair advantage to undeserving candidates who ended up advancing to higher institutions of learning. This is usually at the expense of the honest candidates who do not indulge in cheating. The limited places in institutions of higher learning are thus mainly taken up by wrong people.

One of the most unfortunate moral side effects of examination malpractices is that pupils lose respect for higher authorities. This is inevitable because the pupils identify with teachers and school administrators in the illegal acts. The authorities and candidates both partake in law-breaking. Respect normally is accorded not just because someone is elderly but because they are seen to uphold high standards of morals and social etiquette. A partaker of examination malpractices can surely not command much respect from people, especially pupils.

## **CHAPTER SIX**

### **CONCLUSION AND RECOMMENDATIONS**

#### **6.0 Overview**

This chapter makes a conclusion on the findings of the research.

#### **6.1 CONCLUSION**

The study was able to establish the factors that contribute to examination malpractices in eight (08) secondary schools of Kabwe Urban District. These are laziness, inadequate preparation, and poor remuneration for teachers, school administrators and education officials. Others were peer-pressure, parental pressure, corruption, mediocre teaching/incomplete syllabus, inadequate facilities in schools, competition between schools and among teachers, fear of failure, spoon feeding mentality, examination oriented teaching, financial rewards for high performing teachers, habit, remotely located centers and finally limited places in institutions of higher learning . The above factors tally closely with the findings of Ivowi (1997) in Nigeria.

The same study also revealed the following as the nature of Examination Malpractices: smuggling answers into the examination room, teachers aiding pupils, leakage, copying, substituting answers, impersonation, inflating marks for practicals and projects, supply of extra answer sheets by teachers, favouritism and carelessness in marking by teachers. These findings agree with the research findings by Bamusananire (2010), in Rwanda.

The effects of examination malpractices according to the research findings were promotion of laziness, compromised education system in the country, misleading results, national underdevelopment, encourages corruption, absenteeism by pupil's increases, pupils lose self-confidence and finally pupils lose respect for higher authorities. The literature review of Adalakum and Lawal (2008) shows very similar findings.

The proposed measures to curb examination malpractices were also deduced from the responses in the questionnaires. The major categories involved the motivational ones i.e. improving conditions of service, provision of low interest loans; preventive measures such as extra security, use of hi-tech methods e.g. surveillance cameras to monitor the goings on in the examination rooms; measures to educate masses on dangers of examination malpractices; measures to upgrade school standards all round i.e. infrastructure, surroundings in general and teaching quality ; the efficient management of the examination process and finally the government, through the education system, not to rely only on final examination results but to consider introducing continuous assessments as part of final score and also to introduce more practical subjects.

This study has successfully re-affirmed the findings by other researchers, as contained in the literature reviews of various countries. There appears to be a distinct paradigm in all the cases, revealing a corrupt system which is self-sustaining because some of the people expected to guard against the vice were also beneficiaries directly or indirectly. The overall picture revealed in this study is that the problem being addressed stems from a system flaw in the education sector.

## **6.2 RECOMMENDATIONS**

These recommendations are drawn from the findings and conclusions of this study. The recommendations are for the attention of the Government of the Republic of Zambia, The Ministry of Education, Education Policy makers, school administrators and school boards.

### **6.2.1 Policy Issues**

The Government of the Republic of Zambia MOE and the Education Policy makers should seriously consider restructuring the education sector vis-à-vis the curriculum and the examination system. The curriculum should be structured to include more practical courses/subjects which would aim at imparting practical skills to pupils. The examinations also should be structured such that the final examination results should take into account the pupils' performance of the whole academic year i.e. a systematic continuous assessment program to be put in place, ending with final examinations. This system will

discourage examination malpractices because only a certain percentage of the final examination results will constitute the overall results scored.

### **6.2.2 Regulatory Authority**

The Teaching Profession must have a professional body to come up with rules and regulations of how teachers should conduct themselves in their profession.

### **6.2.3 Sensitization Program**

The Government should spearhead and sponsor a national Awareness campaign to educate people on the dangers of examination malpractices. Dissemination of awareness material/information through various avenues such as public and private media, drama, books etc.

### **6.2.4 Resources**

An aggressive campaign to mobilize resources by the government to improve the standards in schools in terms of infrastructure, education materials, quality of teachers should also be undertaken.

### **6.2.5 Training of members of staff**

This is cardinal because quality input from teachers will ensure quality output by the pupils. Teachers' training colleges must be up-graded with training facilities and competent lecturers. Serious consideration should be given to setting up a regional body for purposes of interacting and exchanging ideas and information on how to come up with pragmatic interventions with regard to curbing examination malpractices.

### **6.2.6 Future Research**

The research area should be broadened to include more secondary schools, both in urban and rural areas. A comparative study to be undertaken between mission schools, government secondary schools and private secondary schools to try to determine the best environment that can help minimize examination malpractices.

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**APPENDIX 1: INTERVIEW GUIDE FOR MINISTRY OF EDUCATION OFFICIALS**

**UNIVERSITY OF ZAMBIA**

**SCHOOL OF EDUCATION**

**DEPARTMENT OF PSYCHOLOGY, SOCIOLOGY AND SPECIAL EDUCATION**

Title of the Research

Factors which contribute to examination malpractices in secondary schools. The case of selected schools of Kabwe District.

What do you think are the most likely factors that contribute to examination malpractices?

Mention the nature of examination malpractices reported to your ministry.

In your opinion what are the consequences of examination malpractices in secondary schools?

What measures have you put in place to monitor and arrest examination malpractices in secondary schools?

How often do you monitor examinations in secondary schools?

Have you carried out any awareness campaign to educate the masses/public on the negative effects of examination malpractices?

## **APPENDIX 2: INTERVIEW GUIDE FOR SCHOOL ADMINISTRATORS**

**UNIVERSITY OF ZAMBIA**

**SCHOOL OF EDUCATION**

**DEPARTMENT OF PSYCHOLOGY, SOCIOLOGY AND SPECIAL EDUCATION**

### Title of the Research

Factors which contribute to examination malpractices in secondary schools. The case of selected schools of Kabwe District.

What, in your opinion, contributes the most to perpetration of examination malpractices?

Have you had incidences of examination malpractices in your school?

What is the nature of examination malpractices found in your school?

In your opinion, what are the effects of examination malpractices?

Apart from the measures already put in place, what other measures would you propose to curb examination malpractices?

How often do you counsel your pupils against examination malpractices?

## **APPENDIX 3: FOCUS GROUP DISCUSSIONS FOR PUPILS**

**UNIVERSITY OF ZAMBIA**

**SCHOOL OF EDUCATION**

**DEPARTMENT OF PSYCHOLOGY, SOCIOLOGY AND SPECIAL EDUCATION**

### Title of the Research

Factors which contribute to examination malpractices in secondary schools. The case of selected schools of Kabwe District.

What do you think causes pupils to cheat in examination?

What would you do if you saw your friend cheating during an examination?

How do pupils gain access to examination papers prior to the examinations?

Do you think it is easy to get hold of leaked examination papers?

Would you cheat in an examination? If not why?

Do you think your parents would support you if you cheated in an examination?

What is the nature of exam malpractices you know?

Indicate the nature of examination malpractices commonly used in your school?

In your opinion, what are the dangers of exam malpractices in a country?

How can we curb examination malpractices in schools?

**APPENDIX 4: TEACHERS QUESTIONNAIRE**

Dear Sir/Madam,

I am a student of Education at the University of Zambia conducting a study to investigate factors which lead to Examination malpractices in secondary schools. You are kindly requested to answer all questions in the questionnaire. Be frank and honest as all information will be strictly confidential.

(Tick in the box against the answer you have chosen or write a few lines as required)

Name of School .....

Title .....

Sex (a) Male [ ] (b) Female [ ]

Age

Less than 25 years old [ ]

25-30 years old [ ]

31-35 years old [ ]

36-40 years old [ ]

41-45 years old [ ]

Above 45 years old [ ]

In your own opinion, what are the factors which contribute to Examination malpractices?

.....  
.....  
.....  
.....  
.....

.....  
What is the nature of Examination malpractices you know?

.....  
.....  
.....  
.....  
.....  
.....  
.....

What type of punishment should be given to students who involve themselves in examination malpractices?

Suspended from writing Exams for two years [ ]

Imprisonment for (5) five years [ ]

All examination written at that time nullified [ ]

Only the subject where one is caught in [ ]

To be suspended from writing Exams for life [ ]

Any other, specify .....

In your opinion, is the School capable of arresting this vice at the institution? If not why?

Yes [ ] No [ ] Specify.

.....

What is the nature of the common examination malpractices in your school?

.....

If you were the School Administrator how would you ensure the vice is minimized in your School? Explain briefly.

.....  
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What has been your experience on the effects of Examination malpractices on the performance and learning of pupils in your school?

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Which type of Examinations attracts most malpractices in your school?

- End of term Examinations            [   ]
- End of year Examinations            [   ]
- Certificate awarding Examinations [   ]
- Mock Examinations                    [   ]
- All the above                            [   ]