

AN ASSESSMENT OF ANTI-CORRUPTION COMMUNICATIONS TO UNIVERSITY OF  
ZAMBIA STUDENTS

BY

BINGA BINGA

A REPORT SUBMITTED TO THE UNIVERSITY OF ZAMBIA IN FULFILMENT OF THE  
REQUIREMENTS FOR THE DEGREE OF MASTER IN COMMUNICATION FOR  
DEVELOPMENT.

UNIVERSITY OF ZAMBIA

LUSAKA

2016

## DECLARATION

I, Binga Binga, do solemnly declare that this report;

- A) Represents my work;
- B) Has not previously been submitted for a degree at this or any other University; and
- C) Does not incorporate any published work material from another report.

Signature: .....

Date: .....

## **COPYRIGHT**

All rights reserved. No part of this report may be reproduced or stored in any form or by any means without prior permission in writing from the author or the University of Zambia.

**APPROVAL**

This report by Binga Binga is approved as fulfilling the partial requirements for the award of degree of Master of Communication for Development by the University of Zambia

**Supervisor** .....

**Signature** .....

**Date** .....

## **DEDICATION**

This report is dedicated to Philip Binga and Linda Mulenga. My dearest parents, gone but greatly remembered and appreciated.

The report is also dedicated to my beloved daughter Christina Kabashi Mushimba. The inspiration behind my driving force.

## **ABSTRACT**

The objective of this study was to assess the anti-corruption communications to the University of Zambia (UNZA) main campus full-time undergraduate students. The specific objectives included: To assess the nature of collaboration between the University of Zambia and the Anti-Corruption Commission (ACC) on programs aimed at sensitizing students on corruption issues, to establish what type of communications on corruption are disseminated to the students, to establish what channels of communications are used to inform students on corruption on campus, to establish the sources of information on corruption to the students and to determine the students' perceptions towards communications on corruption on campus.

The study was of descriptive design and used both qualitative and quantitative methods in gathering the data. 100 self-administered questionnaires were distributed using convenience sampling method to full time under graduate students at the University of Zambia for quantitative data. The researcher further conducted 3 in-depth Interviews with a Community Education Senior Officer from the Anti-Corruption Commission, a Lecturer of Philosophy and applied Ethics from the University of Zambia and the Dean of Students from the University of Zambia Main Campus. The researcher used the thematic analysis on qualitative data, and used SPSS and excel software for descriptive statistics and generation of frequencies and distribution.

The study established that there was uncertainty as to how much information students at UNZA had with regards to corruption. It was also discovered that communication on corruption at the University of Zambia was not adequate. This was due to the fact that students received information mostly through the media, friends and relatives more than they received from the University of Zambia (UNZA) and Anti-corruption Commission (ACC). There was also no visible collaboration between the University of Zambia and Anti –Corruption Commission. It was further discovered that the channels of communications that were used to inform students on corruption on campus included; television programs, radio programs, newspaper articles, posters, internet, and social media. Based on the findings, the study recommends among other that, the student union/ association should also highlight issues of corruption in their activities in campus and sensitize their fellow students through activities such as drama performances, sensitization talks and posters among others.

## **ACKNOWLEDGEMENTS**

I would like to express my heart felt gratitude to all the people who assisted me directly or indirectly during the study period. Special thanks go to my supervisor Mr. Fidelis Muzyamba for his consistent guidance throughout my class and study period.

I would also like to thank all the other lecturers in the department of Mass Communications; Mr Kenny Makungu, Dr. E.T.M Bwalya, Dr. Sam Phiri and all the other members of staff in the department. My further gratitude go the Anti-Corruption Commission Management, for according me the opportunity to be attached to the organization under the Community Relations Department. I also wish to thank the Dean of students, the Lecturer for Philosophy and applied Ethics at the University of Zambia Main Campus and the Senior Community Education Officer at the Anti-Corruption Commission for accepting my request to conduct in-depth interviews with them. Not forgetting the students at the University of Zambia who took time from their busy academic schedules to respond to the questionnaires.

Profound thanks go to my spouse Mr. Nicholas Kabashi Mushimba, my daughter Christina Kabashi Mushimba, relatives and friends for their support during the study period.

To all I convey my heartfelt gratitude and wish you God's Blessings.

## Contents

DECLARATION .....	i
COPYRIGHT.....	ii
APPROVAL.....	iii
DEDICATION .....	iv
ABSTRACT.....	v
ACKNOWLEDGEMENTS.....	vi
TABLE OF CONTENTS.....	vii
ACRONYMS .....	ix
LIST OF TABLES.....	x
LIST F FIGURES.....	xi
INTRODUCTION.....	xii
CHAPTER ONE.....	1
1.1 BACKGROUND .....	1
1.2 STATEMENT OF THE PROBLEM .....	3
1.3 RATIONALE .....	4
1.4 OBJECTIVES OF THE RESEARCH .....	5
1.5 RESEARCH QUESTIONS.....	5
1.6 HYPOTHESIS TESTING.....	6
CHAPTER TWO .....	7
LITERATURE REVIEW .....	7
2.1 INTRODUCTION .....	7
2.2 REVIEW OF SCHOLARLY LITERATURE .....	7
CHAPTER THREE.....	15
CONCEPTUAL AND THEORETICAL FRAMEWORK .....	15
3.1 INTRODUCTION .....	15
3.2 CONCEPTUAL AND OPERATIONAL DEFINITIONS.....	15
3.3 THEORETICAL FRAMEWORK .....	17
CHAPTER FOUR .....	19
METHODOLOGY .....	19
4.1 INTRODUCTION.....	19
4.2 RESEARCH DESIGN .....	19

4.3 RESEARCH METHODS.....	19
4.4 SAMPLING PROCEDURE .....	20
4.6 DATA PROCESSING AND ANALYSIS .....	20
4.7 ETHICAL CONSIDERATION .....	20
4.8 STUDY LIMITATIONS.....	20
CHAPTER FIVE .....	21
PRESENTATION OF FINDINGS .....	21
5.1 INTRODUCTION .....	21
5.2 BACKGROUND INFORMATION OF THE RESPONDENTS .....	21
5.3 RESEARCH FINDINGS BY OBJECTIVES.....	23
CHAPTER SIX.....	36
DISCUSSION OF FINDINGS.....	36
CHAPTER SEVEN.....	44
CONCLUSIONS AND RECOMMENDATIONS.....	44
7.1 CONCLUSIONS.....	44
7.2 RECOMMENDATIONS.....	45
7.3 RECOMMENDATIONS FOR FURTHER STUDIES.....	45
REFERENCES.....	46
APPENDICES.....	48
APPENDIX 1: QUESTIONNAIRE.....	48
APENDIX 11: IN-DEPTH INTERVIEW GUIDE: ACC OFFICIAL.....	52
APENDIX 111: IN-DEPTH INTERVIEW GUIDE: UNZA LECTURER.....	54
APENDIX 1V: IN-DEPTH INTERVIEW GUIDE: DEAN OF STUDENTS.....	57

## ACRONYMS

ACC - Anti-Corruption Commission

AU - African Union

KACC - Kenya Anti-Corruption Commission

SADC - Southern African Development Community

UN - United Nations

UNCAC - United Nations Convention Against Corruption 2003

MDGS - Millennium Development Goals

UNZA - University Of Zambia

DRC - Democratic Republic of Congo

AC - Anti-Corruption

## LIST OF TABLES

- Table 1.....** Percentage distribution of responses to the question about whether students were aware of any club or program on corruption which was run by UNZA and ACC.
- Table 2.....** Type of information on corruption received from various media.
- Table 3.....** Percentage distribution of the responses about the media channels students received information about corruption from.
- Table 4.....** Percentage distribution of student's responses about the sources of information on Corruption
- Table 5.....** Students' perception on the cause of corrupt activities on campus.
- Table 6.....** Cross tabulation of the school program enrolled in and awareness of topics on Corruption under the school program enrolled in.
- Table 7.....** Chi-square goodness of fit test
- Table 8.....** Presentation of findings from the in-depth interviews.

## LIST OF FIGURES

**Figure 1**..... Percentage distribution of respondents by sex.

**Figure 2**..... Percentage distribution of respondents by their age at last birthday.

**Figure 3**..... Percentage distribution of respondents by school enrolled in.

**Figure 4**..... Students' perception on the cause of corrupt activities on campus.

**Figure 5**..... Students' perception on the cause of corrupt activities on campus.

## **INTRODUCTION**

Where corruption is present, society at large suffers. It hinders the judicial and political systems that could work for the public good by weakening the rule of law and silencing the voice of the people. As a result, citizens' trust in government officials and national institutions dwindles. Corruption hurts the poor as it causes disproportional distribution of resources by diverting funds intended for development. It undermines government's ability to provide basic services hence leading to inequality and injustice, and also discourages Foreign Direct Investment and aid. The necessity to take measures against corruption has become evident and everyone has a role to play in stopping it: government, donors, the private sector, civil society and national citizens at large.

Goal 2 of the Millennium Development Goals (MDGs) - achieving universal primary education - implies increasing the capacity of the school network with facilities and learning resources, tackling disincentives to enrolment (particularly the costs) and ensuring services are delivered. It requires increased financial commitments for expansion and operation, additional teachers and administrators and outreach to marginalized groups. In addition procurement, staff employment and deployment and extra demand on any systems for oversight increase the risks of corrupt practice and highlight the threat that corruption could present to achieving the MDGs.

In most countries the education sector is one of the largest beneficiaries of public finance and employer of public servants, all activities that are at risk. Education is also a human right for the individual and is critical for social, economic and political development of societies. The potential impact of corruption is therefore high. Thus, there is need to create awareness about this vice

## **CHAPTER ONE**

### **1.1 BACKGROUND**

Prior to Independence, the mandate to spearhead the fight against Corruption was given to the Zambia Police under the Prevention of Corruption Act of 1916. This continued through the years and after independence the fight continued by the same department but under the Penal Code, CAP 146 Section X. However, this legislation only covered public bodies and public officers. Hence the fight against corruption at that time was only restricted to the public sector.

Due to increases in corruption activities reported in Zambia and across the globe, the Zambian government saw the need to form a Commission that would concentrate on fighting Corruption. The Corrupt Practices Act number 14 of 1980 was, therefore, enacted and provided for the establishment of the Anti-Corruption Commission (ACC). This extended the definition of corruption to include private bodies and their agents. Through the years several Acts have been repealed and replaced to enable the Commission to conduct its mandate in a more effective and efficient manner. For instance, The Corrupt Practices Act Number 14 of 1980 was in 1996 repealed and replaced by the Anti-Corruption Commission (ACC) Act No. 42 of 1996, which made the ACC an Autonomous body. The ACC Act was in 2010 repealed and replaced by the Anti-Corruption (AC) Act No 38 of 2010 which was also later repealed and replaced by the current AC Act No. 3 of 2012.

This current Act broadens the definition of corruption and takes supremacy in situations of inconsistency with other laws on matters of corruption. It also carries some provisions of the United Nations Convention against Corruption (UNCAC). Under this Act, the Commission is mandated to carry out four major functions which include Preventing, Sensitizing, Investigating and Prosecuting matters of Corruption. Under the Sensitization function, the Commission conducts various activities which are aimed at disseminating information to various groups of people on the corruption vice. Among many activities that are conducted include, lectures, workshops, public discussion fora, public campaigns, production and distribution of Anti-Corruption campaign materials, media shows and youth integrity programs among others. These activities are designed

for different groups such as the youths in low and high learning institutions like the University of Zambia (UNZA).

The University of Zambia (UNZA) was established by Act of Parliament No. 66 of 1965. The first intake of students was enrolled on 17<sup>th</sup> March, 1966 and the operations of the institution has been guided by the motto 'Service and Excellence.' UNZA is situated in Lusaka on two campuses. The main campus being the Great East Road Campus situated on the Great East Road, 6km from the town center. The other campus is the Ridgeway Campus catering for the Medical School and is situated on John Mbita Road, 4km South East of Lusaka, opposite the University Teaching Hospital.

From inception, the Mission statement for the University of Zambia had been 'To be a Provider of World Class Services in Higher Education and Knowledge Generation.' The Core Values included: Academic Freedom, Accountability, Equity, Excellence, Green Environment, Innovation and Integrity. The institution had several faculties which include Agricultural Sciences, Education, Engineering, Humanities & Social Sciences, Law, Medicine, Mines, Natural Sciences and Veterinary Medicine.

Being the highest institution of learning in the country with a population of more than twenty thousand (20,000) students expecting to receive a service, opportunities of corruption may manifest at various levels from the time of admission, academic sustainability as well as when the graduates are offloaded into society where they compete for employment. For instance, at entry point, chances of someone giving a bribe in order to be awarded a place had been high due to the large number of qualified applicants, all hoping to be accepted. Similarly, during the academic period, chances of a student being involved in a corrupt activity in order to obtain marks, or probably be allocated a bed space or other desired achievements that would sustain them on campus were also high. Further, as they compete for employment after graduation, the probability of getting involved in corrupt activities in order to be employed were also high.

Hence, the need for adequate and accurate information to such a population was inevitable if responsible graduates were to be expected from such an institution whose operations are guided by anti-corruption values.

## **1.2 STATEMENT OF THE PROBLEM**

Through the years the University of Zambia had witnessed increase in enrollment figures while its facilities had not been expanded. This translated into few facilities and resources being shared amongst many students, for instance limited accommodation, library services, bursaries and lecture rooms among others. This fight among students for few resources can be attributed to the major reason why corruption activities at the institution have risen.

UNZA attracted students from within and outside the country, thus, accommodation was critical to students coming from distant places. However, because of over-enrollment, issues such as limited accommodation among others had led some students into giving bribes in order to get preferential treatment. For example, a news item on the Anti-Corruption Commission website and also carried in the tabloids, reported that ‘The Anti-Corruption Commission had arrested a fourth year student at the University of Zambia for suspected corrupt practices involving three thousand kwacha (KR 3,000). The named fourth year student in the school of Education was arrested on 28<sup>th</sup> January, 2013 and charged with one count of corrupt transactions by or with private bodies contrary to section 20 as read with section 41 of the Anti-Corruption Act No. 3 of 2012. The named student received the said money as an inducement to facilitate the allocation of a bed space to a first year student.’

This was just one of the many corrupt activities that happened on campus, many of which were going unreported. One would, however, wonder what really was behind the involvement of students into such undesirable activities. For an institution like UNZA, the expectations of potential employers for its graduates were that the institution offloads graduates who uphold high levels of integrity. However, the situation may not match that expectation. A saying goes ‘Knowledge is power’, thus, the more information people have the better it is for them to make wise decisions over a particular issue. There was uncertainty as to how much information students at UNZA had with regards to corruption because there had been no study that was done on the subject. This was very important as the students’ knowledge level on corruption could explain the perceptions and attitude that they had towards the vice.

Hence, this study intended to assess anti-corruption communications to University of Zambia main campus full-time undergraduate students.

### **1.3 RATIONALE**

The study significant to the understanding of the importance that adequate information on corruption had on the students' perception and involvement towards the fight against corruption on campus.

Since education is a fundamental human right and a major driver of human and economic development, this research study was relevant to the University of Zambia community because it reviewed how the University of Zambia students were communicated to about corruption that would result in determining how their personal integrity and the shape of the societies would be. Also realizing that in Zambia, the education sector usually comprised of more than 20 to 30 percent of the country's resources or budget, this made it prone to corruption as the sector became the target due to the resources present from national education ministries to local schools and universities. Thus, the research was relevant to the field of education because it showed how much students from the University of Zambia are communicated to about corruption from the grass roots (that is, before they join the communities and government offices). Such communication if enhanced after the realization of what is at stake; the cost of corruption on the University of Zambia would reduce, equal access to facilities and in the long run, improving the general infrastructure of the University because the resources would be put to good use.

Hence it was very important that students were equipped with the right information on corruption so that they were aware of how corruption manifested itself and how they could avoid it. It was also critical that students had information on the dangers and consequences of getting involved in corrupt activities. This would not only help student's live corrupt free lives while on campus but also equip them with the right anti-corruption values which they could use in their careers after graduating from campus. The resulting effect being that they would live responsibly in society and contribute to the fight against corruption in the country.

Further, the study was also of importance to the research community as it created a basis on which further research could be done and findings used by relevant authorities when making policy considerations.

## **1.4 OBJECTIVES OF THE RESEARCH**

### **1.4.1 General Objective**

The main objective of this study was to assess the anti-corruption communications to University of Zambia main campus full-time undergraduate students.

### **1.4.2 Specific Objectives:**

- i. To assess the nature of collaboration between the University of Zambia and the Anti-Corruption Commission (ACC) on programs aimed at sensitizing students on corruption issues.
- ii. To establish what type of communications on corruption is disseminated to the students.
- iii. To establish what channels of communication are used to inform students on corruption on campus.
- iv. To establish the sources of information on corruption to the students are.
- v. To determine students' perceptions towards communications on corruption on campus.

## **1.5 RESEARCH QUESTIONS**

### **1.5.1 Main Research Question**

What communications are there on corruption to University of Zambia main campus full-time under graduate students?

### **1.5.2 Specific Questions**

1. How does the University of Zambia collaborate with the Anti-Corruption Commission (ACC) on any programs aimed at sensitizing the students on corruption issues?
2. What type of communications on corruption is disseminated to the students?
3. What channels of communication are used to inform students on corruption?
4. Who are the sources of information on corruption to the students are?
5. What is the general perception of students towards the fight against corruption on campus?

## **1.6 HYPOTHESIS**

University of Zambia full-time under-graduate students were more likely to be unhappy with the levels of information received on corruption.

### **Null hypothesis**

H<sub>0</sub> = There was NO significant relationship between the schools enrolled in and the levels of information on corruption received.

### **Alternative hypothesis**

H<sub>1</sub> = There was a significant relationship between the schools enrolled in and the levels of information on corruption received.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 INTRODUCTION**

In this chapter, literature was reviewed. This comprised of previous research studies done by different institutions as well as individuals on corruption and communication. The findings as well as the gaps that were left were identified and considered in this section of the study, that is, the empirical review. This included reviewing the different methodologies that they carried out.

#### **2.2 REVIEW OF SCHOLARLY LITERATURE**

Marquette (2014) did a study on the communications in anti-corruption work where he aimed at articulating messages to structure a communications plan. He pointed out that there were three key points that were supposed to be considered when structuring a communications plan about corruption. The first one was that, “Corruption has a devastating effect on development, and the human cost of corruption is very difficult to quantify. It undermines the social contract between the state and citizens, can lead to conflict and can even kill the innocent.” His first point clearly showed that corruption was very dangerous and it was very important that everyone was communicated to about corruption.

Marquette also pointed out that, “corruption was highly complex: it was multi-dimensional and multi-disciplinary, as well as highly secretive. That made it very difficult to deal with through discrete projects and programs.” Therefore, this suggested that, efforts to curb corruption might be there but it was just difficult to end it because it was highly secretive. He further pointed out that, “A lack of policy coherence between development agencies and between agencies and their governments makes this worse. His third point suggested that, if there is no policy coherence between government agencies and the government, corruption becomes worse. The current study focused especially on how communication was done on corruption to the students at UNZA which is an institution which acts like an agent that can work hand in hand with the government which is aiming at fighting corruption in the country and help to foster development.

Hanna et.al (2011) noted that public sector corruption was a key barrier to effective service delivery and an impediment to economic growth. The review focuses on the distinction between interventions that were utilized in monitoring and the incentives, mechanisms and the interventions

that changed the underlying rules of the system. The study found convincing evidence that monitoring and incentive-based interventions (both financial and non-financial) had the potential to reduce corruption, in the short term. It also found that there was more-limited evidence that decentralization, a strategy that changes the rules, had the potential to reduce corruption in certain settings. Therefore, the study showed that monitoring and providing incentives for individuals not to be corrupt would reduce corruption in the short run while decentralization may also work in the long run to reduce corruption. Unlike the study by Hanna et.al (2014), this study assessed how communication about corruption at UNZA was done. However, the lesson learnt from Hanna's study was that activities aimed to curb corruption may be enhanced if people involved were provided with the incentives that would encourage them to engage in those activities which would include lecturers and students to improve their communication about corruption.

Langseth (1999) did a study that focused on the prevention as an effective tool to reduce corruption. The study outlined the basis as well as the tools that can be used to advance anti-corruption reform. Amongst the tools that the study identified were; economic and social progress, the rule of law under good governance, democratic values, and strong civil society. The study also emphasized that building the national integrity system would be an effect that would lead to fighting corruption in various forms and various levels. The gap that was identified was that, communication to the people who were affected was not considered primarily to be an effective tool to fight corruption. However, it is clear that in order to have a national integrity built, communication about corruption was to be done.

Gorta (2008) noted that in operational terms, the task of prevention was "all about intervening before the corrupt conduct occurred". It was thus clear that educating students or informing them about corruption by the way they are communicated to at UNZA would be a good intervention to fighting corruption. This was also because of what Mills (2012) noted when he stated that, "Decisions about what precise action can and should be taken in a particular context are ideally based on evidence of corruption, knowledge of the context." Thus knowledge about corruption could only be mainly acquired through communication to the students at UNZA and ultimately fighting corruption.

Gotta (1998) in his study about minimizing corruption, identified factors that enabled corruption as well as factors that aided the perpetuation of corruption. He discovered that Discretion exercised by position at the place of work, position in organization, Service associated with delays, the role of salary and its relationship to needs, lack of benefits for remaining with employer, employee dissatisfaction and work pressures enabled the occurrence of corruption. On the other hand the factors which aided the perpetuation of corruption included failure to identify the behavior as wrong as well as other factors being difficult to be identified as factors that needed action about corruption.

Gatekeepers at different levels of the education system introduce corruption around the particular opportunities and benefits they control. Their motivation is often economic - to supplement their income - but may also be an effort to extend their status or power, create future career opportunities, or conform to expectations of those whose patronage they seek. At the school level, corruption tends to center on bribes from parents as well as students themselves to ensure that they access, good grades, grade progression, and graduation. Educators at the school level also can divert funds, school supplies, and sometimes food that the schools received from community or government sources.

Heads of Educational institutions are also in a position to assess unauthorized fees for real or imaginary services (e.g., paper fees in order to take an exam), create the need for private tutoring, or take salaries for work not actually done.

## **RESPONSES TO CORRUPTION IN THE EDUCATION SECTOR**

Corruption is not inevitable and corruption is not a life sentence for a country or government. A key factor in the differing corruption levels across countries and within the same country over time is the quality of top leadership. Leaders who respect the rule of law, emphasize transparency in the operation of the offices they oversee, take action against subordinates found violating rules, and exhibit integrity in their own transactions can make a difference. Honest leaders can be a powerful force in reducing corruption. Equally, when top leadership is corrupt, they lack the moral platform to demand honesty in others.

Implementing honest practices can be tricky, possibly dangerous, even for highly committed leaders. In some cultures, it is widely understood that one of the benefits of public office is the

opportunity to accrue personal wealth through manipulation of the system. Appointments to senior government positions are granted as rewards, a recognition that the appointee has earned a turn to loot. Consequently, effective leadership to reduce corruption often requires considerable personal courage. Leaders have to withstand criticism, often overt opposition, from colleagues who see their own self-interest threatened by the introduction of more transparent and honest practices. In some cases, senior officials fear retaliation by colleagues' intent on protecting their income and influence. At lower levels of management, some fear they will lose their jobs if they do not participate in, or at least cover-up, the corrupt practices that may be going on around them. They can participate and enjoy the fruits of their illicit gain or they can resist and risk professional and even personal injury.

Another factor in minimizing corruption is that educators and government officials need a clear code of conduct. This may originate in a country's administrative or criminal code or be introduced by professional associations or unions. For example, in the United States, every state has a teachers' code of conduct. Teachers who violate it can lose their teaching license. At the same time, professional organizations have codes of conduct that apply to the specific activities promoted by those organizations. For instance, the American Educational Research Association has formulated a code of conduct for educational researchers; the American Evaluation Association has published a code of ethics for conducting education evaluations. Educators need to know what behaviors might be constituted as corrupt practices, especially when proper professional conduct might run counter to social norms widely accepted outside of the education workplace.

A code of conduct would, for example, clarify the propriety of and sets limits on accepting gifts in return for professional actions, even though gift giving may be considered appropriate in other social settings. However, codes of conduct alone do little to reduce corruption unless there are effective means of communication, clear sanctions for violating the codes, consistent enforcement, and top level support.

Another factor in minimizing corruption is the creation or modification of organizational structures and administrative procedures aimed at sealing the loopholes of corruption. A key element in this

is a clear, workable accountability system. Further, decentralization is also often advocated for as a strategy for reducing corruption at central levels of government. However, this is a point of considerable controversy. Some argue that decentralization does little to reduce corruption. To be effective, an accountability system must clearly state the rules and procedures associated with managing the education system, provide a mechanism for monitoring compliance, specify the consequences for non-compliance, and be consistent in enforcement.

An example can be given of how the creation of a new organizational structure helped reduce corruption in higher education in Azerbaijan. Ironically, some accountability systems intended to reduce corruption sometimes fuel more corruption. Efforts to legislate corruption out of existence can backfire and unintentionally contribute problems worse than those initially being addressed. This occurs when a government's response to corruption is to add rules aimed at eliminating particular undesirable practices or behaviors in a piecemeal manner. As the number of rules grow and multiply, the rules can interact in unanticipated ways, operate at cross purposes, and ultimately stifle legitimate reform.

Successful practices in reducing corruption in Azerbaijan involved the fact that Azerbaijan was faced with rampant corruption in admissions to higher education, the Government of Azerbaijan took admissions authority away from universities and vested it with a newly created State Student Admissions Committee. This Committee now oversees the development and administration of a national university entrance examination and subsequent selection of candidates for places in all public universities (Guluzadeh, A. et al: 2002).

While broadly opposed by the universities, this committee is widely credited with significantly reducing corruption in university admissions. This was illustrated in pre-civil war Liberia. Given the complexity and corruption in the process of getting replacement teachers hired to replace teachers who died or left teaching (new teachers needed 29 official signatures to get on the payroll), headmasters were allowed to appoint temporary substitutes and let them cash the corruption and only serves to push it to lower levels of the education system. Principals quickly realized that they could cash these paychecks and keep the money, without bothering to appoint a replacement

teacher. This eventually led to a high incidence of “ghost teachers.” (Chapman D.W: 2000:283-308).

When district and central officials realized what was happening, instead of trying to eliminate the practice, they demanded a cut of the proceeds. Moreover, when the World Bank introduced a new education management information system (EMIS) in an effort to help strengthen management capacity, education leaders feared that improved school level data would expose the fraud. Though initially successful, the EMIS died within two years as headmasters refused to provide accurate school level data in annual school surveys. (Chapman, D.W.1991).

Another example of the countries that has recoded success in reducing corruption is Russia. In Russia, schools typically would request money from parents each year allegedly to enhance educational programs, repair/maintain school buildings, and obtain equipment and supplies, etc. Technically, such requests were not legal. Parents would typically comply fearing retribution toward their students. There was little or no feedback to parents on how these out-of-budget funds were actually used or managed on a school-by-school basis. Under small grants to NGOs in Samara and Tomsk, Russia in 2002, an activity was initiated to assess parental attitudes and to work with particular school districts to make the planning and expenditure of these budgets more transparent and generate more parent participation in the budgeting process. As a result of extensive lobbying with school administrations, the out of budget funds in several schools are now open and transparent, and parents are getting involved in how the monies should be spent (Management Systems International,2002).

Different countries have continued to put in place various measures to try and curb the corruption vice. An example of a country where citizens have played a role in reducing corruption by work effectively in monitoring school practices is Indonesia. In some countries, the handling of community generated funds for the local schools is highly susceptible to corruption. In Indonesia, however, these funds are often allocated with minimum corruption, due to the involvement of the parent association in deciding how these funds are to be used and in monitoring to ensure that the funds reach their intended destination. At the beginning of the school year, representatives of the parent association meet with school officials to establish a plan for how community generated

funds will be used. School officials provide detailed accounting of expenditures to the parent association during the year. The system works because (a) the use of these funds is highly structured, (b) expenditures are highly transparent, and (c) the community attaches considerable importance and pride to the success of this scheme.

Another example of a country that has recorded successful in reducing corruption is Gambia. The introduction of an education management information system in Gambia helped to reduce the role of favoritism in teacher assignments. The EMIS provided an objective means of tracking and ranking teachers by seniority, language abilities, subject specialization, and other factors that were supposed to be used in assigning teachers to schools. The availability of this information constrained the assignment of teachers on the basis of such factors as family connections, personal friendships, or other forms of personal influence.

While community engagement and collective community action can play an important role in fighting corruption, such action can be difficult to foster. Success depends on the perceived benefits of reducing corruption as opposed to the costs community members may incur for their efforts. However, for community engagement to be effective, it often needs to be supported by community level training. Citizens frequently lack experience in how to hold their local schools accountable for effective financial and personnel management. (Department of State for Education.2001).

An example in which government successfully implemented an auditing system in the education is Uganda. With World Bank support, the Uganda government conducted an audit of actual enrollments and funding flows in schools. Funds actually received by the schools were compared to the amounts dispersed by central government plus the amounts collected from fees assessed at the local level. The audit discovered major leakages of money. For example, only 13% of funds allocated for non-salary items like textbooks and supplies reached the schools. To promote transparency and fix the problem, all fund transfers to district education offices were published in the newspapers and broadcast on radio. Each primary school was required to post a public notice of all inflows of funds to the schools. Results were impressive. Within three years, 90% of non-salary funds provided by the central government were reaching the schools. (World bank; 1999).

Where corruption is a symptom of a structural or operational flaw in the education system, governments and international agencies are unlikely to suppress it with more laws, at least until they have addressed the underlying problems that fuel the behavior. This may require efforts to change the incentive systems that fuel corruption (World Bank 1990).

It is likely that corruption motivated by insatiable greed, arrogance, and blind self-interest may be influenced by some convergence of the strategies discussed above. However, it is also likely that the most insidious types of corruption in the education system the petty corruption that shapes the day to day experience of students and their families are driven by more complicated dynamics. For example, as previously pointed out, corrupt practices are sometimes perpetrated by teachers who are severely underpaid or whose salaries have not been paid for months. Their corruption may be interpreted by some as a reasonable adaptive response to a difficult situation.

At one level, it is easy to be sympathetic. However, it is this very type of petty corruption and what it teaches students that poses the greatest risk to the long-term fabric of a society. Regardless of one's sympathy for teachers' motivation in turning to corrupt practices, once started, these practices are difficult to eliminate. While low salaries motivate teacher corruption, raising salaries does not necessarily reduce that corruption. Raising salaries is a necessary but not a sufficient intervention to reduce corruption, once entrenched. (Di Tella and Schargrotsky, 2002)

## **CHAPTER THREE**

### **CONCEPTUAL AND THEORETICAL FRAMEWORK**

#### **3.1 INTRODUCTION**

This section presents some of the conceptual and operational definitions and the theories that were used throughout the study.

#### **3.2 CONCEPTUAL AND OPERATIONAL DEFINITIONS**

##### **3.2.1 Communication**

Generally communication refers to transmission of information from an informed source or sender to the recipient or receiver. However, it's worth noting that various scholars have defined and looked at the concept of communication differently. Mattelart (1996; 28), notes that the term communication is huge and has various meanings. It may also be very categorical. According to Wilder (1995; 13), "Communication is the flow and exchange of ideas, information and opinions through speech, writing, pictures and other communicating symbols." Therefore, communication can be looked at as a process of sharing messages between the source and the receiver through a certain channel with a view to influencing the receiver's thoughts and actions. It is very clear that communication is simply the transmission of information from the sender to the receiver with the aim of influencing thought and action. It's done to inform so that the receiver can be aware or can take action.

##### **3.2.2 Channels of Communication**

According to Nicklandr (1982; 12-30), communication channels refer to the means by which a message travels either vertically or horizontally from a source to the receiver. Operationally channels of communication include Radio, television and newspapers, internet and social media such as facebook and whatsapp among others.

##### **3.2.3 Communication Strategy**

According to Mefalopulos (2004; 73), Communication Strategy refers to well-planned series of actions aimed at achieving certain objectives through the use of communication methods, techniques and approaches. It may look at how society has transformed to a much more organized

way of doing things. For instance, technology advancement has contributed greatly to the transformation of society through putting up good strategies to address various issues in society.

### **3.2.4 Interpersonal Communication**

Reardon (1988; 543) defines interpersonal communication as face-to-face interaction between two or a few people with opportunities for feedback. It involves two or more people communicating and responding to each other. The study maintained the same definition. Understanding this concept was relevant to the study as it was critical in appreciating the fact that interpersonal communication was taking place at UNZA through the interpersonal interaction that students got involved in with one another.

### **3.2.5 Group Communication**

James (2001; 976) looks at group communication as interaction within a small group of people. This communication allows individuals to communicate with each other freely and openly, while maintaining their relationships. The study maintained the same definition. This concept was relevant to the study as it was obvious that group communication was taking place at UNZA through different groups' interaction either at academic or social levels.

Operationally, group communication is referred to communication among five to ten students depending on how viable it is to share knowledge in the group which should not be too big nor too small.

### **3.2.6 Corruption**

According to the Anti-Corruption Act No. 3 of 2012, corruption is defined as soliciting, accepting, giving, promising, offering of a gratification by way of a bribe or other personal temptation or inducement (either in cash or in kind).

### **3.2.7 Gratification**

According to the AC Act no. 3 of 2012, gratification is any corrupt payment, whether in cash or in kind, any rebate, bonus, deduction or material gain, benefit, amenity, facility, concession or favor of any description and any loan, fee, reward, advantage or gift, or any other thing obtained as a result of the corrupt misuse or abuse of public funds or property, other than a casual gift.

### **3.2.8 Good governance**

Governance describes the process of decision making and the process by which decisions are implemented. Governance is also a process by which public institutions conduct public affairs, manage public resources, and guarantee the realisation of human rights. Good governance, therefore, ensures the execution of public duties and obligations in a manner essentially free from abuse and corruption, and with due regard for the rule of law.

### **3.2.9 Bribe**

Money or favor given or promised in order to influence the judgment or conduct of a person in a position of trust (Gorta, 2008).

## **3.3 THEORETICAL FRAMEWORK**

### **3.3.0 Introduction**

The three theories below were used to help in the in-depth understanding of the topic of study and how they applied to this particular study. The ‘Social Cognitive Theory’ was used as the underpinning theory for the study while the ‘Theory of Reasoned Action’ and ‘Multi-Step Flow Theory’ were used as supporting theories.

### **3.3.1 Social Cognitive Theory**

The social cognitive theory explains how people acquire and maintain certain behavioral patterns, while also providing the basis for intervention strategies (Bandura, 1997). Evaluating behavioral change depends on the factors such as the environment, people and behavior. The theory is relevant for designing both educational and behavioral programs. This theory explains how people acquire and maintain certain behavioral patterns. The theory can also be used for providing the basis for intervention strategies.

Bandura (1989: 61) further argues that each factor affects each of the others. For example, in congruence with the principles of self-efficacy, an individual’s thoughts affect their behavior and an individual’s characteristics elicit certain responses from the social environment. Likewise, an individual’s environment affects the development of personal characteristics as well as the person’s behavior, and an individual’s behavior may change their environment as well as the way the individual thinks or feels. Social learning theory focuses on the reciprocal interactions between these factors, which are hypothesized to determine behavioral change.

This theory clearly explains the relationship that exists between the levels of students' information on corruption and their attitude towards corruption which is later observed in the kinds of behavior they engage in. Therefore, it can be said that based on this theory that if students are equipped with right and adequate information on corruption, the results will be seen in the behaviors that these students will acquire. For instance, it was expected that with adequate knowledge on corruption, students would not engage in corrupt activities but do what is legitimate.

### **3.3.2 Theory of Reasoned Action**

The theory of Reasoned Action assumes that individuals consider behavior's consequences before planning the particular behavior. As a result, intention is an important factor in determining behavior and behavior change. According to Ajzen (1985: 11) intentions develop from an individual's perception of behavior as positive or negative together with the individual's impression of the way their society perceives the same behavior. Thus, personal attitude and social pressure shape intention, which is essential to performance of a behavior and consequently behavioral change.

This theory was helpful in understanding the importance of information given to the students as it had a huge role to play in the manner that students perceived the issue of corruption and consequently their behavior and their understanding of the consequences.

### **3.3.3 Multi-Step Flow Theory**

It has been argued that it is not always the case that information passes through only two points. Over time, it has become evident that the process of information dissemination from the media can have more than just two steps. Littlejohn (1991:36-38) argues that certain individuals will hear the information directly from the media source, whereas for others, there will be many steps involved. This implied that information was not perceived or received in a uniform manner by all the recipients of the messages. One factor responsible for this is the presence of opinion leaders.

The theory hereby suggested that there were many other channels through which the students at UNZA received information on corruption. This could have been through student's interaction with other people within or outside campus. The fact was that the students came in contact with many people during their studies, gave them chances of receiving information on corruption from many sources and through numerous channels.

## **CHAPTER FOUR**

### **METHODOLOGY**

#### **4.1 INTRODUCTION**

This chapter primarily provided information regarding the research design, methods of data collection and the subsequent sampling procedures and data analysis.

#### **4.2 RESEARCH DESIGN**

In conducting the study, the researcher used a combination of exploratory, descriptive and analytical methods. The combination of the research designs was necessary because of the nature of the study. For instance in the literature review it was discovered that corruption is highly secretive, therefore, an exploratory method or investigative was used. The study also needed to describe how messages on corruption were communicated to students at the UNZA as well as analyzing the causes of corruption at large. Thus a combination of the three methods was the research design that was adopted in this study.

#### **4.3 RESEARCH METHODS**

##### **4.3.1 Quantitative Survey**

This is a scientific or quantitative method of data collection. The questionnaires were administered to 100 full time undergraduate students from UNZA's Main campus that were picked using convenience/accidental sampling procedure in order to solicit their views on issues related to the topic of research.

##### **4.3.2 In-depth Interviews**

Three In-depth Interviews were conducted to collect data through face to face interaction with individuals who are well informed and knowledgeable. The objective of the In-depth interviews was to supplement data collected through the questionnaire and had the advantage of following up on the verbal cues from the respondent. This allowed for more data collection and greater clarity on issues raised. The three in-depth interviews were conducted with the Dean of Students from UNZA main campus, a lecturer in Philosophy and Applied Ethics from UNZA and the Anti-Corruption Commission's Senior Community Education Officer.

#### **4.4 SAMPLING PROCEDURE**

A convenient sampling procedure was used by the researcher to select the sample from which all registered full-time under graduate students at the main campus were selected from to participate in the research. Those selected were considered representative of the entire population of registered full time undergraduate students at UNZA's main campus. Participants were conveniently selected from each faculty.

#### **4.5 DATA GATHERING METHODS**

##### **Quantitative Survey**

Questionnaires were filled in by researcher as well as administered to full time under-graduate students at UNZA- main campus.

##### **In-depth Interviews**

In-depth interviews were conducted with the ACC's Senior Community Education Officer, Dean of students, and Lecturer in Philosophy and Applied Ethics from UNZA's main campus. Recorders were used during the interviews.

#### **4.6 DATA PROCESSING AND ANALYSIS**

Quantitative data was analyzed using the Statistical Package for the Social Sciences (SPSS) and Microsoft Excel. The data was presented in tables, pie charts, bar charts and graphs according to the need. Thematic analysis was used for qualitative data.

#### **4.7 ETHICAL CONSIDERATION**

The study ensured that the anonymity and confidentiality of participants was kept and also ensured that all information collected is kept in privacy and would remain a private property. The publishing of research findings was done in such a way that it did not relate to the respondents.

Participants were asked to consent to the study before taking part. The consent was done by signing the prior informed consent (PIC) form.

#### **4.8 STUDY LIMITATIONS**

Limitations of the study included among other things, unexpected disturbance in school calendar by the indefinite closure at UNZA's main campus during the period of the study.

**CHAPTER FIVE**  
**PRESENTATION OF FINDINGS**

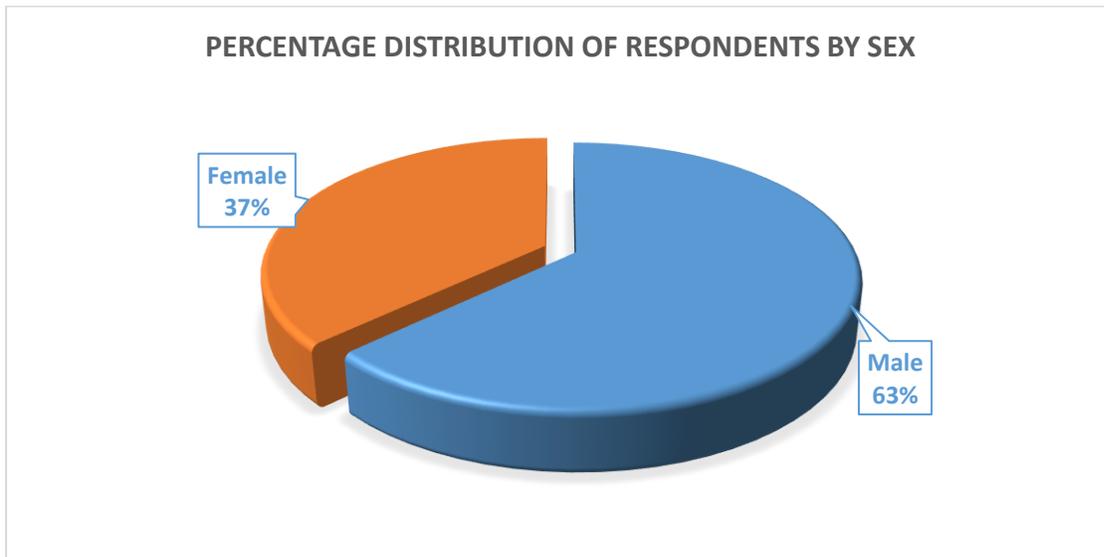
**5.1 INTRODUCTION**

This section of the report presents findings from the questionnaires administered to full-time under graduate students and in-depth interviews conducted to UNZA and ACC officials. Data was presented in pie charts, graphs as well as tables. The main aim as stated above was to assess the anti-corruption communications to University of Zambia main campus full-time under graduate students. Therefore data was presented showing the results of the objectives.

**5.2 BACKGROUND INFORMATION OF THE RESPONDENTS**

**5.2.1 COMPOSITION OF SAMPLE BY SEX**

**Figure 1: Percentage distribution of respondents by sex**

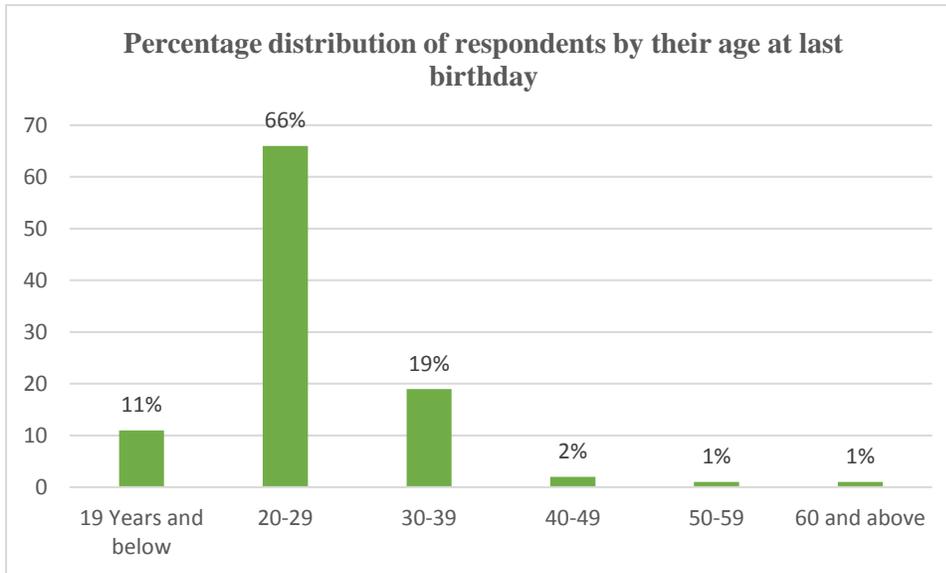


Source: Field work 2016

The figure above shows the percentage distribution of respondents by sex. It showed that 63percent of the full-time undergraduate students from the University of Zambia (UNZA) who participated in this study were males while 37percent were females.

## 5.2.2 COMPOSITION OF SAMPLE BY AGE

**Figure 2: percentage distribution of respondents by their age at last birthday**

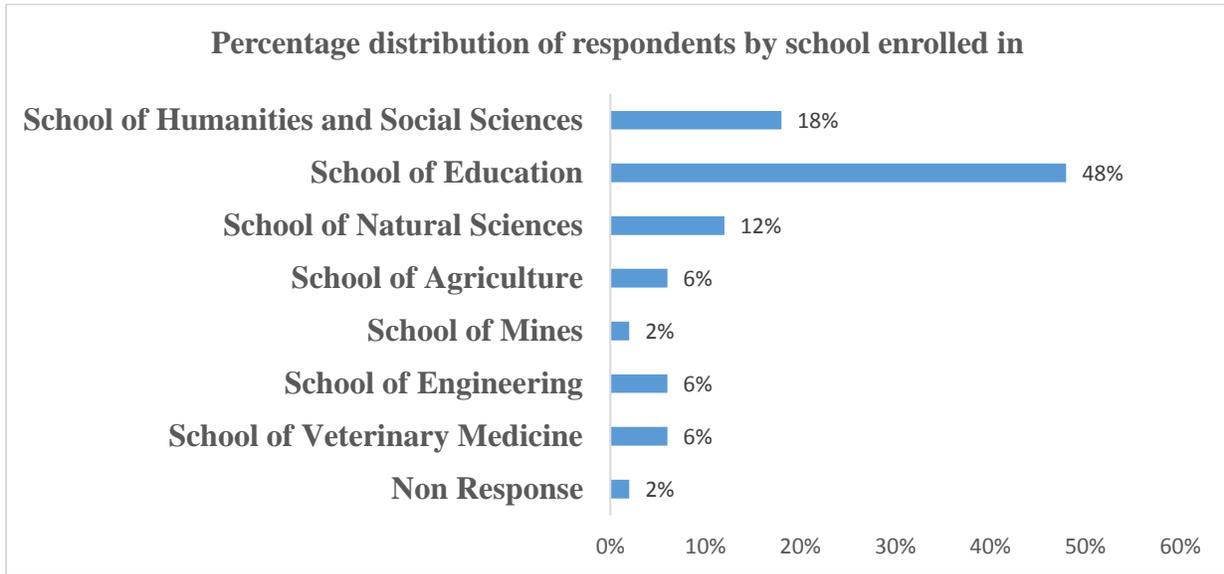


Source: Field work 2016

The bar chart above showed the percentage distribution of respondents by their age at last birthday. The distribution was categorized in age groups as shown. 11percent were 19 years old and below, 66 percent were aged between 20-29 years, 19percent were aged between 30-39 years, 2percent were aged between 40-49 years, 1percent were aged between 50-59 and the other 1percent were aged 60 years and above.

### 5.2.3 COMPOSITION OF SAMPLE BY SCHOOL ENROLLED IN

**Figure 3: percentage distribution of respondents by school enrolled in.**



Source: Field work 2016

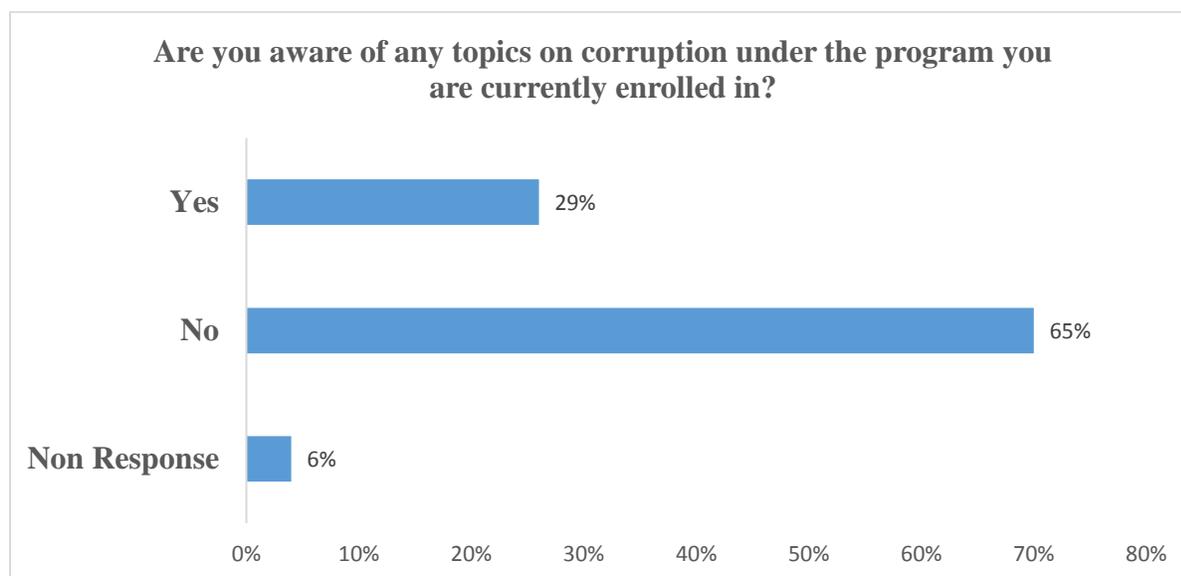
Figure 3 above showed the percentage distribution of the respondents by the school that they were enrolled in at UNZA. The findings showed that about 48percent were enrolled in the School of Education, 18percent were enrolled in the School of Humanities and 12percent were enrolled in the School of Natural Sciences. Three Schools namely; Engineering, Agriculture and Veterinary Medicine had each 6percent representation. School of Mines was represented by 2percent while another 2percent did not indicate the School in which they were enrolled.

### 5.3 RESEARCH FINDINGS BY OBJECTIVES

#### 5.3.1 Level of Collaboration between the University Of Zambia and the Anti-Corruption Commission

The following data presentation was done to show the research findings to the first objective of this study which was to assess the nature of collaboration between the University of Zambia and the Anti-Corruption Commission (ACC) on programs aimed at sensitizing students on corruption issues.

**Figure 4: Percentage distribution of the respondent’s responses to the question about awareness of any topics on corruption in their enrolled program of study.**



Source: Field work 2016

The figure above shows the percentage distribution of the respondent’s responses to the question about awareness of any topics on corruption in their enrolled programs of study. As shown above, 6percent of the respondents did not respond to this question, 65percent stated that were not aware of any topics about corruption in their enrolled program of study, while 29percent indicated that they were aware.

**Table 1: Percentage distribution of responses to the question about whether students were aware of any club or program on corruption which was run by UNZA and ACC.**

<b>Are you aware of any club or program on corruption being run by the University of Zambia in collaboration with the Anti-Corruption Commission (ACC)?</b>	
<b>Responses</b>	<b>Percent</b>
Yes	5%
No	89%
Non responses	6%
Total	100%

Source: Field work 2016

The table above shows the Percentage distribution of responses to the question about whether students were aware of any club or program on corruption which was run by UNZA and ACC. The findings show that 5percent of the respondents were aware while 89 percent were not aware. 6percent did not respond as to whether or not they were aware of such.

### **5.3.2 TYPE OF COMMUNICATIONS ON CORRUPTION THAT WAS DISSEMINATED TO THE STUDENTS.**

The second objective of this study was to establish what type of communications on corruption was disseminated to the students. The findings are presented below.

**Table 2: Type of information on corruption received from various media.**

<b>What particular information on corruption did you receive from various media?</b>				
<b>Information received</b>	<b>Distribution of responses in percentage</b>			
	<b>Yes</b>	<b>No</b>	<b>Non response</b>	<b>Total</b>
Corruption in general	74%	23%	3%	100%
Forms of corruption	41%	56%	3%	100%
Effects of corruption	44%	51%	5%	100%
Prevention of corruption	34%	63%	3%	100%

Source: Field work 2016

The table above shows the distribution of the responses to the question about the particular information respondents received on corruption from various media.

With regard to receiving information on Corruption in general, 74percent agreed to having received this particular information, while 23percent disagreed and 3percent did not respond.

With regard to Forms of corruption, 41percent agreed to having received this particular information while 56percent disagreed and 3percent did not respond.

With regard to Effects of corruption, 44percent agreed to having received this particular information, while 51percent disagreed and 5percent did not respond.

With regard to Prevention of corruption, 34percent agreed to having received this particular information, while 63percent disagreed and 3percent did not respond.

### 5.3.3 CHANNELS OF COMMUNICATION USED TO INFORM STUDENTS ABOUT CORRUPTION ON CAMPUS

**Table 3: Percentage distribution of the responses about the media channels students received information about corruption from**

Did you receive information on corruption from the various media channels below?				
Media channels	Responses in percentage distributions			
	Yes	No	Non-response	Total
Television programs	57%	43%	-	100%
Radio programs	47%	53%	-	100%
Newspaper articles	51%	41%	-	100%
Posters	48%	52%	-	100%
Internet	56%	44%	-	100%
Social media	51%	49%	-	100%

Source: Field work 2016

The table above shows the percentage distribution of the responses about the media channels students received information about corruption from.

With regard to having received information on corruption through Television programs, 57percent agreed while 43percent disagreed.

With regard to having received information on corruption through Radio programs, 47percent agreed while 53percent disagreed.

With regard to having received information on corruption through Newspaper articles, 51percent agreed while 41percent disagreed.

With regard to having received information on corruption through Posters, 48percent agreed while 52percent disagreed.

With regard to having received information on corruption through Internet, 56percent agreed while 44percent disagreed.

With regard to having received information on corruption through Social Media, 51percent agreed while 49percent disagreed.

### 5.3.4 The sources of information on corruption to the students.

The fourth objective of the study was to establish the sources of information on corruption to the students. Findings were presented below.

**Table 4: percentage distribution of student’s responses about the sources of information on corruption**

Who gave you information on corruption?				
Sources of information	Percentage distributions of responses			
	Yes	No	None responses	Total
<b>Media</b>	62%	37%	1%	100%
<b>UNZA Management</b>	12%	87%	1%	100%
<b>Anti-Corruption Commission</b>	29%	70%	1%	100%
<b>Friends and relatives</b>	53%	46%	1%	100%

Source: Field work 2016

The table above shows the percentage distribution of respondent’s responses to the question about where they had received information about corruption from.

With regard to receiving information on corruption from the media, 62percent agreed while 37percent disagreed and 1percent did not respond.

With regard to receiving information on corruption from UNZA Management, 12percent agreed while 87percent disagreed and 1percent did not respond.

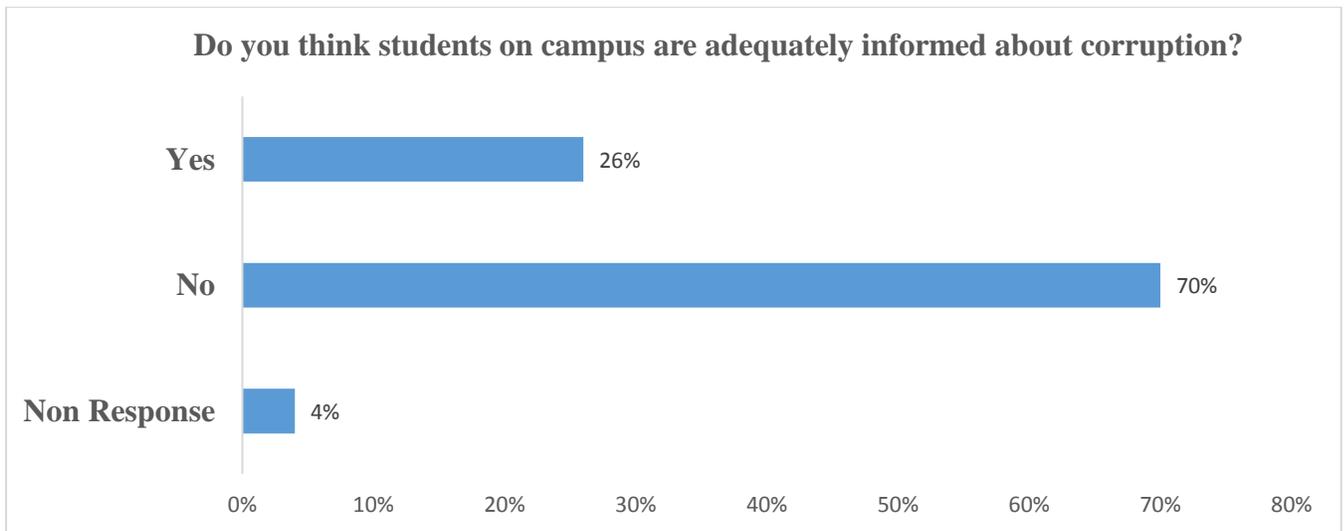
With regard to receiving information on corruption from the ACC, 29percent agreed while 70percent disagreed and 1percent did not respond.

With regard to receiving information on corruption from friends and relatives, 53percent agreed while 46percent disagreed and 1percent did not respond.

### 5.3.5 STUDENTS' PERCEPTIONS TOWARDS COMMUNICATIONS ON CORRUPTION ON CAMPUS.

The analysis in this section was on the fifth objective of the study which was to determine student's perception towards communications on corruption on campus.

**Figure 5: percentage distribution of respondent's responses to the question as whether they were adequately informed about corruption.**



Source: Field work 2016

The graph above (figure 4) showed the percentage distribution of the responses of the respondents to the question as to whether they felt students were adequately informed about corruption on campus. As shown in the figure above, 4percent of the respondents did not respond, 70percent felt that students were not adequately informed while 26percent of the respondents felt students were adequately informed about corruption.

**Table 5: Students perception on the cause of corrupt activities on campus.**

What do you think are some of the reasons for student's involvement in corrupt activities				
Reasons	Percentage distribution			
Responses	Yes	No	Non-responses	Total
Lack of information on corruption	35%	62%	3%	100%
Peer pressure	44%	53%	3%	100%
Poverty	64%	33%	3%	100%
Greed	57%	40%	3%	100%

Source: Field work 2016

With regard to Lack of information on corruption, 35percent thought this was the reason for students' involvement in corrupt activities, while 62percent denied and 3percent did not respond.

With regard to Peer pressure, 44percent thought this was the reason for students' involvement in corrupt activities, while 53percent denied and 3percent did not respond.

With regard to Poverty, 64percent thought this was the reason for students' involvement in corrupt activities, while 33percent denied and 3percent did not respond.

With regard to Greedy, 57percent thought this was the reason for students' involvement in corrupt activities, while 40percent denied and 3percent did not respond

The hypothesis that was set to be tested was: University of Zambia full-time under-graduate students were more likely to be unhappy with the levels of information received on corruption. To assess this hypothesis, the following hypotheses were stated to determine whether the relationships in the cross tabulations below had significant relationships so that conclusions on the findings could be made.

The full time undergraduate students who were enrolled in schools where the topics about corruption were not taught were more likely to be unhappy with the levels of information received on corruption. Therefore the following hypotheses were assessed in the following cross tabulation of the school enrolled and student's awareness of the topics on corruption under their program. This was done by testing whether there was a significant relationship between schools that students were enrolled in and whether they were aware of any topics on corruption under their program.

**Table 6: Cross tabulation of the school enrolled in and awareness of topics on corruption under the program enrolled in.**

		<b>Are you aware of any topics on corruption under the program you are currently enrolled in?</b>		
		<b>Yes</b>	<b>No</b>	<b>Total</b>
<b>Which school are you enrolled in?</b>	School of Humanities and SS	8	10	18
	School of Education	16	28	47
	School of Natural Sciences	2	11	13
	School of Agriculture	1	4	6
	School of Mines	0	2	2
	School of Engineering	0	6	6
	School of Veterinary Medicine	2	4	6
	Non Response	0	0	2
<b>Total</b>		29	65	100

X=43.322

DF= 14

P-VALUE=0.000

Source: Field work 2016

The results in the table showed that the chi-square level was 43.322 and the p-value <0.05. The results meant that the null hypothesis ( $H_0$ ) was rejected because the p value was less than 0.05. That is, the alternative hypothesis that the students were likely to be happy was accepted. Hence, there was a relationship between the school a student was enrolled in and the awareness about the levels of information received on corruption.

The results in the table above showed that amongst those who said they were aware of the topics on corruption in their programs, the highest number came from the School of Education. It was discovered that about 16 out of 47 students who were from School of Education were aware, however, 28 out of the 47 students from School of Education were not aware and 3 students from this school did not indicate whether or not they were aware of any topics in their study programs.

Under the School of Humanities and Social Sciences, about 8 out of 18 students were aware of the topics on corruption in the programs they were enrolled in, while 10 out of 18 students were not aware.

The results also showed that 2 out of 6 students from the School of Veterinary Medicine were aware of topics on corruption while 4 were not.

From the School of Natural Sciences, 2 students out of 13 were aware of the topics on corruption while 11 were not aware of any topics on corruption in their programs.

1 student from the School of Agriculture out of the 6 from this school was aware of the topics on corruption while 4 were not aware and 1 student did not indicate.

Finally it was discovered that none of the 2 students from the school of mines and none of the 6 students from School of Engineering were aware of any topics about corruption in their programs.

From the findings on the table above, it was therefore concluded that there were more students who were aware of the topics on corruption from the School of Education followed by the School of Humanities and Social Sciences than from any other schools. It was also concluded that in all the schools more respondents were not aware of the topics on corruption and thus meaning that the students were more likely to be unhappy with the levels of information received on corruption.

A chi-square goodness of fit test was performed to determine whether or not students were happy with the levels of information on corruption received. The students who stated that they were happy and those who said were not happy were not equally distributed.  $\chi^2 (1, N=96) = 20.167, P < 0.05$

As shown in the table below 26 responded indicated that they were happy as compared to the 70 who indicated that they were not happy with the levels of information received on corruption.

**Table 7: Chi-square goodness of fit test**

	<i>Observed</i>	<i>Expected</i>	<i>Difference</i>	<i>Difference Sq.</i>	<i>Diff. Sq. / Exp Fr.</i>
<b>Happy</b>	26	48	-22.00	484.00	10.08
<b>Not happy</b>	70	48	22.00	484.00	10.08
					<b>20.167</b>

**The  $\chi^2$  value is 20.167. The P-Value is < 0.001. The result is significant at  $p \leq 0.05$ .**

The  $\chi^2$  value is Infinity. The P-Value is < 0.001. The result is significant at  $p \leq 0.05$   
 Source: Field work 2016

Since the p-value was less than 0.05 or 5 percent, the null hypothesis that there was no significant relationship was rejected and the alternative hypothesis was accepted.

Therefore, it can be said from the goodness of fit test results that most of the respondents were not happy with the level of information on corruption received. This is because most of the respondents felt that students at UNZA main campus were not adequately informed on corruption issues.

## 5.6 PRESENTATION OF FINDINGS FROM THE IN-DEPTH INTERVIEWS

This section of the report presents the findings from the three in-depth interviews that were conducted with; a Senior Community Education Officer from the Anti-Corruption Commission, a lecturer of Philosophy and Applied Ethics from the University of Zambia and the Dean of Students from the University of Zambia main campus. The findings presented are in relation to the objectives of the study.

**Table 8: Presentation of findings from the in-depth interviews.**

OBJECTIVE	RESPONDENT	QUESTIONS	RESPONSES
<b>1.To assess the nature of collaboration between UNZA and ACC</b>	ACC OFFICIAL	-How is the Commission reaching high institutions of learning with information on Corruption?  - Does the Commission collaborate with institutions of learning like UNZA on anti-corruption programs?	- conducts lectures to the students with a view to instill attitude change and positive moral behavior among them, supports students' associations that promote the fight against corruption through the Dean of Students and involves lecturers and other senior officials to be part of the various committees for purposes of preventing corruption through the National Anti-Corruption Policy.  - Yes it does
	LECTURER –UNZA	What strategies can you suggest that UNZA management and ACC adopt in order to reach the students more effectively and	-Need for ACC to work closely with the student Associations. - highlight importance of causes of corruption in the rules and regulations given to students.

		efficiently with Anti-Corruption messages?	
	DEAN OF STUDENTS - UNZA	Has the University collaborated in any way with the ACC in ensuring that there is adequate sensitization on corruption to the students?	-There has been sensitization talks to students though not sustained.
<b>2. To establish what type of communications on corruption is disseminated to the students.</b>	ACC OFFICIAL	What type of information do you disseminate to the students?	<ul style="list-style-type: none"> <li>- The information given to students covers evil effects of corruption, their role in fighting corruption which includes reporting suspected cases of corruption and desisting from engaging in corrupt acts, how they can identify acts of corruption.</li> <li>- Distribution of reports on surveys on corruption such as the Corruption Perceptions Index Survey and the Zambia Bribe Payers Index Survey which show the prevalence of corruption in general as well as the levels of solicitation and payment of bribes in the public sector respectively.</li> </ul>
	LECTURER- UNZA	<ul style="list-style-type: none"> <li>- Are you aware of courses within the institution that have topics on corruption?</li> <li>- If not do you think it is time that UNZA management considered including topics on corruption in its curriculum?</li> <li>- Are you aware of any Anti-Corruption messages that management gives to the students?</li> <li>- If so what sort of messages are they?</li> </ul>	<ul style="list-style-type: none"> <li>-Yes, at Masters level on public service Ethics, and Good Governance.</li> <li>-Need discussions on corruption to be made into a cross-cutting topic in all disciplines regardless of the faculty.</li> <li>-No</li> <li>-Not aware of any</li> </ul>

	DEAN OF STUDENTS - UNZA	<ul style="list-style-type: none"> <li>- Is there an inclusion of topics on corruption in all the programs being offered at UNZA?</li> <li>- If yes what type of topics are included?</li> <li>-How relevant are the topics to the students?</li> </ul>	<ul style="list-style-type: none"> <li>-No</li> <li>-Do not know any</li> <li>-if there are such topics the relevance is in establishing ethics and moral values.</li> </ul>
<b>3. To establish which channels of communication are used to inform students on corruption on campus.</b>	ACC OFFICIAL	<ul style="list-style-type: none"> <li>- What communication channels do you use to disseminate information and how often is the information communicated to the students?</li> <li>- How effective and efficient are the communication channels used</li> </ul>	<ul style="list-style-type: none"> <li>- The channels include face to face talks/lectures, information displays, radio and television programs, public campaigns and exhibitions at national events.</li> <li>- Each channel has its own advantages and disadvantages. Therefore, each channel used is assessed on the basis of high effective results. For example, every year, first year students are talked to in person though in a group, and this is very effective. Secondly all channels used provide an opportunity for interaction between the ACC and the target audience thereby making them very effective.</li> </ul>
	LECTURER- UNZA	<ul style="list-style-type: none"> <li>-What channels of communication are used to disseminate information on corruption to students?</li> <li>- How effective and efficient are the communication channels used?</li> </ul>	<ul style="list-style-type: none"> <li>-Not aware of any</li> <li>-Not aware of any</li> </ul>
	DEAN OF STUDENTS - UNZA	<ul style="list-style-type: none"> <li>- What Channels of Communication have been used when sensitising the students?</li> </ul>	<ul style="list-style-type: none"> <li>-Mostly posters and talks to students</li> </ul>

<b>4. To establish who the sources of information on corruption to the students are.</b>	LECTURER- UNZA	-Who communicates information on corruption to the student?	Not aware
<b>5. To determine students' perceptions towards communications on corruption on campus</b>	ACC OFFICIAL	<ul style="list-style-type: none"> <li>- What is the students' response towards the information communicated to them on corruption?</li> <li>- What do you think are some of the reasons for students' involvement in corrupt activities</li> </ul>	<p>Responses usually vary, and mainly the students request for more information on other specific steps that would enable them contribute to the fight while others take an interest to conduct research on issues of corruption.</p> <p>- Scramble for the few rooms available against the big number of students who need them, unpreparedness for academic activities, ignorance /lack of information on the processes and procedures for some of the services at UNZA and dishonesty behavior among the students.</p>
	LECTURER- UNZA	<ul style="list-style-type: none"> <li>- What is the students' response towards the information communicated to them?</li> <li>- What do you think are some of the reasons for students' involvement in corrupt activities?</li> </ul>	<p>-Not aware</p> <p>-Not aware</p>
	DEAN OF STUDENTS - UNZA	<ul style="list-style-type: none"> <li>- What has been the students' response towards the information communicated to them on corruption?</li> <li>- What do you think are some of the reasons for students' involvement in corrupt activities</li> </ul>	<p>-Response has not been encouraging as attendance to sensitisation activities on corruption has been poor.</p> <p>-Poverty, scarcity of facilities such as accommodation, Lack of enforcement of rules and regulations on corruption.</p>

## **CHAPTER SIX**

### **DISCUSSION OF FINDINGS**

This chapter discusses the findings presented in chapter 5 on the assessment of the anti-corruption communications to University of Zambia main campus full-time under graduate students.

In order to archive this, five specific objectives were set and these included assessing the nature of collaboration between the University of Zambia and the Anti-corruption commission on programs aimed at sensitizing students on corruption issues, establishing what type of communications on corruption was disseminated to the students, establishing what channels of communications were used to inform students on corruption on campus, establishing the sources of information on corruption to the students and determining student's perceptions towards communications on corruption on campus.

These objectives have been analyzed respectively and the results have been presented in the graphs, tables and pie charts above.

**RESEARCH QUESTION 1: How does the University of Zambia collaborate with the Anti-Corruption Commission (ACC) on any programs aimed at sensitizing the students on corruption issues?**

It was established that there was no much collaboration between the University of Zambia and the Anti-corruption commission as evidenced by the responses shown in table 1. It was found that 89 percent of the respondents were not aware of any program or club that was run in collaboration by UNZA and ACC. It was also discovered that the majority of the students did not know any topic on corruption in their program and from the in-depth interview with one of the lecturers who was interviewed from the Department of Philosophy and Applied Ethics from the University of Zambia also indicated that he was not aware of any anti-corruption messages that management gave to the students.

The ACC official, UNZA lecturer as well as the Dean of students were further interviewed. It was discovered that the ACC official held that the Commission conducted lectures to the students with a view to instill attitude change and positive moral behavior among students, supported students' associations that promote the fight against corruption through the Dean of Students and involved

lecturers and other senior officials to be part of the various committees for purposes of preventing corruption through the National Anti-Corruption Policy. However the Lecturer and the Dean of Students from the University of Zambia reported that there was still need for the collaboration between ACC and UNZA to be enhanced.

The findings reviewed that there was not much consistent collaboration between the UNZA management and the Anti-Corruption Commission. The Social Cognitive theory of communication explains that evaluating behavioral change depends on the factors such as the environment, people and behavior. The theory which is also relevant for designing both educational and behavioral programs, explains how people acquire and maintain certain behavioral patterns through relevant intervention strategies employed. In this vein, for example, strong collaboration between ACC and UNZA management would result in policy and structural changes, as well as communication intervention strategies critical to possible elimination of corruption.

Some of the literature reviewed exemplifies how collaborations between government Anti-Corruption Agencies and Institutions of learning can be critical in reducing corruption levels. For example, in Gambia, the introduction of an education management information system helped to reduce the role of favoritism in teacher assignments. This was an intervention made as a result of the collaboration between the education sector and the Anti-Corruption agency in the country.

## **RESEARCH QUESTION 2: What type of communications on corruption is disseminated to the students?**

The type of information that was disseminated to the students through various media channels accessed included; information on corruption in general, forms of corruption, effects of corruption and prevention of corruption. It was discovered that information on corruption in general was accessed by the majority representing 74 percent of the respondents. However, students still received information on forms of corruption, effects of corruption as well as its prevention in considerable amounts as shown in table 2 of the findings.

The ACC official, the Dean of students and the UNZA lecturers were also interviewed separately on the type of information that was disseminated to the students. The ACC official said that the information given to students covered evil effects of corruption, their role in fighting corruption which includes reporting suspected cases of corruption and desisting from engaging in corrupt acts

and how they can identify acts of corruption. Distribution of reports on surveys on corruption such as the Corruption Perceptions Index Survey and the Zambia Bribe Payers Index Survey which show the prevalence of corruption. The lecturer also said that students were informed through the courses offered such as the course in Ethics for post graduate students. The Dean on the other hand said that he was not aware of any courses being offered on corruption. The findings revealed that the information communicated to students was mostly on corruption in general.

The theory of Reasoned Action assumes that individuals consider behavior's consequences before planning the particular behavior. As a result, intention is an important factor in determining behavior and behavior change. Therefore it is important that specific information on corruption is communicated to the students so that they have in depth understanding of what constitutes different types of corruption and its effects as well as how corruption manifests itself at different levels. It is then that students will be able to make sound decisions as to whether or not to fall prey to temptations of corruption.

Literature reviewed indicated that communication is key in reducing corruption. For instance, Gorta (2008) noted that in operational terms, the task of prevention was "all about intervening before the corrupt conduct occurred". It was thus clear that educating students or informing them about corruption would be a good intervention to fighting corruption. Mills (2012) also resonated with Gorta and noted that, "Decisions about what precise action can and should be taken in a particular context are ideally based on evidence of corruption, knowledge of the context." Thus knowledge about corruption could only be mainly acquired through communication to the students at UNZA and ultimately fighting corruption.

### **RESEARCH QUESTION 3: What channels of communication are used to inform students on corruption?**

It was further established that the channels of communications that were used to inform students on corruption on campus included; television programs, radio programs, newspaper articles, posters, internet, and social media. The majority of the respondents representing 57 percent however received information on corruption through television programs as shown in the findings. Therefore, it can be concluded that students received information on corruption through television programs more than other channels while, they least received this information through radio

programs. However, the ACC official reported that the students were also informed through lectures facilitated by the ACC.

As propounded by the Multi-step flow theory of communication, information is not perceived or received in a uniform manner by all the recipients of the messages. One factor responsible for this is the presence of opinion leaders. Thus, the theory hereby suggests that there were many other channels through which the students at UNZA can receive information on corruption. This could be through student's interaction with other people within or outside campus. Networking among students involves many players, interest groups, and opinion leaders and this can be taken advantage of, to share and domesticate ideas about corruption.

An example of how important open communication is in reducing corruption can be noted from experiences of other countries for instance In Russia, schools typically would request money from parents each year allegedly to enhance educational programs, repair/maintain school buildings, and obtain equipment and supplies, etc. Technically, such requests were not legal. Parents would typically comply fearing retribution toward their students. There was little or no feedback to parents on how these out-of-budget funds were actually used or managed on a school-by-school basis. Under small grants to NGOs in Samara and Tomsk, Russia in 2002, an activity was initiated to assess parental attitudes and to work with particular school districts to make the planning and expenditure of these budgets more transparent and generate more parent participation in the budgeting process. As a result of extensive lobbying with school administrations, the out of budget funds in several schools are now open and transparent, and parents are getting involved in how the monies should be spent.

Therefore recognizing that information moves in various ways and can be received at different levels is critical as this will allow Management to use different channels in communicating important information to students as well as their guardians which will assist in reducing corruption as both parties will be able to receive accurate information through different channels used by UNZA management. Useful channels in a multi-media would include; television, movies, posters, brochures, radios etc.

#### **RESEARCH QUESTION 4: Who are the sources of information on corruption to the students?**

The sources of information on corruption to the students were through the Media, the Anti-Corruption Commission, family and friends and the University of Zambia Management through the inclusion of some courses in the school curriculum which included topics like public service ethics, good governance and political and administrative studies as indicated by some students.

It was further established that students learnt about corruption more through the media as indicated by 62 percent of the respondents and through friends or relatives as stated by 53 percent, than through the Anti-Corruption Commission itself as stated by 29 percent of the respondents.

It was also discovered that students were least informed about corruption from the University of Zambia Management as indicated by 12 percent of the respondents.

The Multi-Step Flow theory indicates that information is received at different levels and is not uniform. As such there is need for UNZA management to widen its horizons and diversify sources of information on corruption to the students. For instance, former UNZA students who have made it in life can be used as sources of information to students on corruption, as well as other individuals perceived to be role models and also senior students within the institution considered to be of high integrity can also be used. This is critical as it will inspire students to take the route of their role models and stay away from corruption.

#### **RESEARCH QUESTION 5: What is the general perception of students towards the fight against corruption on campus?**

Students perceived the information received on corruption as not being adequate. The majority of the respondents being represented by 70 percent of the respondents felt that students were not adequately informed. Those who felt that students at UNZA were not adequately informed about corruption were also asked to recommend what they thought could be done to curb the problem of lack of information on corruption. Most of them suggested that UNZA should introduce a course on corruption that could help students to learn more about corruption. Others suggested that a club or an association for corruption be formed and still others said that research and assignments on corruption should be encouraged by lecturers.

Intensifying communication on corruption would be a critical preventive measure as this will enlighten then students thereby challenging them to make right decisions on whether or not to get involved in corruption. As elaborated by the Theory of Reasoned action which assumes that individuals consider behavior's consequences before planning the particular behavior. As a result, intention is an important factor in determining behavior and behavior change. This theory helps in understanding the importance of information given to the students as it had a huge role to play in the manner that students perceived the issue of corruption and consequently their behavior and their understanding of the consequences.

It is therefore important that UNZA Management maps up strategies aimed at intensifying corruption information dissemination to students as this will change the current students' perception of corruption.

**HYPOTHESIS: University of Zambia full-time under-graduate students were more likely to be unhappy with the levels of information received on corruption.**

The hypothesis that University of Zambia full-time under-graduate students were more likely to be unhappy with the levels of information received on corruption was tested by assessing student's responses to questions that were cross tabulated to determine whether there were significant relationships between the responses to the questions so that the conclusions could be made based on the figures that were presented in the respective tables 6 and 7.

Since the full time undergraduate students who were enrolled in schools where the topics about corruption were not taught were more likely to be unhappy with the levels of information received on corruption, it was tested whether there was a significant relationship between schools that students were enrolled in and whether they were aware of any topics on corruption under their programs. Further, the findings showed that there was a relationship and this led to conclusion that there were more students who were aware of the topics on corruption from the School of Education followed by the School of Humanities and Social Sciences than from any other schools. It was also concluded that in all the schools many respondents were not aware of the topics on corruption and thus meaning that the students were more likely to be unhappy with the levels of information received on corruption.

The hypothesis about the University of Zambia full time undergraduate students being unhappy about the levels of information received on corruption was further assessed by testing the relationship between students being aware of any club or program being run in collaboration by the University of Zambia and ACC on corruption, and thinking that students were adequately informed on corruption. Further, a Chi-Square goodness of fit test was also conducted to establish whether or not students were happy with the levels of information received. The findings reviewed that most students were not happy with the levels of information received on campus.

The conclusion from these findings were that the students were not happy or were unhappy with the levels of information on corruption that they were given. This was because it was discovered for instance that about 67 percent of the respondents who were not aware of any program or club being run in collaboration between UNZA and ACC also felt that students were not adequately informed on corruption. Therefore the hypothesis that was stated that the University of Zambia full-time under-graduate students were more likely to be unhappy with the levels of information received on corruption was found to be true.

As indicated by the findings of the hypothesis test, most students felt that they were not adequately informed on issues of corruption and consequently were not happy with the levels of information on corruption received. It is therefore important that UNZA management conforms to the recommendations of the communication theory of Reasoned Action which assumes that individuals consider behavior's consequences before planning the particular behavior. As a result, intention is an important factor in determining behavior and behavior change. As indicate by Ajzen (1985) intentions develop from an individual's perception of behavior as positive or negative together with the individual's impression of the way their society perceives the same behavior. Therefore preventive measures are critical in reducing corruption.

Some of the literature reviewed also resonate with the idea that prevention is key in the tackling corruption for example, Langseth (1999) did a study that focused on the prevention as an effective too to reduce corruption. The study outlined the basis as well as the tools that can be used to advance anti-corruption reform. Amongst the tools that the study identified were; economic and social progress, the rule of law under good governance, democratic values, and strong civil society. The study also emphasized that building the national integrity system would be an effect that would lead to fighting corruption in various forms and various levels. The gap that was identified was

that, communication to the people who were affected was not considered primarily to be an effective tool to fight corruption. However, it is clear that in order to have a national integrity built, effective communication about corruption was to be done.

## **CHAPTER SEVEN**

### **CONCLUSIONS AND RECOMMENDATIONS**

#### **7.1 CONCLUSIONS**

All in all, it can be said that although corruption retards democratic, economic and social progress of the country, to a larger extent, communication on corruption at the University of Zambia was not adequate. Adequate information on corruption if given to students before they enter the industry would help reduce corruption.

However, most of the students were not informed about corruption through the University but through the media, friends and relatives. It was also discovered that there was no program or club that was run in collaboration between UNZA and ACC. Such a club could help inform students about corruption and some of the actions that could be taken if it occurred.

The findings also showed that the type of information that the students accessed on corruption mostly was on corruption in general. However, information on the forms of corruption, effects of corruption as well as prevention of corruption were also received through the channels that informed the students about corruption.

Students on campus thus took some courses that addressed corruption although these were few. It was also observed that students thought that the cause of corruption was not as a result of students' lack of information on corruption but it was mostly due to poverty. Thus, any information that was communicated to the students was likely to have an impact if it showed and addressed the sources or causes of corruption and how to control them.

This conclusion followed what the Theory of Reasoned Action stipulates which was reviewed in the theoretical framework which stated that intentions develop from an individual's perception of behavior as positive or negative together with the individual's impression of the way their society perceives the same behavior.

The hypothesis that University of Zambia full-time under-graduate students were more likely to be unhappy with the levels of information received on corruption was found to be true after being tested. Therefore, students from the University of Zambia were not happy with the levels of information received on corruption.

## **7.2 RECOMMENDATIONS**

In view of the findings above, the following recommendations were made:

1. The University of Zambia's course' outlines should be able to show the link that exist between corruption and moral growth and economic development of the society
2. Institutions like ACC should be part of the orientation program for first year students.
3. The student union/ association should also highlight issues of corruption in their activities in campus such as conducting sensitization activities through drama performances as their contribution to ending it.
4. The ACC should work closely with the student union in sensitizing and addressing issues of corruption to students on campus.
5. There is need for UNZA and ACC managements to collaborate and come up with proper strategies on how students can be informed on corruption issues and inculcate in them anti-corruption values.
6. The information on corruption received in different schools on corruption should be improved by the addition of course contents on corruption at least in all schools.

## **7.3 RECOMMENDATIONS FOR FURTHER STUDIES**

Further studies could be done on the students' perception on the impact of introducing anti-corruption association at UNZA that would be fully supported by ACC.

The other study could be on the causes of corruption in higher institutions of learning in Zambia and what could be done to curb it.

## REFERENCES

### BOOKS

Aermy Nicklandr 1982. *Developing Communication Strategies and Programmes; A Systematic Approach*, UNICEF.

Ajzen P. 1975. *Ideas towards, Economic Development*. London; thorn will Inc

Chapman D.W: 2000.*Trends in Educational Administration in Developing Asia, Educational Administration Quarterly*.

Gorta A 1998. *Minimising Corruption Some Lessons from the Literature*; ICAC, Sydney.

Gorta A 2008. “*Corruption Prevention: Researching How And Where To Intervene*” Paper Presented At *Empowering Anti-Corruption Agencies: Defying Institutional Failure And Strengthening Preventive And Repressive Capacities*. ISCTE Lisbon.

Guluzadeh, A., Bakeer-zadeh, E., Minayeva, O. with Chapman, D. (2002). *Sub-Regional Cooperation In Managing Education Reforms, Country Study: Azerbaijan, Manila: Asian Development Bank*.

Hanna R. et.al 2011. *The effectiveness of anti-corruption policy; what has worked, what hasn't and what to do*: Harvard University.

James, Davies, 2001. *Building Communication Theory*: Illinois, Waveland Press Inc.

Langseth 1999. *Value added of partnership in the fight against Corruption.CICP-11 Global Program against Corruption Conferences; UNODCCP. Vienna*.

Littlejohn, S. W. 1991.*Theories of Human Communication*, 4th ed: California, Wadsworth Publishing Company.

Marquatte H. 2014. *Communication in anti-corruption work: Articulating messages to structure a communication plan*: University of Birmingham.

Matterlart Meyan.1996. *Economic Development and its Challenges*. Toronto: WBX Inc.

Mefalopulos, P. and Kamlomgera, C. 2002. *Participatory Communication Strategy Design*. SADC/ FAO Harare, Zimbabwe.

Reardon, K. R. et al; *Interpersonal versus Mass Media Communication; A False Dichotomy*, *Human Communication Research*, 1988, vol.15, No.2.

Wilder E. 1995. *The economy from a glance: Environmental Issues*. Paris: YDA Press.

World Bank PREM Notes 23. “*Using Surveys for Public Sector Reform*,” May 1999

## **LEGISLATION**

Penal Code CAP 146 Section X

Corruption Prevention Act of 191

Corrupt Practices Act No.14 of 1980

Corrupt Practices Act No.42 of 1996

Whistle blowers Act No.4 of 2010

Corrupt Practices Act No. 38 of 2010

Corrupt Practices Act No. 3 of 2012

## APPENDICES

### APPENDIX 1: QUESTIONNAIRE

QUESTIONNAIRE FOR THE UNIVERSITY OF ZAMBIA STUDENTS NO:

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

DEPARTMENT OF MASS COMMUNICATION

POST GRADUATE: COMMUNICATION FOR DEVELOPMENT

COURSE CODE: MCN 5002

**TOPIC: AN EVALUATION OF COMMUNICATIONS ON CORRUPTION TO UNIVERSITY OF ZAMBIA MAIN CAMPUS FULL-TIME UNDER GRADUATE STUDENTS.**

Dear respondent,

I am a post graduate student at the University of Zambia great east road campus. I am undertaking a research in a course, Communication for Development (MCN 5002), with my topic being; “An evaluation of Communications on Corruption to the University of Zambia (UNZA) main campus full-time students”

You have been randomly selected from the entire population of University of Zambia main campus full-time under graduate Students. I hereby seek your cooperation by completing this questionnaire. Be assured that the information collected will be used for academic purposes only and will be treated with confidentiality. To this regard, I request that you do not write your name on this questionnaire.

#### **INSTRUCTIONS FOR RESPONDENT**

- 1. Do not indicate your name on the questionnaire.**
- 2. Tick your responses clearly in spaces provided**
- 3. Try as much as possible to answer all the questions.**
- 4. Please give an answer that expresses your view.**

**SECTION A: BACKGROUND INFORMATION**

NO.	QUESTIONS	RESPONSES	CO DES <i>(for offici al use only)</i>
1	What is your sex?	1. Male [ ] 2. Female [ ]	
2	What is your age?	1. 19 years and below [ ] 2. 20-29 [ ] 3. 30-39 [ ] 4. 40-49 [ ] 5. 50-59 [ ] 6. 60 and above [ ]	
3	Which year of study are you in?	1. First [ ] 2. Second [ ] 3. Third [ ] 4. Fourth [ ] 5. Fifth [ ]	
4	Which school are you enrolled in?	1. School of Humanities [ ] 2. School of Education [ ] 3. School of Natural Sciences [ ] 4. School of Agriculture [ ] 5. School of Mines [ ] 6. School of Engineering [ ] 7. School of Veterinary Medicine [ ]	

**SECTION B: STUDENTS' KNOWLEDGE ABOUT CORRUPTION COMMUNICATIONS ON CAMPUS**

5	How do you define corruption?	..... .....																			
6	What are some of the corrupt activities that students at the University of Zambia main campus get involved in?	..... .....																			
7	Who gave you the information on corruption?	<table border="0"> <thead> <tr> <th data-bbox="797 1629 1203 1667"><b>Sources</b></th> <th data-bbox="1203 1629 1344 1667"><b>YES</b></th> <th data-bbox="1344 1629 1446 1667"><b>NO</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="797 1667 1203 1705">Media</td> <td data-bbox="1203 1667 1344 1705">[ ]</td> <td data-bbox="1344 1667 1446 1705">[ ]</td> </tr> <tr> <td data-bbox="797 1705 1203 1743">University management</td> <td data-bbox="1203 1705 1344 1743">[ ]</td> <td data-bbox="1344 1705 1446 1743">[ ]</td> </tr> <tr> <td data-bbox="797 1743 1203 1780">Anti-Corruption Commission</td> <td data-bbox="1203 1743 1344 1780">[ ]</td> <td data-bbox="1344 1743 1446 1780">[ ]</td> </tr> <tr> <td data-bbox="797 1780 1203 1818">Friends and Relatives</td> <td data-bbox="1203 1780 1344 1818">[ ]</td> <td data-bbox="1344 1780 1446 1818">[ ]</td> </tr> <tr> <td data-bbox="797 1818 1203 1833">Other (Specify) .....</td> <td></td> <td></td> </tr> </tbody> </table>	<b>Sources</b>	<b>YES</b>	<b>NO</b>	Media	[ ]	[ ]	University management	[ ]	[ ]	Anti-Corruption Commission	[ ]	[ ]	Friends and Relatives	[ ]	[ ]	Other (Specify) .....			
<b>Sources</b>	<b>YES</b>	<b>NO</b>																			
Media	[ ]	[ ]																			
University management	[ ]	[ ]																			
Anti-Corruption Commission	[ ]	[ ]																			
Friends and Relatives	[ ]	[ ]																			
Other (Specify) .....																					

8	Information and messages about corruption reach students through various ways. Kindly indicate how you received the information on corruption.	<b>Media Channels</b> <table border="0"> <thead> <tr> <th></th> <th><b>Yes</b></th> <th><b>No</b></th> </tr> </thead> <tbody> <tr> <td>1. Television Programs</td> <td>[ ]</td> <td>[ ]</td> </tr> <tr> <td>2. Radio Programs</td> <td>[ ]</td> <td>[ ]</td> </tr> <tr> <td>3. Newspaper Articles</td> <td>[ ]</td> <td>[ ]</td> </tr> <tr> <td>4. Posters</td> <td>[ ]</td> <td>[ ]</td> </tr> <tr> <td>6. Internet</td> <td>[ ]</td> <td>[ ]</td> </tr> <tr> <td>7. Social Media</td> <td>[ ]</td> <td>[ ]</td> </tr> <tr> <td>8. Other.....</td> <td></td> <td></td> </tr> </tbody> </table>		<b>Yes</b>	<b>No</b>	1. Television Programs	[ ]	[ ]	2. Radio Programs	[ ]	[ ]	3. Newspaper Articles	[ ]	[ ]	4. Posters	[ ]	[ ]	6. Internet	[ ]	[ ]	7. Social Media	[ ]	[ ]	8. Other.....			
	<b>Yes</b>	<b>No</b>																									
1. Television Programs	[ ]	[ ]																									
2. Radio Programs	[ ]	[ ]																									
3. Newspaper Articles	[ ]	[ ]																									
4. Posters	[ ]	[ ]																									
6. Internet	[ ]	[ ]																									
7. Social Media	[ ]	[ ]																									
8. Other.....																											
9	What particular information did you receive in the various media selected above?	<b>Information received</b> <table border="0"> <thead> <tr> <th></th> <th><b>Yes</b></th> <th><b>No</b></th> </tr> </thead> <tbody> <tr> <td>1. corruption in general</td> <td>[ ]</td> <td>[ ]</td> </tr> <tr> <td>2. Forms of corruption</td> <td>[ ]</td> <td>[ ]</td> </tr> <tr> <td>3. Effects of corruption</td> <td>[ ]</td> <td>[ ]</td> </tr> <tr> <td>4. Prevention of corruption</td> <td>[ ]</td> <td>[ ]</td> </tr> <tr> <td>5. Other.....</td> <td></td> <td></td> </tr> </tbody> </table>		<b>Yes</b>	<b>No</b>	1. corruption in general	[ ]	[ ]	2. Forms of corruption	[ ]	[ ]	3. Effects of corruption	[ ]	[ ]	4. Prevention of corruption	[ ]	[ ]	5. Other.....									
	<b>Yes</b>	<b>No</b>																									
1. corruption in general	[ ]	[ ]																									
2. Forms of corruption	[ ]	[ ]																									
3. Effects of corruption	[ ]	[ ]																									
4. Prevention of corruption	[ ]	[ ]																									
5. Other.....																											
10	Are you aware of any topics on corruption under the program you are currently enrolled in?	1. Yes [ ] 2. No [ ]																									
11	Are you aware of any club or program on corruption being run by the University of Zambia in collaboration with the Anti-Corruption Commission (ACC)?	1. Yes [ ] 2. No [ ]																									
12	If your answer to question 11 is <b>YES</b> specify	..... .....																									
13	Do you think students on campus are adequately informed on corruption?	1. Yes [ ] 2. No [ ]																									
14	If your answer to question 13 is <b>No</b> , what do you recommend should be done in order for students to be adequately informed	..... ..... .....																									
<b>SECTION C: STUDENTS' ATTITUDES AND PRACTICES TOWARDS CORRUPTION COMMUNICATIONS ON CAMPUS</b>																											
15	Have you ever taken part in any program aimed at sensitizing students on corruption?	1. Yes [ ] 2. No [ ]																									
16	Do you belong to any club aimed at fighting corruption on campus?	1. Yes [ ] 2. No [ ]																									

17	Have you witnessed any corrupt activity by any student within Campus?	1. Yes [ ] 2. No [ ]	
18	If your answer to question 17 is yes did you report the persons involved?	1. Yes [ ] 2. No [ ]	
19	What do you think are some of the reasons for student's involvement in corrupt activities?	<p style="text-align: center;"><b>Reasons</b> <span style="float: right;"><b>Yes</b> <b>No</b></span></p> <p>1. Lack of Information on corruption [ ] [ ]</p> <p>2. Peer pressure [ ] [ ]</p> <p>3. Poverty [ ] [ ]</p> <p>4. Greed [ ] [ ]</p> <p>5. Other..... [ ] [ ]</p> <p>.....</p>	
20	What do you think are some of the effects of inadequate information on corruption to student's future careers	..... .....	
21	What do you think should be the way forward regarding the manner in which information on corruption is disseminated to students?	..... ..... ..... .....	

.....*End*.....

***Thank you for your participation!***

## **APPENDIX II: In-Depth Interview Guide: ACC official – Senior Community Education Officer**

### **I. Introduction**

#### **Part 1**

- Thank the participant for taking time to take part in the interview
- Explain the purpose of the study
- Assure them that the discussion will be kept confidential
- Ask for their consent to participate and explain that their participation is voluntary

#### **Part 2**

- Explain the purpose of the Interview
- Tell them the amount of time the interview is expected to last
- Introduce the moderator (yourself), the note taker and explain what each one will be doing
- Remind the participant that anything which is said in the interview should not be talked about outside.
- Explain that a voice recorder will be used since the note taker cannot write down everything
- Explain that there is no right or wrong answers and that their opinion is important and respected.
- Have participants introduce themselves and share something about themselves (their name, occupation and name of their organization).

#### **Study purpose:**

The researcher is interested in learning how you feel about the communications on corruption to University of Zambia main campus full-time under graduate students.

#### **PRIOR INFORMED CONSENT**

**“Kindly indicate your name, position and signature to show that you have agreed to take part in this In-depth Interview**

.....”

(Questions for ACC official – Senior Community Education Officer)

Name.....

Position.....

Organization.....

Date.....

1. What is ACC and when was it established?
2. What is its mandate?
3. What are its major functions?
4. How do you define corruption?
5. What forms of corruption do you think happens at campus?
6. What is your perception of corruption in the country in General?
7. What is your perception of the levels of corruption in the Education sector?
8. How is the Commission reaching high institutions of learning with information on Corruption?
9. What type of information is the Commission giving to students in high institutions of learning if at all there is any?
10. Does the Commission collaborate with institutions of learning like UNZA on anti-corruption programs?
11. If yes what type of information do you disseminate to the students?
12. What communication channels do you use to disseminate information and how often is the information communicated to the students?
13. How effective and efficient are the communication channels used?
14. What is the students' response towards the information communicated to them on corruption?
15. What do you think are some of the reasons for students' involvement in corrupt activities?
16. What challenges do you face when it comes to communicating information on corruption to the students?
17. What do you think needs to be done in order to ensure that there is adequate and accurate dissemination of information to the students at UNZA.

**Appendix III: In-Depth Interview Guide for Lecturer- Department of philosophy and applied Ethics, UNZA.**

**I. Introduction**

**Part 1**

- Thank the participant for taking time to take part in the interview
- Explain the purpose of the study
- Assure them that the discussion will be kept confidential
- Ask for their consent to participate and explain that their participation is voluntary.

**Part 2**

- Explain the purpose of the Interview
- Tell them the amount of time the interview is expected to last
- Introduce the moderator (yourself).
- Explain that a voice recorder will be used since the note taker cannot write down everything
- Explain that there is no right or wrong answers and that their opinion is important and respected.
- Have the participant introduce him/herself and their responsibilities at their place of work.

**Study purpose:**

The researcher is interested in learning how you feel about the communications on corruption to University of Zambia main campus full-time under graduate students.

**PRIO INFORMED CONSENT**

**“Kindly indicate your name, position and signature to show that you have agreed to take part in this In-depth Interview**

.....”

(Questions for Lecturer- Department of philosophy and applied Ethics)

Name.....

Position.....

Organization.....

Date.....

1. When was UNZA established?
2. How many faculties did the institution have at the time of inception?
3. What is the mission of the institution?
4. What is the vision of the institution?
5. How do you define corruption?
6. What forms of corruption are you aware of?
7. What forms of corruption do you think happen at campus?
8. What is your perception of corruption in the country in General?
9. What is your perception of the levels of corruption in the Education sector?
10. Are you aware of courses within the institution that have topics on corruption?
11. If not do you think it is time that UNZA management considered including topics on corruption in its curriculum?
12. Are you aware of any Anti-Corruption messages that management gives to the students?
13. If so what sort of messages are they?
14. Who communicates to them?
15. What channels of communication are used?
16. How effective and efficient are the communication channels used?
17. What is the students' response towards the information communicated to them?
18. What do you think are some of the reasons for students' involvement in corrupt activities?

19. What challenges do you face when it comes to communicating information on corruption to the students?
20. What do you think needs to be done in order to ensure that there is adequate and accurate dissemination of information to the students at UNZA?
21. What other strategies can you suggest that UNZA management and ACC can adopt in order to reach the students more effectively and efficiently with Anti-Corruption messages?

## **Appendix IV: In-Depth Interview Guide: Dean of Students**

### **I. Introduction**

#### **Part 1**

- Thank the participant for taking time to take part in the interview
- Explain the purpose of the study
- Assure them that the discussion will be kept confidential
- Ask for their consent to participate and explain that their participation is voluntary.

#### **Part 2**

- Explain the purpose of the Interview
- Tell them the amount of time the interview is expected to last
- Introduce the moderator (yourself).
- Explain that a voice recorder will be used since the note taker cannot write down everything
- Explain that there is no right or wrong answers and that their opinion is important and respected.
- Have the participant introduce him/herself and their responsibilities at their place of work.

#### **Study purpose:**

The researcher is interested in learning how you feel about the communications on corruption to University of Zambia main campus full-time under graduate students.

#### **PRIO INFORMED CONSENT**

**“Kindly indicate your name, position and signature to show that you have agreed to take part in this In-depth Interview**

.....”

(Questions for UNZA official – Dean of Students)

Name.....

Position.....

Organization.....

Date.....

1. When was UNZA Established?
2. What was the population at first enrollment?
3. How do you look at the rate at which the institution is growing?
4. Is the enrollment number growing simultaneously with available resources?
5. Do you think this situation has a role to play in the levels of corruption on campus?
6. How do you define corruption?
7. What forms of corruption do you think happens at campus?
8. Is there an inclusion of topics on corruption in all the programs being offered at UNZA?
9. If yes what type of topics are included?
10. How relevant are the topics to the students?
11. Has the University collaborated in any way with the ACC in ensuring that there is adequate sensitization on corruption to the students?
12. What Channels of Communication have been used when sensitising the students?
13. What has been the students' response towards the information communicated to them on corruption?
14. What do you think are some of the reasons for students' involvement in corrupt activities?
15. What challenges do you face when it comes to communicating information on corruption to the students?
16. What do you think needs to be done in order to ensure that there is adequate and accurate dissemination of information to the students at UNZA?