

**THE ROLE OF TEACHERS IN THE MANAGEMENT OF  
EXAMINATION MALPRACTICES: A CASE STUDY OF  
SELECTED SCHOOLS OF MPONGWE DISTRICT IN THE  
COPPERBELT PROVINCE OF ZAMBIA.**

**BY**

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Requirements for the Award of the Degree of Master of Education in Educational  
Administration and Management.**

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## DECLARATION

I, **Henry Tembo**, declare that this dissertation represents my own work; that it has not previously been submitted by any other person for a degree at the University of Zambia or any other University and it does not incorporate any published work or material from another dissertation.

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## CERTIFICATE OF APPROVAL

This dissertation of **Henry Tembo** is approved as fulfilling the partial requirements for the award of the degree of Master of Education in Education Administration and Management by the University of Zambia.

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## **ABSTRACT**

The study aimed at assessing the role of teachers in the management of examination malpractices in selected schools of Mpongwe District in the Copperbelt province of Zambia. The Ministry of General Education and other stakeholders have expressed concern on the teachers' repeated involvement in examination malpractices.

A case study design using the qualitative methodology was used to collect and analyse the data. In-depth interviews, Focus Group Discussions, and semi-structured questionnaires were the primary data collection methods used. While Secondary data collection involved relevant literature from the journal articles, internet, books, and newspapers. Purposive sampling technique was used to select head teachers, Ministry of General Education-District office, Examinations Council of Zambia officials, and parents. Six names from the list of all teachers from each school were randomly selected to make a total of 36 teachers to participate in the study. While purposive sampling was used for six school headteachers, two Ministry of General Education officials (one at District Education Board Secretary and one at the Examinations Council of Zambia) and one parent at each school Parent Teachers' Association executive and interviewed separately as informants making a total sample of 50. The study involved three secondary schools and three primary schools of Mpongwe District.

The research findings were that some teachers, pupils and parents were involved in examination malpractices in schools. The malpractices included: teachers aiding candidates, candidates found with unauthorised materials in examination rooms, candidates copying from one another during examinations, candidates having pre-written answers on their bodies like thighs and pupils and parents paying teachers some money to solicit for help during examinations. The role of teachers in the management of examination malpractices in schools ranged from preparing examination rooms, searching and cautioning of candidates against malpractices before examinations and vigilance during examinations. In addition, collection of examination materials from the District Education Board Secretary on an everyday basis and always keeping the examination materials in strong rooms for schools away from the DEBS office, sealing of examination papers in the presence of other stakeholders, that is, teachers, candidates and security officers. However, examination malpractices were only looked at during examinations forgetting the planning stage. Many schools in the rural areas do not have adequate teachers, teaching and learning materials in schools. This results in ill preparation of pupils for examinations, hence, teachers and pupils resorting to examination malpractices as a cover. In curbing incidences of examinations malpractices in schools, the following measures were put in place: following standard sitting arrangement of one metre apart, ensuring that there were two invigilators per examination room and signing of Candidate Examination Malpractice Declaration Statement forms by the pupils and parents coupled with sensitisation on the dangers of malpractices.

The research, therefore, recommends that the role of teachers in the management of examination malpractices must be dealt with even in teacher training institutions while strictly following the examination guidelines when administering examinations to candidates and building of school halls in all schools to avoid congestion in examination rooms.

## **DEDICATION**

I owe and dedicate this dissertation to the following people:

My wife, Petronella and our children Mwansa, Pritchard, Nancy and Ryan for having supported me all the way through my studies.

My mother, Blandina Bwalya, I will never forget- the woman who has always been there for me, the love and endurance she went through single handedly to make me reach this far and my brothers, sisters, and friends who stood by my side in times of need.

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## **LIST OF ABBREVIATIONS**

<b>AEB</b>	Associated Examination Board
<b>BECE</b>	Basic Education Certificate Examination
<b>DEBS</b>	District Education Board Secretary
<b>ECZ</b>	Examinations Council of Zambia
<b>FGD</b>	Focus Group Discussion
<b>GCE</b>	General Certificate of Education
<b>GDE</b>	Gauteng Department of Education
<b>ICT</b>	Information and Communications Technology
<b>MANEB</b>	Malawi National Examinations Board
<b>MoGE</b>	Ministry of General Education
<b>MSCE</b>	Malawi School Certificate of Education
<b>NABTEB</b>	National Business and Technical Examination Board
<b>NEPA</b>	National Education Policy Act
<b>NECTA</b>	National Examinations Council of Tanzania
<b>PEO</b>	Provincial Education Officer
<b>PSLE</b>	Primary School Leaving Examination
<b>PTA</b>	Parent Teachers' Association
<b>SEN</b>	Special Education Needs
<b>UCLES</b>	University of Cambridge Local Examination Syndicate
<b>UPE</b>	Universal Primary Education
<b>USA</b>	The United States of America
<b>WAEC</b>	West African Examinations Council
<b>WASSCE</b>	West African Senior High School Certificate Examinations
<b>ZANIS</b>	Zambia National Information Service
<b>ZIMSEC</b>	Zimbabwe Schools Examinations Council

## CHAPTER ONE

### INTRODUCTION

#### 1.1 Overview

This chapter presents the background, statement of the problem, the purpose of the study, research objectives, and questions, followed by the theoretical and conceptual framework, the significance of the study, limitations, and operational definitions of the study.

#### 1.2 Background to the Study

Education is the foundation upon which technological and national developments rest. It prepares the young generation for future challenges and abilities on how to manage them. While examination is a mechanism through which knowledge and skill acquisitions are tested. Chileshe (2010) defined examination as a way to ascertain how much of a subject matter in a particular field of study the candidate has mastered. Teachers and other examination administrators have a role to ensure that no candidate has undue advantage over another thereby identifying as to who really has acquired the necessary skills and knowledge. Chapi (2012: 2) stated that:

*Examination malpractice is defined by numerous literature as an illegal act committed by student, teacher, invigilator, supervisor, school administrator, parent or any other public officer either government ministry/ parastatal or examination body before, during and/ or after an examination in order to obtain or award undeserved marks/scores/grades at any level.*

The purposes of examinations are for selection of candidates for further educational opportunities and employment. The results determine the future educational, vocational and life chances of an individual. Some examinations are also used for certification of achievement. Additional functions include control of the curriculum and its delivery in schools. They are also sources of motivation for schools, teachers, and students and are used for monitoring educational standards and for reporting school effectiveness (Jokthan, 2013).

Jokthan (2013) further states that the first written public examinations were introduced over two thousand years ago in China to select the most able citizens for positions in the civil

service to reduce the effects of patronage. News of the Chinese system was brought to Europe in the 16<sup>th</sup> Century and Roman Catholic missionaries, the Jesuits, incorporated examinations into their schools. Prussia, established an examination system for selection to the civil service around the middle of the 18<sup>th</sup> Century, followed by France after the 1789-1799 revolution (Jokthan, 2013:125). By the middle of the 19<sup>th</sup> century, competitive examinations had been introduced in Britain and India to select the increasing number of government officials required to service an expanding empire. In 1883 competitive examinations to select personnel for government service in the United States of America were established by law but were abandoned when congress failed to make appropriations to continue them (Jokthan, 2013).

Scheerens (2000) contends that the search for a measure of students' achievement has led to the adoption of examination among other measures. Examination, therefore, is the series of questions asked in order to determine whether or not the students have mastered what they are supposed to know or acquire. Although, students' performance in examinations may not be the true reflection of their ability, it is the closest indicator of the extent of the students' achievement in a given skill. Hence, examination becomes a tool adopted in determining the level of students' ability. Examinations can, therefore, be used to categorise students into high and low ability where those with high ability are given preference over those with low ability. Those with low ability would want the same preferential treatment and in a bid to demonstrate high ability, they go into all kinds of vices. One of such vices is examination malpractice.

Similarly, without realising the importance and the value of examinations in any setting, there are irregularities in the administration and management of public examinations worldwide. Every year there are reports of examination malpractices recorded (Adeyemi, 2010).

Adeyemi (2010) mentions that on the national setting, examination malpractices in Secondary Schools in Nigeria were high. In the year 2002, out of the 909, 888 pupils who sat for the Senior Secondary Certificate Examinations 95, 519 of them were involved in examination fraud and in the year 2003, a total of 111, 969 candidates were involved in

examination malpractices (Adeyemi, 2010:68). In the year 2009, Aworanti (2012:3) revealed that three supervisors and one invigilator were delisted by National Business and Technical Examinations Board (NABTEB) due to their involvement in examination malpractice and in the same year, 2, 691 cases of examination malpractice were recorded at that level of education.

In Ghana, the Basic Education Certificate Examinations (BECE) was conducted for grade nine (9) students as a means of assessing and consequently placing them in the secondary and technical schools for further training. A brief look at the BECE results as released by the West African Examinations Council (WAEC) showed a worrying trend in general performance. For instance, in 2008, the pass rate of BECE candidates was 62.16%; 60.21% in 2009; 49.12% in 2010; 46.93% in 2011 and 99.93% in 2012 (Folson and Awuah, 2014:998). The clear anomaly in performance trend in 2012 made every concerned educator know that cheating was being encouraged in huge proportions even by people in high office of government as a means to cover for the poor attention given to the basic students. Achio (2012) argued that the consequences of examination malpractice are great: depriving competent people from gaining admissions and jobs, recruiting ill-baked persons for various works and thus decreasing economic output.

Chinamasa and Mashanyare. (2014) revealed that a South African newspaper, The Star of 9 October 2013, reported that Mandera East police boss was assuring teachers and candidates of maximum security during the national examinations period. This was after teachers had expressed fear during the examinations period since some parents had collided with headteachers and principals to force those who supervise the examinations to allow cheating in their centers. It also made reference to a school principal who was killed by militia on his way to collecting examination papers in 2012. It was alleged that the militia wanted to force the principal to leak examinations so that candidates could cheat in examinations without reproach (Chinamasa and Mashanyare, 2014). These events show that examinations' leakage can be a collaborative activity.

In Zimbabwe, Mashanyare (2014:47) states that, "examination leakages threaten the integrity of examinations and damage the authority of those responsible for conducting



them.” Examination malpractices are a set-back to the development of the country by off-loading inefficient human resource onto the labour market and the integrity of the examination process is questioned.

Zimbabwe School Examinations Council had experienced problems of school examinations’ paper leaking. In 2010, Chongogwe High school in Chivi district lost four different, ‘O’ level public school examination papers which led to the suspension of the papers, reprinting and rescheduling the examinations’ time table (Musarurwa, 2011).

Boris and Awodun (2012) indicated that the causes of examination malpractices could be viewed from two broad dimensions. The first dimension is in respect of examination officials, teachers, and school administrators. The second dimension is that of the students. While the cause of examination malpractice for the latter is practically that of inadequate preparation and self-confidence, the former is characterised by greed and trade of integrity.

In Zambia, the Examinations Council of Zambia (2012) points out that the trends in examinations malpractices since 2006 indicate that the most prevalent form of examinations malpractice were smuggling unauthorised material in the examinations room and external assistance. Furthermore, the report alluded to the breaking into strong rooms and stealing of question papers as becoming a new form of challenge and the major cause of examination leakages in Zambia.

Examinations Council of Zambia (2013:80) reported that there were about 250 cases of Examination Malpractices during the 2010 Grade 12 examinations session countrywide with 267 cases recorded in 2011. The trend of examination malpractices was alarming and called for proper management in order to rid the school system, society, and the nation at large of its consequences. This scenario leaves much to be desired as the position of the teacher is questionable. Management of examinations entails that no candidate should be allowed in the examinations room with foreign material. The question that is asked is ‘where is the teacher, when candidates get into the examinations rooms with foreign materials and where do they get external assistance?’

Examinations Council of Zambia (2015) defined examination malpractice as any irregular act exhibited by candidates or anybody charged with the administration and management of examination, which was clearly a breach of the rules governing the conduct and integrity of the examination. It was viewed as any act carried out before, during and after an examination against the rules set out for the proper and orderly conduct of the examination.

Examinations Council of Zambia (2015) points out that desperation by school authorities and parents to explore means of getting good grades for their candidates and children/wards tend to make them resort to different forms of malpractice before, during, and after examinations. Examination malpractices occur in both internal and external Examination Centres. It is a problem which has been afflicting the educational system for many years worldwide, a scourge that needed to be gotten rid of. A total of 251 various suspected malpractice cases were recorded with Grade 7 recording no case, followed by Grade 12/GCE and Grade 9 with the highest number of cases. The 2014 June GCE examination recorded 22 cases of examination malpractice with the cases of assistance being predominant. At Grade 9 level, a total of 119 examination malpractice cases were recorded. The Joint SC Grade 12/GCE examination recorded a total of 110 cases while at Grade 9 level, 41 external candidates and 78 Internal candidates were involved in the various forms of malpractice. 30 Internal Candidates and 80 external candidates were involved in the various forms of malpractice at Grade 12/ GCE level. Further analysis of examination malpractice cases in terms of gender for 2014 showed that there were more female candidates involved in examination malpractice than male at Grade 12 level, while there were more male than female Candidates for the Grade 9 Examination level. Examination malpractice cases were of suspected assistance followed by smuggling of unauthorized materials into the examination room. Others were cases of prior knowledge, impersonation, copying, collusion and the use of vulgar language (obscenity). The year 2014 recorded a reduction in the occurrence of examination malpractice at both Grade 9 and Grade 12 levels in the 2014 examinations (ECZ, 2015).

However, even when Zambia recorded a decline in cases of examination malpractices in 2014, the involvement of teachers and school authorities in the scourge leaves much to be desired. Farrant (1980) acknowledged that examination malpractices were a serious and

growing problem in Zambia and there was virtually no examination without incidences of malpractice. This study, therefore, aims at assessing the role of teachers in the management of examination malpractices in schools.

### **1.3 Statement of the Problem**

The persistent occurrence of examination malpractices has been a major concern not only to educationists but society at large as it threatens the capability of having merited future labour force. A number of examination malpractices cases involving teachers have been reported in the past. Examinations Council of Zambia (2013:27) revealed that there was an increase in the number of candidates involved in examination malpractices at Grade 12/GCE level from 267 cases in 2011 and 316 in 2012 to 439 cases in 2013. Cases of examination malpractices were in the form of smuggled unauthorised materials into the examinations room, aiding of candidates during examinations, prior knowledge of examination questions and copying. What then is the role of the teacher in the management of examination malpractices in schools?

### **1.4 Purpose of the Study**

The purpose of the study was to assess the role of teachers in the management of examination malpractices in selected schools of Mpongwe District in the Copperbelt Province of Zambia.

### **1.5 Research Objectives**

- i. To investigate the examination malpractices practiced during public examinations in selected schools of Mpongwe District.
- ii. To assess the role of teachers in the management of examination malpractices in selected schools of Mpongwe District.
- iii. To find out teachers' perceptions of examination malpractices in selected schools of Mpongwe District.
- iv. To establish the measures put in place to curb examination malpractices in schools of Mpongwe District.

## **1.6 Research Questions**

- i. What are the examinations malpractices occurring during public examinations in the selected schools of Mpongwe District?
- ii. What is the role of teachers in the management of examination malpractices in selected schools of Mpongwe?
- iii. What are teachers' perceptions of examination malpractices in selected schools of Mpongwe District?
- iv. What measures are in place to curb examination malpractices in the selected schools of Mpongwe District?

## **1.7 Theoretical Framework**

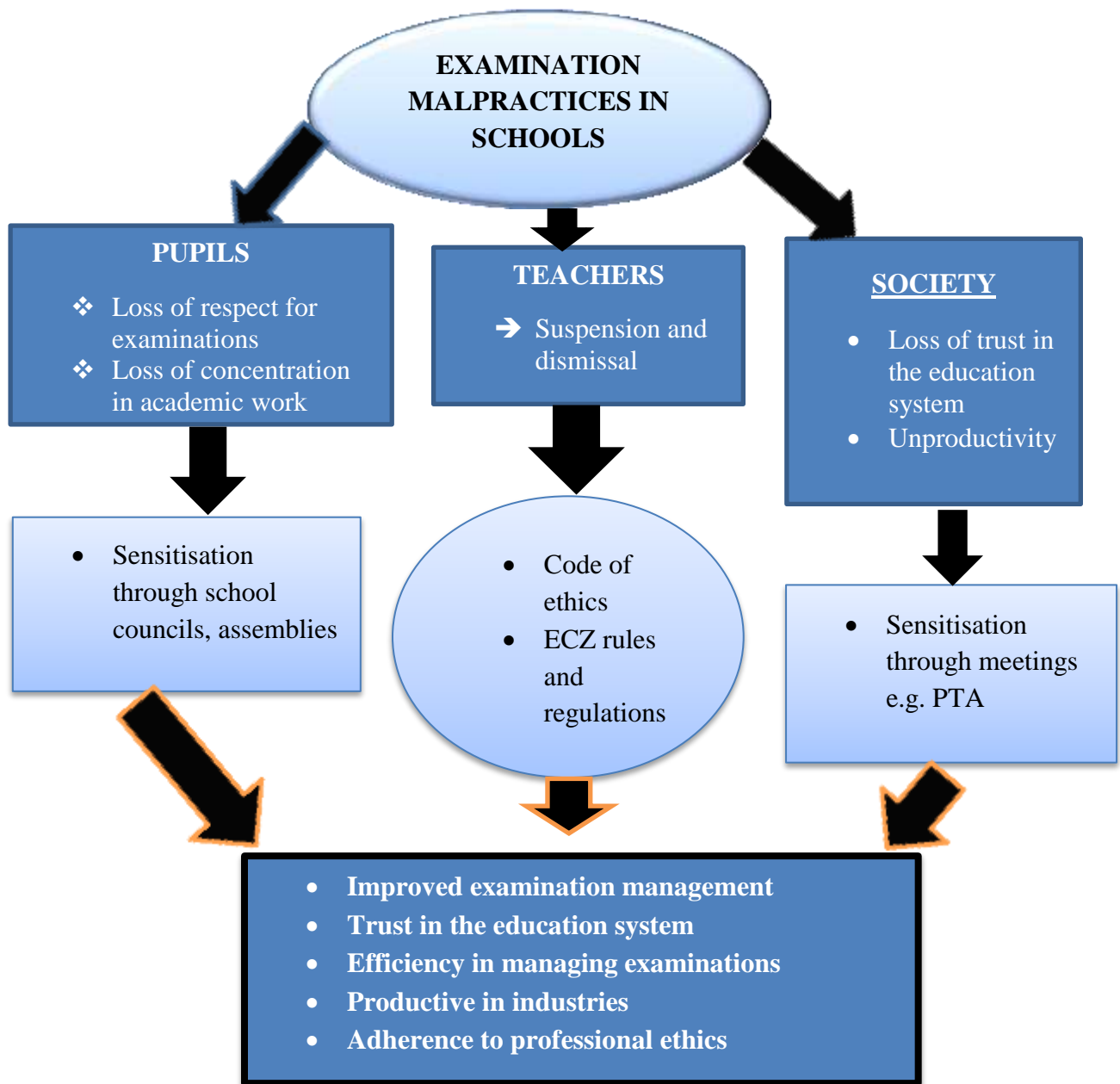
The researcher used Classical Organizational Theory adopting Henri Fayol's five principles of administration. Fayol believed that management had five principles: to forecast and plan, to organise, to command, to co-ordinate, and to control which mainly focuses on the personal duties of management (Koontz and Wejrich, 1993).

Koontz and Wejrich (1993) state that forecasting and planning was the act of anticipating the future and acting accordingly while organisation was the development of the institution's resources, both material and human. Commanding was keeping the institution's actions and processes running. Co-ordination was the alignment and harmonisation of the group's efforts. Finally, control meant that the above activities were performed in accordance with appropriate rules and procedures. Fayol's five principles of management are still actively practiced today.

The theory guided the researcher in collecting data from the field by establishing how teachers planned before conducting examinations in schools, how they organised, commanded, co-ordinated and controlled the examination process to manage the examinations malpractices. This was done to assess the teachers' role in the management of examination malpractices in selected schools of Mpongwe District in accordance with appropriate examination rules and procedures. Mahmood (2012) states that management is the most important part of any organisation as it is the process of planning, leading,

organising, and controlling people within a group in order to achieve goals, guide and control of action required to execute a programme. This entails that in managing the examination malpractices in schools, teachers were meant to follow the rules and regulations of conducting examinations in schools.

## 1.8 Conceptual Framework



*Source: This author*

**Figure 1.1: Conceptual Framework**

Figure 1.1 shows how some parents and pupils have lost trust in the management of examinations process. Many pupils can longer concentrate on school work but focus on examination leakages and teachers have been viewed to be central in fueling the scourge. The framework illustrates that improvement in the management of examination, restoring trust and achieving high levels of professional adherence to ethics can only be realised if pupils and parents are adequately sensitised through school assemblies, councils and Parent Teachers' Association (PTA) meetings respectively. In addition, teachers should be made to strictly follow the laid down rules and regulations in the management of examination and upholding the code of ethics for their profession.

### **1.9 Significance of the Study**

This study may help the Examinations Council of Zambia to establish key teachers' roles in the management of examination malpractices in schools, initiate, and improve policies in curbing examination malpractices. It is further hoped that the findings of this study may generate interest in the Ministry of General Education to appreciate the role of teachers in the management of examination malpractices from planning stage to management of examinations. In addition, the findings of this study may yield information that would serve as a reference for future work and research on the subject.

### **1.10 Limitations of the Study**

Though management of examination malpractices involve teachers, head teachers, DEBS, PEO and the ECZ officials, the study was restricted to the role of teachers in the management of examination malpractices.

### **1.11 Operational Definitions**

**Examination malpractice:** an illegal act of releasing or obtaining confidential examination information in order to obtain or award underserved results.

**Management:** the organising and controlling of the examination process.

**Role:** the expected function of teachers.

**Teacher:** a person who imparts knowledge or skills to somebody by instruction or example.

**School:** an institution in which children and teenagers are taught.

### **1.11 Summary**

This chapter presented the background, statement of the problem, the purpose of the study, research objectives and questions, followed by the theoretical and conceptual framework, the significance of the study, limitations, and operational definitions of the study. The next chapter will discuss related literature on the examination malpractices from across the globe.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

Chapter one highlighted the introduction of the study on the management of examination malpractices. This chapter will review related literature from across the globe. It will start by reviewing literature from outside Africa before focusing on the African and Zambian situation.

#### **2.2 Examination Malpractices from Outside Africa**

This section will explore the examination malpractices from outside Africa. The countries under review were the United States of America (USA) and India.

##### **2.2.1 United States of America**

Mize *et al.*, (2002:54) noted that the problem of cheating, or academic dishonesty was not a new problem in America. Pope (2011) asserts that the first scholarly studies in the 1960s of academic dishonesty in higher education found that nationally in the U.S., somewhere between 50% - 70% of candidates had cheated at least once. While Clayton (1999) revealed that cheating had become a major topic at faculty meetings across the United States of America keeping administrators wondering why there had been an increase in academic dishonesty over the past years. About 7,000 students from 26 small-to-medium-size college campuses were surveyed and found that nearly 80 percent of the students admitted to cheating at least once (Clayton, 1999:208).

Wilfred (2002:39) further revealed that in the United States, studies showed that 20% of students started cheating in the first grade and about 56% of middle school and 70% of high school students had cheated before. Similarly, a study by Adeyemi (2010:68) revealed that of the 4,500 high school students in 25 US high schools, 72% of them admitted to seriously cheating in examinations. Similarly, Schulte (2002:23) found out that top scholastic high school achievers in the USA admitted to cheating in examinations. Four out of every five



students admitted to cheating in examinations and also that of the 20,829 middle and high school students, 70% of the students claimed that they had cheated in examinations.

The figures of students admitting cheating during examinations in the United States were quite alarming compromising the role of teachers in the management of examinations. The management of examinations is entrusted in the hands of teachers and if candidates can admit cheating during the examination even in lower grades, where then was the teacher and what role does he or she play in the examination management process?

### **2.2.2 India**

In India, Lakshmi (2015) reported that police on the 20<sup>th</sup> of March, 2015 arrested four teachers of a private school in Hosur for leaking the Class 12 board examination mathematics paper via WhatsApp in an attempt to make a killing by selling the answers to students. The four teachers were from Vijay Vidyalaya Matriculation Higher Secondary School in Hosur in Krishnagiri district, one of the five western Tamil Nadu districts that regularly corner the most ranks in the state of India. One of the invigilators took photographs of the mathematics question paper on his smartphone during the examination on Wednesday 18<sup>th</sup> March 2015 and sent it to the three other teachers on WhatsApp (Lakshmi, 2015). The invigilator was found with a cellphone by an education squad which conducted a surprise check at the school when it was a rule that no teacher was allowed to take phones into examination centers. The teachers expected to get a huge amount of money from students for doing them the favour and investigators were identifying students who had agreed to pay teachers for the answers. Education department officials further warned teachers that they were to face severe action for malpractices.

Lakshmi (2015:4) further states that Indian education authorities rusticated 600 high school students for cheating during examination and educational authorities in eastern India took the decision to expel the students after images of family relatives and friends, scaling the walls of a school exam centre to pass notes to candidates were broadcast on local television. Dozens of people were shown clinging to the windows of one four-storey building in the eastern state of Bihar, where more than 1.4 million teenagers were sitting for their school leaving exams. It was also believed that this was not the first time that examination

malpractices were exposed in Bihar, over 1,600 students were disqualified in 2013 after similar images and videos surfaced. Meanwhile, reports revealed that the Police had detained more than 100 adults for helping the students cheat. Parents accused the government of hiring some teachers on contract without checking their proficiency. The government was alleged of hiring about 12, 500 teachers who had failed competency tests (Akinloye, 2015:4).

Akinloye (2015:1) explains that in India, “it’s virtually impossible to conduct fair examination without the cooperation of parents.” When it comes to examination malpractice, no one or group was as courageous as the people of Indian state of Bihar. Students not only smuggled textbooks and answers into the examination hall, their family members, and friends also scaled fences and climbed walls just to sneak in answers. Sometimes, police officers were bribed to look the other way so that students could have a field day. Otherwise, there was a parent-police clash. The authorities seized nine sacks containing answers while 20 parents were detained briefly for helping their children cheat. Teachers and State Education Department officials supervising the examination caught hundreds of students who had smuggled in textbooks or scraps of paper for cheating while invigilators were asked to look the other way when candidates were assisting each other or when parents and relatives were aiding their friends (Akinloye, 2015).

In India, cases of examination malpractices are rampant and worse were when teachers and parents were in the forefront of organising and fueling the leaking of examination papers. While teachers are expected to manage the examination process, parents of the candidates promise and give them huge sums of money in exchange for the favour of assisting their children during examinations. In India, there seems no regard for the law regarding the disclosure of examination content as parents, teachers, candidates and their relatives were vividly seen aiding candidates during examinations. While parents are blamed for accelerating examination malpractices, they also accuse the government for employing unqualified teachers in the system. What then is the role of teachers in the management of examinations if the very teachers who are supposed to administer and manage the examination process were the ones in the forefront assisting learners during examinations?

## **2.3 Examination malpractices in Africa**

This section highlights the examination malpractices from Africa. The nations under review were Nigeria, Kenya, Ghana, South Africa, Tanzania, Zimbabwe, and Malawi before reviewing literature from Zambia.

### **2.3.1 Nigeria**

In the Nigerian context, the problem of examination malpractice assumed a wide dimension in the recent past with many public examinations experiencing one form of malpractice or the other. Aworanti (2012) revealed that the introduction of Universal Primary Education (UPE) in 1973 in Nigeria resulted into population explosion in school enrolment which made the teachers lose control over their wards while the educational value system became devastated with the large body of untrained and incompetent teaching force handling the volatile classrooms as well as curriculum content they did not know too well. The number of candidates writing public examinations outstripped the number of places available for advancement. That propelled many education stakeholders into malpractices of various forms as success at examinations was perceived as major if not the only determinant of success in life.

Adewale (2014) stated that although, examination malpractice started before the early 1970s, the situation became worse in 1977 when people began to question the credibility of examinations conducted by the West African Examinations Council (WAEC), the only organ charged with the responsibility of conducting public examinations in Nigeria then. The forms of examination malpractice identified included smuggling foreign materials into the examination rooms; irregular activities inside and outside examination hall; collusion; impersonation; leakage; mass cheating; insult/assault on supervisors and others (Adewale, 2014). Supporting these findings, Ojonemi *et al.* (2013:13) reported that the National Examination Malpractices Index for Nigeria increased from 10.5 in 2002 to 12.1 in 2003 indicating that of every 100 pupils who wrote WAEC senior secondary certificate examinations in 2003, 12 were involved in examination scandal.

In Nigeria, Ntambara (2014) revealed that a number of cases of examination malpractice involving teachers and students were reported in the past. To allow cheating to thrive defeats the whole essence of examinations; which is to grade candidates according to their abilities. Hence, curbing examination malpractice should not only be seen at the level of national examinations as candidates do not begin cheating during the final examinations. In most cases it is a habit that they develop early on in the education cycle. The values of honesty and integrity should be inculcated in the students at an early age. The role of parents and teachers cannot be overemphasised. Through mentoring, guidance, and counselling, students should be made aware of the consequences of engaging in the vice. Schools need to strengthen their internal systems in regard to supervision and invigilation. Failure to do that meant having people who were often incompetent in positions that they did not deserve.

Nwana (2000) while discussing irregularities on the Nigerian educational system stated that examination malpractice had the massive and unprecedented abuse of rules and regulations pertaining to internal and public examinations, beginning from the setting of such examinations through the taking of the examinations, their marking and grading, to the release of the results and the issuance of certificates.

Adeyemi (2010:70) revealed that, in Nigeria, out of the 867 participants, 85.1% claimed that school authorities colluded with examination officials and invigilators to assist candidates, 81.6 said invigilators connived with candidates to cheat during examinations, 79.3% stated that teachers prepared answers for candidates to use during examinations and 78.8% pointed the fact that some candidates hired other people to write on their behalf.

Ikweuke (2011:1) reported that in Nigeria, “Examination malpractice increased from primary (40%) to secondary school (80%) and then fell again in tertiary institutions (40%)”. The commercialisation of education, the introduction of league tables, and the economic value of certificates combined with the fact that the students wanted a fair exchange for money invested in their education led individuals and institutions to condone examination malpractice (Ikweuke, 2011).

The forms of examination malpractices in Nigeria were crucial and detrimental to the examination process. It was sad to note that teachers charged with the responsibility to take

control of the process were the ones in the forefront to aid candidates during examinations and were unable to detect those writing on behalf of others. Examination malpractice was a continuous recurrent issue in the Nigeria educational discourse. The scourge of examination malpractice became more complicated when most stakeholders were at a loss as to was the right way to proceed to generate useful results on the matter. It was observed that 9 out of every 10 students in Nigeria indulge in one form of examination malpractice or another (Ebenuwa, 2014:127). It was a frightening observation which required urgent attention, even if several efforts were made in the past. The situation became more worrisome when parents, guardians, and teachers as custodians of moral code of conduct were noticed abating and aiding their wards in that terrible and shameful practice (Ebenuwa, 2014).

In 2007, in Nigeria, 324 Secondary Schools were de-recognised as centres for public examinations because of examination malpractice and 232 examiners, supervisors and invigilators were blacklisted by the Federal Ministry of Education for involvement in examination malpractice (Federal Ministry of Education, 2007:1).

Nigeria has not been spared with the abuse of technology in schools and examinations in particular. Akpan (2014) observes that many stakeholders were of the view that the soaring rate of cheating with the use of mobile devices was simply a case of good things finding themselves in the possession of bad people. Cheating with the aid of the mobile device was just one of the negative fall outs of the use of technology in education. It was not the technology that makes easy the cheating instead the person who uses the technology as well as the proctor of the examinations. However, Achio (2012) asserted that information technology was a good tool for progress and development; but it was greatly abused and used for various unlawful acts, including the tracking of examination questions.

In fighting the scourge, Ebere (2013) suggests that there should be a special committee and taskforce to fight against examination malpractice coupled with building of more classroom blocks to avoid overcrowding of pupils especially during examinations. Korb (2009) suggested that one promising battle tactic to winning the war against Examination malpractice was to reduce the difficulty of the examinations to more accurately reflect the content taught in the schools which should in turn reduce students' anxiety for taking the

examinations. As students become more confident in their abilities to do well on the examination, their need for cheating would be reduced. With the high proportion of students who currently cheat, the examinations suffer from lack of validity because high scores could indicate either high ability or having sophisticated cheating procedures, less examination malpractice would then increase the validity of the examinations because students who perform well on the examinations would be the students who would have the highest ability. When the validity of the examinations is increased then students would be more appropriately placed in the educational setting where their skills and abilities could contribute to a more vibrant society.

In Nigeria, the examination malpractices have a very negative history and literature has demonstrated that there is rampant cheating during examinations. The involvement of parents, guardians and other stakeholders in the examination malpractices was not pleasing especially that they are the ones who were supposed to put checks and balances on the education system. India also shared the same experience and seemly worse in terms of the use of advanced technology where candidates get undue advantage during examinations with the use of cell phones. Parents, guardians and other relatives fueling the scourge appeared the same even in Nigeria to the amusement of the government and other stakeholders in the administration and management of examinations. Measures to curb the vice have been put in place but due to technological advancement the scourge has also advanced. The same question still stands that, what then is the role of teachers in the management of examinations process?

### **2.3.2 Kenya**

In Kenya, Naliaka *et al.* (2015:18) revealed that “Examination malpractice was rated as one of the greatest problems that undermine the foundation of educational practice”. The magnitude of the problem and the dangers posed by the phenomenon was identified by stakeholders as national malady that requires drastic solution (Naliaka *et al.*, 2015).

Akaranga (2013) affirmed that in Kenya, some workers in Kenya National Examinations Council were suspected and accused of leaking out or selling examination papers to selected potential candidates. Such suspicion was corroborated by the Ministry of Education’s

frequent suspension of examination results from some schools at the end of each examination season. The magnitude of examination irregularity could not be underestimated. Hence, the parents, and teachers were told of the dangerous practice of cheating and its adverse effects on the moral, intellectual, and social development of the youth.

Khan and Khan (2011) revealed that during each examination season; students invented very inventive ways of cheating in examinations; some of which challenged even the most vigilant invigilators to detect. Forms of examination malpractices were numerous and the more people advanced in technology, the more the immoral act became complicated. In Kenyan public universities, a most common reported form of cheating was by use of *mwakenya*. *Mwakenya* was originally a document published by secret Kenyan political group agitating for social change during the reign of KANU, the one party political system regime, before the introduction of the multi-party politics. Other forms of examination malpractices included: collusion among candidates themselves and between them and officials in charge of Examinations, impersonation or misrepresentation written notes on Examination desks, walls, palms, clothes and electronic devices, giraffing, submission of multiple Scripts, coded sign Language, bribery, and exchanging answer booklets (Khan and Khan, 2011).

Fatai (2005) outlined the fear of failure, craze for certificate, desire of parents to have their children in choicy university and profession, pressure on students to pursue courses for what they have aptitude, pressure on teachers who want to gain favour of student, inordinate ambition of some people to get rich quick, and overcrowded sitting as causes of examination malpractices.

Wasanga and Muiruri (2014) explains that characteristics of public examination systems are well known and described them as ‘fiercely competitive’ which led to candidates, school head teachers, teachers and other stakeholders to engage in unfair practices to enhance their scores during public examinations.

Naliaka *et al.* (2015:22) further concluded that “there were a lot of examination malpractices due to poor invigilation.” Teacher, management, and school facilities were school factors

associated with a learning environment that led to examination malpractice while the pressure for good grades in higher education, student stress, teachers' attitudes, and an increase in lack of academic integrity were important determinants of cheating in examinations (Naliaka *et al.*, 2015).

In Kenya, just like any other nation, the role of teachers in the examination management process leaves much to be desired. Teachers engage in unfair practices of aiding candidates and giving some students undue advantage over others. Candidates are made to score higher marks than they are capable of and which is against what they are meant to do. While teachers have been blamed to accelerate the scourge, parents and school administrators have also been in the forefront of fueling the malpractices.

### **2.3.3 Ghana**

Akuffo (2015) reported that the History of education in Ghana dates back to 1592 and initially it was the Danish, Dutch, and English merchants who set up schools in their Forts to educate their mulatto children by native women. In 1832, the Chiefs were convinced to send their children to the Government School at Osu, thus, creating acceptance for formal education. They also concentrated on the interior of Ghana, away from the European influences on the coast. By 1894, 62 years after their arrival in Ghana, they had established a Training College, 3 grammar schools, seven boarding schools for boys and girls and 98-day schools (Akuffo, 2015).

Ghana has over the years worked tirelessly towards making their examination results reflect upon the performance of its candidates by instituting some mechanisms to curtail the incidence of examination malpractices and to make the act unattractive. Nevertheless, these mechanisms have not been as effective as had been imagined. West African Examinations Council (2009) asserts that examination is said to be valid if it performs the functions which it is designed to perform. The concept of reliability refers to consistency of measurement. However, in Ghana, the prevailing system of examination and its mode of conduct defy both these assumptions. The system has degenerated to an extent that its validity and reliability are questionable and examination in Ghana is usually losing its usefulness since it is no longer regarded as a test for evaluating the performance or judging the scholastic attainment



of students. The reason being that there is a complete breakdown of the whole system of examination, almost all over the country and at all levels of education. Folson and Awuah (2014) states that negligence of invigilators is one other contributing factor to malpractice in examinations since supervisors are non-invigilators during supervision. While students personal factors mainly due to inadequate preparation and desire to pass at all costs contributes significantly to malpractices in examinations.

Folson and Awuah (2014) revealed that on annual basis, West African Examinations Council furnishes Ghanaians with a stunning number of candidates who are caught cheating in their examinations. It cancels the results of such candidates and even hand some culprits over to the Police for prosecution at the courts. But cheating continues and in most cases, increases year by year. In 2009, 525 candidates were sanctioned for their involvement in various kinds of examination malpractice which more than doubled to 1,083 candidates in 2010. The figure then increased to 1,127 in 2011 before dropping to 823 in 2012 (Folson and Awuah, 2014: 23).

However, despite a drop in 2012, a study by Akuffo (2015:22) revealed alarming levels of examination malpractices that out of 240, 662 students who sat for the May/ June 2014 West African Senior High School Certificate Examination (WASSCE), 8 051 of them were involved in examination malpractice.

Folson and Awuah (2014) further reveal that, in the past, examinations malpractice in Ghana were mostly in the form of students smuggling foreign materials into the examination room but that transmogrified into more complex forms. For instance, there were reports of other forms of examination malpractice and irregularity the most prominent of which was collusion/assisted cheating involving teachers, invigilators, supervisors, and even proprietors of schools. Akuffo (2015) further revealed that Ghana had another emerging form of examination malpractice which involved the deliberate registration of unqualified candidates by school authorities. That canker of examination malpractice had become a booming business that it could be inferred that there are examination fraud cabals who made brisk business by engaging in the unholy act.

Akuffo (2015) asserted that lack of seriousness on part of the students and poor invigilation by teachers were the main causes of malpractices in examination centres in Ghana. Collective and collaborative efforts were said to be the measures to help minimise the menace and urged teachers to enforce the rules and regulations of the examinations on students to enable them to be conversant with it.

Onuka (2009) states that examination malpractices took many forms, the first form was the leakage of examination questions for profit gain from West African Examinations Council (WAEC) workers. People in the ICT department of WAEC were the most cited for leakage of questions from source. They worked through agents who in turn worked through their sub-agents who contracted school proprietors to settle on final price to pay. They even provided option for the proprietors to change the results of their students entirely before releasing them. WAEC officials who were assigned to send examination questions to examination centres connived with Policemen who accompanied them and removed a paper to photocopy or scan onto the computer for onward distribution to subscribed schools or proprietors. West African Examinations Council (2009) acknowledged that there were other officials at the examination centre whose primary duty was to keep custody of the examination questions but were also bribed to undermine the very obligation they were safeguarding. Some school proprietors also paid huge sums of money to examination centre officials, invigilators, and Policemen to smuggle unauthorised materials into the examination room, specifically, solved questions on sheets of papers for onward forwarding to their students. Every school purchased buses for use under the pretext of transporting their candidates to the examination centres where teachers aided candidates before examinations.

In mitigating the scourge, in Ghana, Akuffo (2015) asserted that WAEC had a pool of questions from which it selected what to present to their candidates at any time. So any leakage of questions was averted or solved by presenting a new set of questions without delay. Furthermore, students were provided with pencils and erasers at the examination halls to avoid cheating, counting of all papers by its representatives at the examination centres before the start and immediately after the end of any paper to ensure that the total number of scripts collected and sent to WAEC were as exactly the same in number as was received. In

addition, Police officers accompany the transportation of examination papers to examination centres to ensure their safe delivery.

Ghana, just like Nigeria, experiences almost the same forms of examination irregularities. Invigilators and school authorities are involved in the malpractices defeating the measures put in place by WAEC. The saddest part is where WAEC officials who belong to a body mandated to regulate examination irregularities in schools become part of the cheating process.

#### **2.3.4 South Africa**

In South Africa, Ramaweale (2004) mentions that nine public examination and assessment bodies dealt with internal (site-based) and external (common) examinations and assessment activities. These activities were centrally governed by the National Education Policy Act (NEPA) of 1996 (Act No 27 of 1996, Annexure G, Section 2). At the provincial level, each of the nine provinces administers examinations and seven assessments in accordance with national regulations and subordinate provincial legislation. These regulations categorise fourteen (14) distinct types of irregularities and provide guidelines on how to deal with each (SA, 2005).

Cesare (2006) gives a summary of the general form of examination malpractices experienced as outlined in Table 2.1.

**Table 2.1: Forms of Examination Malpractices in South Africa**

<b>DEVELOPMENT</b>	<b>DESCRIPTION</b>	<b>INVOLVEMENT</b>
<i><b>Leakage</b></i>	Contents of the examination disclosed	Usually involves teachers, examiners, printers, proof readers or school administrators
<i><b>External Assistance</b></i>	Unauthorised assistance to candidates during examinations	Involves invigilators, writing answers on the blackboard, circulating sheets of work during the course of the examinations.
<i><b>Copying</b></i>	Reproduction of another candidates' work with or without permission.	Usually relates to inadequate spacing between desks and negligent supervisors.
<i><b>Smuggling of foreign materials</b></i>	'Cribs notes' charts and answer booklets. Frequently smuggled in pants, shoes, hems, or parts of the body.	Involves only the candidates and/ or their friends.
<i><b>Collusion</b></i>	Unauthorised passing of information between candidates (scripts and notes)	Usually relates to inadequate spacing between desks and negligent supervisors.
<i><b>Intimidation</b></i>	Examination official's even markers of papers are physically threatened.	Involves candidates (sometimes places weapons in clear view of officials)
<i><b>Substitution of scripts</b></i>	Replacing answer sheets handed out during the course of the examination with ones written outside the centre.	Usually involves invigilators, even teachers working outside the examination rooms

***Source:** Cesare (2006:34)*

Linn *et al.* (1991) state that candidates and other persons who were directly implicated in irregularities affecting the validity of examination scores were usually subject to sanctions including: the exclusion from examinations, withholding or non-reporting of results and even decertification. The moment an irregularity was declared, the candidate's results were blocked on the examination system if *prima facie* evidence indicated that the mark obtained may be irregular due to either cheating or malpractice as previously suggested. The candidate together with his/her parents, as well as the principal of the examination centre are notified in writing of the alleged irregularity and requested to secure an appointment for a hearing, where the candidate would be afforded the opportunity to present his/her case in accordance with the common law principle referred to as the *maxim audi partem* rule (Linn *et al.*, 1991:16)

Gauteng Department of Education- GDE (2005) asserts that examination bodies needed to deal with irregularity hearings in a manner that was judicially sound by an established GDE Hearing Committee, chaired by an advocate, while evidence leaders were recruited from the office of the State Attorney. That in itself was a simple process; the problem arises when candidates do not turn up for the hearing. Although the irregularity notification letter clearly states that if candidates did not attend the hearing, the hearing continued in his/her absence, the question faced with was, whether education officials were allowed to nullify the marks of results without the said candidate having been afforded the opportunity to present his/her case in person.

The examination malpractices in South Africa are frightening especially where it involves the threatening of human life. In some cases it could be the reason invigilators and supervisors succumb to irregularities for fear of threats from the candidates and their parents. The role of teachers in the management of examination malpractices is compromised and the state has a mandate to protect their lives. The Gauteng Department of Education is however, commended for putting up measures where suspected candidates' results are nullified before the set up the hearing committee.

### **2.3.5 Tanzania**

In Tanzania, Ndalichako (2009) acknowledged that one of the indicators of a good system of education is the quality of people produced in terms of competences needed for social, political, and economic development of the nation. He further indicated that in order to measure the competences attained by Primary School Leavers through the education system, the National Examinations Council of Tanzania (NECTA) administers Primary School Leaving Examination (PSLE) at the end of a seven year of Primary Education Programme. PSLE is regarded by the public as a high stake examination. The results of PSLE are used for selection of students to join Government secondary schools. The quality of students joining secondary education depends on the validity of scores attained by students in their PSLE. Despite the sensitivity of decisions made on the basis of PSLE results, the administration of the examinations has never been free of challenges. NECTA has been experiencing cases of cheating and malpractice during examinations. NECTA has also been experiencing cases of non-compliance to examination procedures which in turn complicates the whole process of compiling examination results. Some of such challenges include failure of the invigilators to take appropriately the attendance of candidates whereby those who actually attended are shown as absentees and vice versa. As the number of candidates grows annually, NECTA found it imperative to conduct an evaluation study in order to establish the reasons for malpractice as well as non-compliance to examinations regulations and procedures.

Magesse and Njabili (2014) state that malpractices and irregularities in High Stakes examinations have become a common place in the day-to-day talk in Tanzania and revealed that there is high incidences of teachers' involvement in examination malpractices, there were incidences of subject experts outside the examination rooms being involved in solving the examination questions and providing answers to the students during the examination session. They claimed that the incidences are pre-arranged by the school authorities. When they were asked to elaborate on the issue, they described different techniques and strategies used by the school authorities as follows: the use of thermos (tea flask) brought to the invigilator containing examination answers written on pieces of paper, some candidates getting outside the examination room with question papers, the use of visitors' books

containing examinations worked out answers and candidates collecting answers from toilet rooms. Other techniques included pieces of paper containing answers fixed in pens' top-covers and given to targeted candidates, exchanging examination answer scripts during examination, the teachers passing through the class helping intended candidates and the use of mobile phone inside the examinations rooms where invigilators could send and receive information to facilitate cheating. Further incidences were instances where examinations' question envelopes were opened before the commencement of the examination, arranging desks in a way that one candidate could read from another and the candidates involved in cheating were arranged and made to sit close to each other

In Tanzania, there were a series of examination malpractices where teachers were fully involved and one may wonder what their role in the examination process is. Some teachers' involvement in various practices defeats the purpose of conducting examinations

### **2.3.6 Zimbabwe**

In Zimbabwe, Mashanyare (2014) mentions that soon after independence in 1980, Zimbabwe reformed its education system to align it with new national goals. Before independence, Zimbabwe's public school examinations depended heavily on the United Kingdom based examinations boards. The Ordinary and Advanced level examinations were the preserve of several external examination boards such as the University of Cambridge Local Examination Syndicate, the University of London Schools Examinations Board and the Associated Examinations Board. Zimbabwe, the then Rhodesia, had its own Examinations branch under the Ministry of Education, Division of African Education, which, besides playing an administrative role for external examinations, also administered the terminal primary school grade seven examinations, the Junior Certificate examinations, the F2 grade nine and grade eleven examinations meant for African students (Mashanyare, 2014:49).

From a political angle Musarurwa (2011) asserted that different examination boards were for different students. Associated Examination Board (AEB) was meant for whites while University of Cambridge Local Examinations Syndicate (UCLES) was mainly used by African students. The discriminatory purpose of the assessment system was meant to

disadvantage the majority of the African population. Due to this highly selective system, Zimbabwe was determined to take control of its examinations soon after independence in 1980 to address the disparity. It lacked faith in the previous examination process that led to the localisation of examinations between 1984 and 1994 with emphasis initially on 'O' level examinations. AEB examinations were gradually phased out while UCLES took over all examinations and assisted with localisation.

The country then became independent and was able run all of its affairs including the management of public examinations. However, examination malpractices gradually began to erupt primarily in order for individuals to have undue advantage so they could be admitted in higher institutions of learning and eventually get employed. With occurrence of examination malpractices meant the government putting measures to curb the vice and eventually lost a lot of revenue. Mashanyare (2014) observes that the government was losing thousands of dollars when replacing papers that would have leaked. Zimbabwe uses a centralized examinations system hence a leak of one paper affects the whole nation and that leaking can occur from the minister of education down to the classroom teacher.

Mashanyare (2014) elucidates that teachers were not paid for services offered during the examination process. He cited factors contributing to school examinations leakage as the use of public transport, lack of security from district examination centres to schools and a demotivated teaching force working resentfully for Zimbabwe Schools Examinations Council (ZIMSEC).

Musarurwa (2011) alleged that since ZIMSEC had taken over the administration of examinations in 1998, standards had fallen and cited a scandal which involved the former Minister of Education's, 14 year old daughter who leaked a Zimbabwe Junior Certificate History examination paper to friends and schoolmates at a high school in Harare in 2004. This was after the then Minister of Education had taken the paper to his home before the examinations had been written.



### **2.3.7 Malawi**

Examination malpractices in Malawi were not only on the increase but had also become sophisticated and nasty. Every year the Malawi National Examination Board (MANEB) had to deal with cases of unscrupulous school administrators, teachers, parents, and students involved in examination fraud. Large numbers of students had their results nullified and some heads of schools and teachers were taken to court or lost their jobs for promoting or getting directly involved in cheating. Some schools had the results of all their candidates nullified and the schools themselves deregistered (Matemba and Yadidi, 2014).

The problem of leakages reached its climax in the 2000 Malawi School Certificate of Education (MSCE) examination when one private school opened examination envelopes and leaked the questions to candidates, and even went on to sell the papers to the public. The government responded by cancelling the whole examination and ordering MANEB to re-do the entire process of developing and administering the examination. This was not only costly to government but also had a devastating effect on the entire school calendar. Furthermore MANEB's reputation as a credible examining authority was negatively affected (Matemba and Yadidi, 2014).

In response to the escalating incidence of these malpractices Malawi School Certificate of Education in collaboration with other concerned stakeholders like the police, the Anti-Corruption Bureau and the parent Ministry of Education, Science and Technology put in place stringent measures to deal with the problem.

## **2.4 Examination malpractices in Zambia.**

This section reviews literature on examination malpractices from within Zambia.

Cheating in examinations is not new in Zambian schools and incidences of examination malpractices in schools have become a major problem. Chileshe (2010) points out that Zambia's education is haunted with examinations leakages as it inherited a highly academic and segregationist education system based on race, intelligence, sex, religion, fees and ethnicity. Over the years the system evolved based on examination as a means of selecting a few Zambians. Consequently, the system began to acknowledge only those candidates who

managed to pass in academic subjects as suitable to proceed for further training. Education reforms after independence and to date can rightly be viewed the ‘anti-colonial disclosure’ perspective (Simwayi, 2015). Furthermore, increased pressure from the community on pupils to perform better in academics regardless of their abilities and academic history encourage examination malpractices. Parents, guardians, teachers, and friends want to see their wards get good marks during the initial years of their education in the hope that they would go to college or universities and get high paying jobs.

ZANIS (2010) reported that Southern Province Education Officer appealed to stakeholders in Namwala District to help the Ministry of Education to prevent any examination malpractices from occurring. The Provincial Education Officer further observed that examination malpractices such as leakages did not only dent the image of the Ministry but also compromised pupils’ academic qualifications and ultimately retarded development in the nation. He appealed to all stakeholders to help prevent examination malpractices if a cadre of qualified pupils was to be produced to steer the country’s development agenda.

A study conducted by Mphanza (2013) revealed that examination malpractices in Zambia were rampant. The study investigated the factors that contributed to Examination Malpractices in Secondary Schools of Kabwe Urban District in the Central Province of Zambia and further looked at the causes and effects of these malpractices and the measures proposed to curb the misconduct.

Namaiko (2013:4) reported that the Government expressed concern at the increasing rate of examination malpractice in which 316 cases were recorded during the 2012 Grade 12 examinations compared to 267 cases in 2011 and 253 in 2010 countrywide. The Ministry of Education, Science, Vocation Training, and Early Education Minister said cases of examination cheating in 2012 involved six teachers and 310 candidates where 75 per cent were for General Certificate of Education (GCE) while 25 per cent were internal candidates. The nature of malpractice cases involved assistance, having prior knowledge of the examination and smuggling of foreign materials into the examination room and directed the Examinations Council of Zambia (ECZ) to work towards eliminating examination malpractice in examination process at the setting, distributing, administering, marking and

processing stages. The Minister appealed to the members of the public to be diligent and vigilant in assisting the Ministry to eradicate the vice.

Simwayi (2015) further states that trends in examinations malpractices since 2008 had been rising. He outlined the increase in the trend of Grade 12 malpractice cases dealt with by the ECZ for the period of five years from 2009 to 2013 as indicated in table 2.1.

**Table 2.2: Cases of Grade Examination Malpractices in Zambia between 2009 and 2013**

YEAR	NO. OF CASES
2009	89
2010	250
2011	239
2012	311
2013	421

*Source: Simwayi (2015:79)*

Adam (2014:1) reported that 39 grade 12 pupils were arrested in Lusaka over suspected examination malpractices. The pupils from Munali, Kabulonga, and Lusaka High Schools were rounded up by Police and Examinations Council of Zambia officers in Mtendere Compound at a house where a teacher was guiding them through a leaked English examination paper. The pupils were paying K500 to a teacher to access the leaked paper Adam (2014).

The police in Ndola arrested two teachers of a named Private School for being in possession of suspected leaked grade nine examination papers. The Police recovered 33 examination papers of different subjects from the suspects (Nondo, 2015: 2).

Chanda (2015:1) reported that in Kapiri Mposhi 30 people comprising 13 teachers; nine pupils and eight businessmen were apprehended charged with examination malpractices over Grade 9 leaked examination papers. The examination papers were stolen from a named

Basic School in Kapiri Mposhi in Central Province as the head teacher and three other teachers allegedly connived and sold the examination papers to other schools and individuals. The teachers were also charged with theft by public servant. Maheka (2015) noted that candidates in the rural parts were likely to be victims of examination malpractice. This was so because examination materials were delivered to these rural parts beforehand and that could tempt candidates to break in and access these materials before the actual examination days.

The Examinations Council of Zambia (2014) revealed that stakeholders in the education sector had pledged to institute a vigorous campaign to stamp out examination malpractices in the future school examination sessions. This was agreed upon during a high level Consultative Meeting held at Inter-Continental Hotel on 27<sup>th</sup> March 2014. At the same meeting, the Council Chairperson commended Examinations Council of Zambia staff for leaving no stone unturned in an effort to curb examination malpractices. He appealed to the Examinations Council of Zambia Management to strive to clean the examinations administration processes and systems of various suspected examination malpractices such as manipulation of results and the printing of the Examination Question Papers for the candidates with Special Educational Needs (SEN). He further appealed to the Ministry of Education to take punitive action against teachers who engaged in Examination Malpractices and improve on the sealing of tamper evident envelopes by the printer to avoid malpractices.

The General Education Permanent Secretary, on 2<sup>nd</sup> October, 2015, during the launch of the Grade 6 Assessment Scheme and Guidelines for the Management of Examinations in Zambia warned against any involvement in examination malpractices. He said that the Ministry was not going to take kindly to any involvement by members of the public, officers, teachers, and candidates in malpractices and that they were to face the law. The Permanent Secretary further announced that those caught would not have their results processed. At the same event, the Examinations Council of Zambia Director said that the Examinations Council had made weighty strides in eradicating examination malpractices (Mulenga, 2013).

The role of teachers in the management of examinations in Zambia seems to have a lot of lapses. Most cases of examination malpractices involve teachers and those in the private schools have also taken a leading role as the literature indicates. Candidates who manage to pass the academic subjects are the ones suitable for further training and subsequent entry into tertiary education and as a result any other candidate would want to resort and find means of acquiring the required grades easily. Hence, candidates engage in unethical means to acquire good grades. The reason is not justifiable because it makes some candidates have easier means of obtaining higher marks than others.

Most of the studies concentrate on investigating the causes, effects, and factors contributing to high levels of examination malpractices while also focusing on the measures taken to get rid of the scourge. None of the studies above have assessed the role of teachers in the management of Examination Malpractices in schools. All the studies have rightly exposed the involvement of teachers in examination malpractices and worse when school authorities are also part of the scourge. Mphanza (2013) recommended a study to be undertaken on the quality input of teachers and upgrading of Teachers' Colleges of Education with training facilities and competent lecturers.

## **2.5 Chapter Summary**

This chapter reviewed related literature across the globe on the examination malpractices in schools. The studies revealed that cases of examination malpractices were on the rise and there were seemingly many studies done in Nigeria than any other nation in Africa. Examination malpractices have also evidently taken another twist by the abuse of technology and students in many countries are now abusing the technological devices all done to ensure they pass the examinations. This element coupled with the involvement of parents and other relations in aiding candidates as observed in India and Nigeria has scaled up the scourge making governments efforts in curbing the vice very difficult. It is evident that a lot has been documented on examination malpractices throughout the world. However, there is little documentary evidence on the role of teachers in the management of examinations malpractices in schools. The next chapter will then outline the methodology and methods used in the study.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1 Introduction**

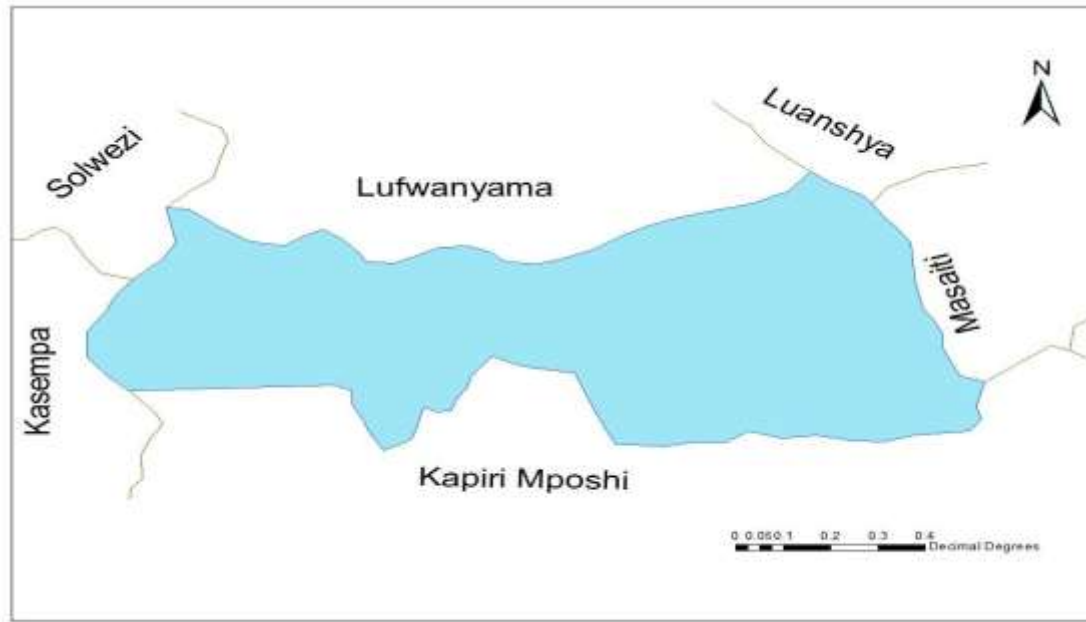
The previous chapter reviewed literature from different scholars and nations. This chapter will now outline the methodology and methods that were used in the study and these were the research design, the population, sample, sampling techniques, research instruments used, data analysis and the ethical protection of participants used for collecting data.

#### **3.2 Research Design**

A case study research design using the qualitative approach was used to allow the researcher to interact with the research participants in order to collect in-depth data. According to Ghosh (2004) a research design is regarded as an arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance with the research purpose.

#### **3.3 Study Area**

The study was conducted in Mpongwe District on the Copper belt Province of Zambia in six schools namely Mpongwe Boarding, Mpongwe Day and Kanyenda secondary schools including Kalweo, Mfulabunga and St Theresa primary schools. Mpongwe District borders Central province with Kapiri Mposhi and North-Western province through Solwezi and Kasempa as indicated in Figure 3.1.



*Source: Electoral Commission of Zambia, 2016*

**Figure 3.1: Map of Mpongwe District**

### **3.4 Pilot Study**

A pilot study was carried out at Bwembelelo Primary and Chintimfu Secondary Schools and was representative of teachers, head teachers, and parents with the similar features of the category on which Focus Group Discussion guides, questionnaires, and interview schedules were used.

A pilot study was conducted to ensure that items found in the questionnaires and other instruments asked what needed to be found out in order to improve on validity and reliability. White (2005) points out that on the basis of the responses from the pilot study, interpretation of the questionnaires by participants ensures reliability of administering of the final study.

### **3.5 Population**

Officials from the Examinations Council of Zambia, District Education Board Secretary's Officers, teachers, head teachers, and parents of Mpongwe District constituted the population.

### 3.6 Sample Size

For the purpose of this study, a total sample of 50 participants was involved from the selected schools, comprising 36 teachers, six head teachers, six parents, and two Ministry of Education officials (one DEBS, and one ECZ) who were selected according to their responsibilities.

### 3.7 Sampling Procedure

Random sampling procedure for school teachers and purposive sampling for head teachers, DEBS official, ECZ official, and parents were used. Six names from the list of all teachers from each school were randomly selected to make a total of 36 teachers to participate in the study. While purposive sampling was used for six school head teachers, one DEB official, one ECZ officials and one parent from each school PTA executive and interviewed separately as informants making a total sample of 50 participants as indicated in Table 3.1 and 3.2. The study targeted both female and male teachers who had served at the school for more than five years and those below five years were not involved to exclude bias of the results.

**Table 3.1: Participants from Schools**

School	Teachers		Head Teachers		Parents		Total
	M	F	M	F	M	F	
Kanyenda Secondary	3	3	-	1	1	-	8
Mpongwe Day Secondary	3	3	1	-	1	-	8
Mpongwe Boarding	3	3	1	-	-	1	8
St Theresa's Primary	3	3	1	-	-	1	8
Mfulabunga Primary	3	3	-	1	-	1	8
Kalweo Primary	3	3	1	-	1	-	8
<b>Grand Total</b>	<b>18</b>	<b>18</b>	<b>4</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>48</b>

*Source: Field Data, 2016*



**Table 3.2: Ministry of Education Officials**

<i>Institution/ Office</i>	<i>Official</i>		<i>Total</i>
	<i>M</i>	<i>F</i>	
DEBS	1	-	<b>1</b>
ECZ	1	-	<b>1</b>
<b>Total</b>	<b>2</b>	<b>-</b>	<b>2</b>

*Source: Field Data, 2016*

### **3.8 Instruments for Data Collection**

A research instrument is defined as a tool chosen by the researcher to collect required information (Kothari, 1997). In this study, three research instruments were used and these were: interview schedules, Focus Group Discussion guides, and semi-structured questionnaires to collect data from the participants.

#### **3.8.1. Interview Schedule**

A list of structured questions was prepared by the researcher to collect in-depth data. According to Best (2006) structured questions are a list of questions prepared by the researcher to guide the participants and even help in making follow-ups on unclear responses during the interview. Interviews were conducted to collect data from the Ministry of Education officials (DEBS and ECZ), School head teachers, and parents from the six selected schools in Mpongwe.

#### **3.8.2 Focus Group Discussion Guide**

Focus Group Discussion provides a huge amount of information in a shortest period of time and help triangulate with more traditional form of questionnaires, interviewing, and observation (Kombo and Tromp, 2006).

In order to collect a lot of data within the shortest period of time, a total of six Focus Group Discussions were held with teachers from the selected schools. Each Focus Group comprised six teachers both male and female. Seated on a round table, the researcher used the interview schedule with a number of questions asked to participants. The researcher

ensured that each teacher participated in the discussion and recorded all the responses from each participant. The same procedure was employed in all the selected schools.

### **3.8.3 Semi Structured Questionnaires**

According to Cohen *et al.* (2007) a questionnaire increases the external validity of the study done in the natural setting. A questionnaire allowed the researcher to use the same question items to all the randomly selected teachers from six selected schools. This helped to gather data within a shortest possible time. 36 questionnaires were administered to randomly selected teachers from the six selected schools.

## **3.9 Procedure for Data Collection**

Permission was sought from the University of Zambia, District Education Board Secretary's office, and Examinations Council of Zambia to conduct the study in the selected institutions as per attached appendix 8, 9 and 10 respectively. The researcher introduced and explained the aim of the study to the participants before collecting data. A convenient random and purposive, non-probability sampling technique was used to select the participants for this study and the researcher targeted participants thought to give the data required. Both male and female teachers, as well as male and female parents were interviewed. The Examinations Council of Zambia, District Education Board Secretary officials and head teachers were picked by virtue of their positions held. Head teachers in schools were asked for permission to administer questionnaires and conduct Focus Group Discussions with teachers randomly and conveniently selected. The head teachers were also asked to invite a parent from their PTA executive committees for the interview with the researcher. At the end of the interview 50 participants were involved. The data collection ended when there was information saturation otherwise the interviews would have continued.

### **3.10 Data Analysis**

Data analysis can be described as the process of examining the collected information by deductions and inferences from it. Kombo and Tromp (2006) state that analysis of data can be done qualitatively or quantitatively, for this study, data were compiled, checked and

analysed using thematic analysis with simple tables, figures, and charts generated from excel.

### **3.11 Ethical Considerations**

Permission to conduct the study in schools was sought from the University of Zambia and the DEBS office. The researcher ensured that basic ethical principles guiding the research were observed. Honesty, openness, informed consent, privacy, and confidentiality were upheld.

### **3.12 Summary**

This chapter outlined the methodology and methods that were used in the study. The research design, the population, sample, sampling techniques, research instruments used, data analysis and the ethical protection of participants used for collecting data were outlined. The next chapter will present the research findings on the role of teachers in the management of examination malpractices in selected schools of Mpongwe District in the Copperbelt Province of Zambia.

## **CHAPTER FOUR**

### **PRESENTATION OF RESEARCH FINDINGS**

#### **4.1 Introduction**

The previous chapter outlined the methodology and methods that were used in the collection of data for the study. This chapter presents the research findings on the role of teachers in the management of examination malpractices in selected schools of Mpongwe District in the Copperbelt Province of Zambia. The findings were collected by the application of Henry Fayols' five principles of management namely: to forecast and plan, to organize, to command, to co-ordinate, and to control which focuses on duties of management. The chapter will start by clearly outlining the composition of the participants of the study and prevalence of examination malpractices in schools before the presentation of the findings. The findings are presented in themes according to the following research questions which helped in the collection of data for the study:

- i. What are the examination malpractices occurring during public examinations in selected schools of Mpongwe?
- ii. What is the role of teachers in the management of examination malpractices in the selected schools of Mpongwe?
- iii. What are teachers' perceptions of examination malpractices in the selected schools of Mpongwe?
- iv. What measures are in place to curb examination malpractices in the selected schools of Mpongwe?

#### **4.2 Participants to the Study**

The study involved the teachers and parents as participants while head teachers, the Ministry of General Education officials were used as informants as indicated in Table 4.1.

**Table 4.1: Biographical Data of Participants by Gender**

<b>School</b>	<b>Teachers</b>		<b>Head Teachers</b>		<b>Parents</b>		<b>Total</b>
	<i>Male</i>	<i>Female</i>	<i>Male</i>	<i>Female</i>	<i>Male</i>	<i>Female</i>	
<b>School A.</b>	3	3	-	1	1	-	8
<b>School B.</b>	3	3	1	-	1	-	8
<b>School C.</b>	3	3	1	-	-	1	8
<b>School D.</b>	3	3	1	-	-	1	8
<b>School E.</b>	3	3	-	1	-	1	8
<b>School F.</b>	3	3	1	-	1	-	8
<b>Grand Totals</b>	<b>18</b>	<b>18</b>	<b>4</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>48</b>

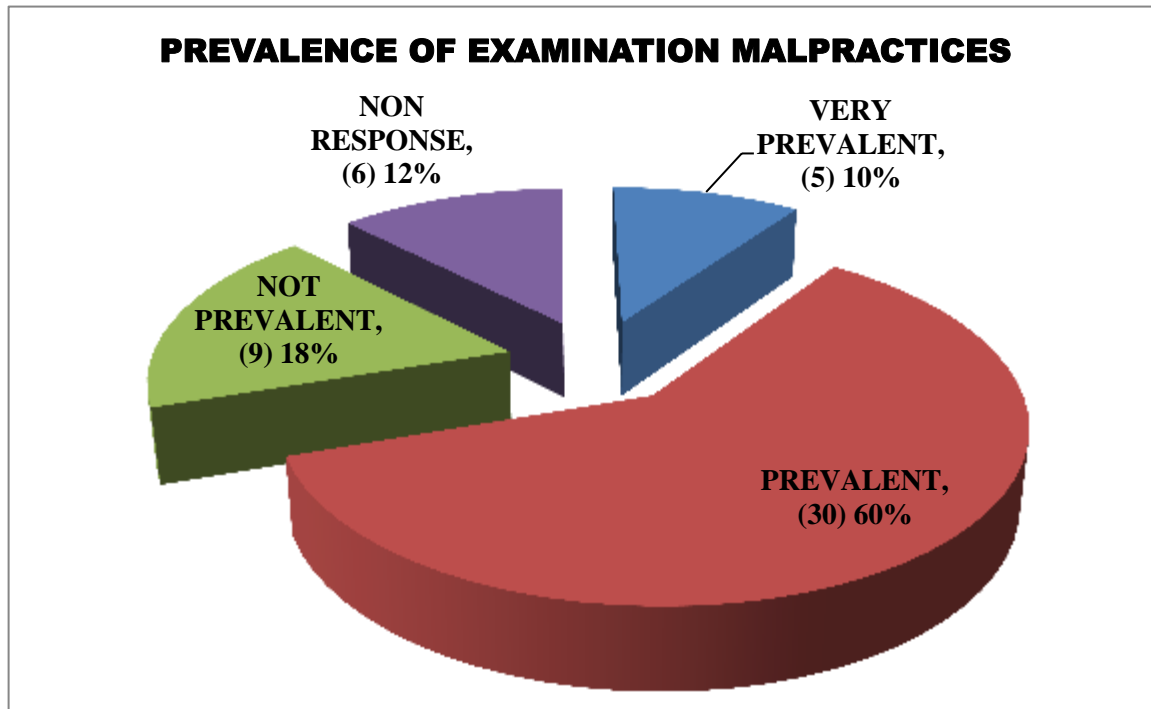
*Source: Field Data, 2016*

The study involved six schools comprising three secondary and three primary schools. There were 48 participants from the schools which included 36 teachers (18 males and 18 females), six head teachers (four males and two females), and six parents (three males and three females). In addition, two Ministry of General Education officials (DEBS and the ECZ) were used as informants for the study making a total of 50 participants.

There were more male than female participants and that was brought about by more male head teachers than female head teachers in the sampled schools. There were 27 male and 23 female participants. The research findings were in line with Simwayi (2015) who revealed that there were 116 female candidates involved in malpractice cases in 2011 against 164 male candidates.

### 4.3 Prevalence of Examination Malpractices in Schools

Asked how prevalent incidences of examination malpractices were in schools, Figure 4.1 illustrates the responses by the rate of prevalence.



**Figure 4.1: Prevalence of Examination Malpractices in Selected Schools of Mpongwe.**

Of the 50 participants, 30 said examination malpractices were prevalent in schools with 5 saying very prevalent and only 9 said the malpractices were not prevalent. Six participants gave no response on the prevalence.

More participants said incidences of examination malpractices were prevalent in schools comprising mainly female participants. Of the 30 participants who said examination malpractices were prevalent, 16 female participants said the malpractices were prevalent as opposed to the 14 male participants. The scenario was the same in the category of participants who said the malpractices were very prevalent as 3 out of the 5 who said the malpractices were very prevalent were female. However, seven male and two female participants said the malpractices were not prevalent with a further four male and two female participants giving no response as indicated in Table 4.2.

**Table 4.2: Responses on the Prevalence of Examination Malpractice in Schools**

CATEGORY OF PARTICIPANT	VERY PREVALENT		PREVALENT		NOT PREVALENT		NON RESPONSE	
	<i>Male</i>	<i>Female</i>	<i>Male</i>	<i>Female</i>	<i>Male</i>	<i>Female</i>	<i>Male</i>	<i>Female</i>
<b>Teachers</b>	01	03	08	12	05	01	04	02
<b>Head Teachers</b>	--	--	03	01	01	01	--	--
<b>Parents</b>	01	--	01	03	01	--	--	--
<b>DEB official</b>	--	--	01	--	--	--	--	--
<b>ECZ official</b>	--	--	01	--	--	--	--	--
<b>GRAND TOTALS</b>	<b>2</b>	<b>3</b>	<b>14</b>	<b>16</b>	<b>7</b>	<b>2</b>	<b>4</b>	<b>02</b>
	<b>05</b>		<b>30</b>		<b>09</b>		<b>06</b>	

*Source: Field Data, 2016*

Of the 36 teachers, four (one male and three females) said the malpractices were very prevalent and 20 (8 males and 12 females) said the examination malpractices were prevalent. While six of them (five males and one female) said there were no examination malpractices in schools with six comprising four male and two female teachers who did not give any response.

One female teacher from School C said:

*The examination malpractices are very prevalent in schools and mostly teachers connive with either parents of the pupils they teach or the pupils themselves.*

In the same manner a male teacher from School A said:

*Examination malpractices are prevalent and are a cancer to society as they compromise the quality of future work force of personnel who cannot perform according to the expectations of their Job description. Teachers contribute a lot to malpractices as they do not prepare the learners adequately for the examinations.*

Of the six head teachers, four said the examination malpractices were prevalent in schools as opposed to two who said they were not prevalent. There were three male headteachers and one female head teacher who said the malpractices were prevalent. While only one male headteacher and one female headteacher stated that the examination malpractices were not prevalent in schools.

However, on the prevalence of examination malpractices in schools, parents said the scourge was very prevalent. One male parent said the examination malpractices were very prevalent in schools with four (one male and three female parents) saying the practice was prevalent. Only one male parent said the examination malpractices were not prevalent in schools. In an interview conducted at School D, one parent said:

*The examination malpractices were rampant in schools though we did not see much in the year 2015.*

The Ministry of General Education officials (DEBS and the ECZ) both said the malpractices were prevalent in schools. The Examinations Council of Zambia recorded fewer cases of examination malpractices as compared to previous years. On the whole, the responses from participants indicate that examination malpractices were prevalent in schools.

Asked who was to blame for the prevalence of examination malpractices in schools; teachers, parents, and pupils were said to be responsible although one teacher from School A said the Examinations Council of Zambia was responsible for examination malpractices in schools. He said:

*Many are the times that we find examination papers that have not been written circulating, making some pupils and teachers to have a preview of the papers before examinations. Who then is to blame? ECZ off-course!*

The teacher's response was pointing to the Examinations Council of Zambia mandated to run and manage the examinations in the country as being responsible for examination malpractices in schools.



#### 4.4 Types of Examination Malpractices practiced during Public Examinations in Schools

This section explores the types of examination malpractices practiced during public examinations in the selected schools of Mpongwe District.

- a. Asked on the types of Examination malpractices practiced in schools, teachers, head teachers and parents' responses were as tabulated in Table 4.3.

**Table 4.3: Types of Examination Malpractices Occurring during Public Examinations in Selected Schools of Mpongwe**

<b>PARTICIPANTS</b>	<b>RESPONSES ON TYPES OF EXAMINATION MALPRACTICES PRACTICED</b>
<b>TEACHERS</b>	<ul style="list-style-type: none"> <li>• Pupils hiding some written materials in their mathematical sets, neck ties, and under wear.</li> <li>• Pre-written answers on their bodies like thighs, hands and inside of their palms.</li> <li>• Writings on rulers</li> <li>• Teachers leaking the examinations</li> <li>• Candidates copying from others in the examination rooms.</li> </ul>
<b>HEAD TEACHERS</b>	<ul style="list-style-type: none"> <li>• Pupils smuggling foreign materials into the examination rooms.</li> <li>• Teachers helping candidates during examinations.</li> <li>• Teaching a day before examinations.</li> </ul>
<b>PARENTS</b>	<ul style="list-style-type: none"> <li>• Pupils and parents paying teachers to solicit for help during examinations.</li> <li>• Teachers sexually abuse female pupils as they are promised to be assisted during the examinations.</li> </ul>
<b>DEB OFFICIAL</b>	<ul style="list-style-type: none"> <li>• Assisting candidates during examinations.</li> </ul>
<b>ECZ OFFICIAL</b>	<ul style="list-style-type: none"> <li>• Aiding candidates during examinations.</li> <li>• Breaking strong rooms to steal and sell examination papers.</li> </ul>

*Source: Field Data, 2016*

The forms of examination malpractices in schools pointed at the teachers' role in the management of examinations. Female teachers were freer to state the forms of examination malpractices than male teachers while the opposite was the case with parents as male parents easily stated the prevalence and forms of examination malpractices in schools. One male parent from School F said:

*Some parents and pupils organise and pay teachers money asking them to help their children during examination and we see that happen in most schools.*

Similarly, another male parent from School A said:

*Inshita yamashindano tulamona abana besukulu ukulaya mu Kusambilila, na icabipishapo cakuya na ubushi ati mukubelenga. Elyo bakafundisha abaume balaulungana nabana besukulu abakashana*

*(During examinations we see a lot of pupils doing a lot of tuitions and sadly others even at night claiming to be studying. In such cases some male teachers sexually abuse female pupils).*

Some parents connive to pay teachers money so they could help their children during examinations. The scenario that shows parents as also being involved in examination malpractices. Some male teachers were said to organise tuitions, teaching pupils and in the end sexually abusing school girls promising to help them during examinations.

- b. Asked if teachers contribute to incidences of examination malpractices in schools, participants' responses ranged from 'Yes' to 'No' as indicated in Figure 4.4.

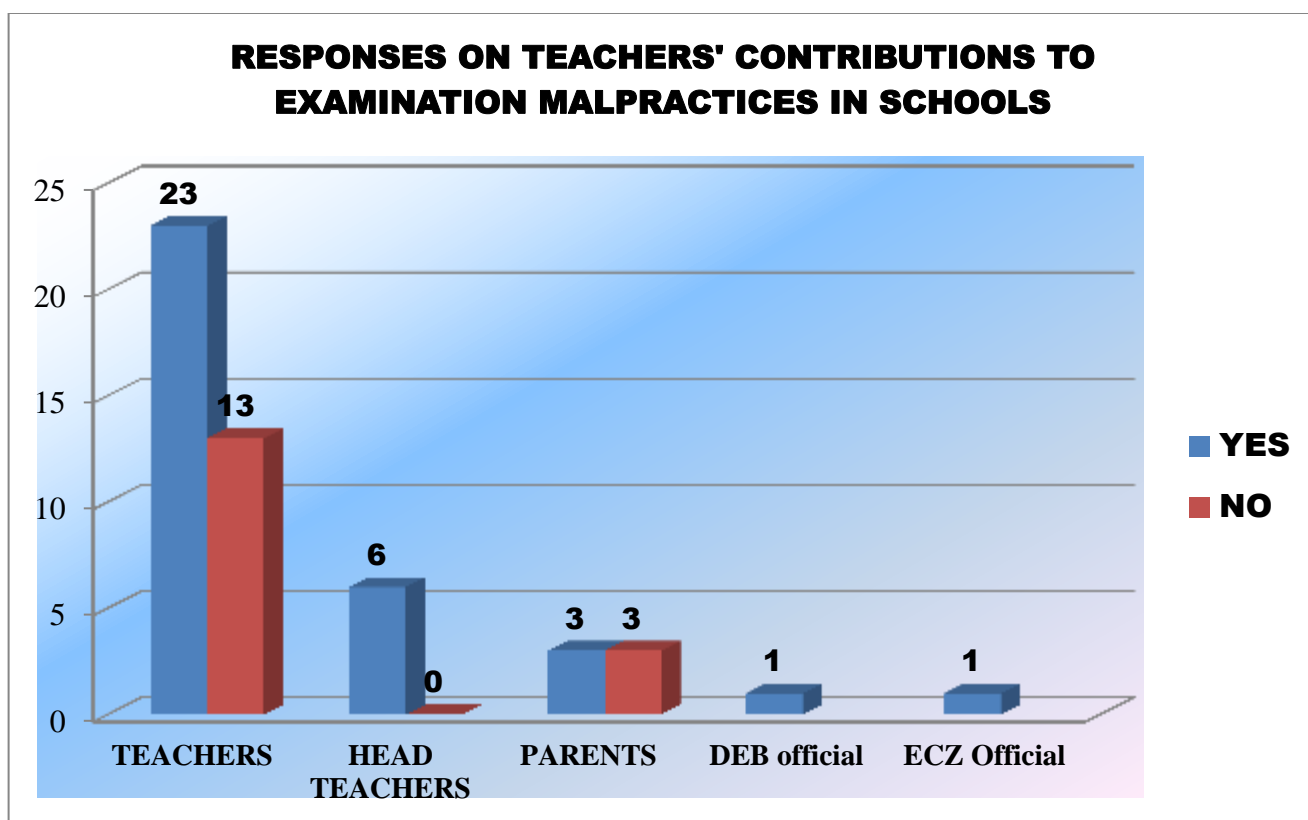
**Table 4.4: Responses on Teachers Contribution to Incidences of Examination Malpractice in Schools**

PARTICIPANTS/ INFORMANTS	RESPONSES				TOTAL
	YES		NO		
	Male	Female	Male	Female	
Teachers	07	16	11	02	36
Head Teachers	04	02	--	--	06
Parents	02	01	02	01	06
DEB Official	01	--	--	--	01
ECZ Official	01	--	--	--	01
GRAND TOTALS	15	19	13	03	50
	34		16		

*Source: Field Data, 2016*

Of the 50 participants, 34 (15 male and 19 female participants) representing 68% said teachers contribute to incidences of examination malpractices in schools. The 34 (15 male and 19 female) participants included 23 teachers, six head teachers, three parents, the two Ministry of Education officials (from the DEBS office and ECZ) while the 16 participants representing 32% comprising 13 teachers, and three parents said teachers did not contribute. Figure 4.2 illustrates participants' responses on whether teachers contribute to incidences of examination malpractices in schools or not.

The majority, 19 of the 34 participants who said examination malpractices were contributed by teachers were female, with 15 male participants saying teachers played a part in incidences of examination malpractices. In the same vein, more male participants 13 of the 16 said examination malpractices were not contributed to by teachers. All the six head teachers (three male and three female) including the DEBS and ECZ officials said teachers contributed to incidences of examination malpractices in school.



**Figure 4.2: Responses on Teachers' Contributions to Incidences of Examination Malpractices in Selected Schools in Mpongwe**

Out of the 36 teachers, 23 of them said teachers contributed to incidences of examination malpractices while 17 said teachers did not contribute. However, all the six head teachers interviewed said teachers contribute to incidences of examination malpractices in schools with three parents affirming and three saying that teachers did not contribute. One male parent from School A asserted that teachers contributed to incidences of examination malpractices in schools and said:

*Bambi ba kafundisha abaume balanyengelela utubana  
twesukulu utukashana, **nawishiba umo ndelosha**.....!  
Balalomba ukuulungana nabena na ukubalaya  
ukubalangako ilyo bakalalemba amashindano.*

*Nelyo limo, bakasukulu abakashana nabo bene  
balapalamina saana bakafundisha abaume na ukubeba  
ati, Sir mukatulangeko ilyo tukalalemba amashindano.*

*(Some teachers entice female pupils, **you know what I mean**.....! They ask for sex and promise to assist them during examinations.*

*Although, sometimes female pupils also they come too close to male teachers asking for favours during examinations)*

The ECZ official said:

*Teachers contribute to incidences of examination malpractices by aiding the candidates during the examinations. Negligence in the storage and administration of examinations and the persons living in Zambia are to blame.*

The Ministry of Education officials (DEB and ECZ) both said teachers contributed to incidences of examination malpractices in schools.

#### **4.5 The Role of Teachers in the Management of Examination Malpractices in Selected Schools of Mpongwe.**

Participants outlined a number of roles of teachers in the management of examination malpractices in selected schools of Mpongwe. The following were said to be the roles:

- a. Follow Examinations Council of Zambia guidelines for examinations
- b. Searching of candidates before entering in the examination rooms
- c. Ensuring that the seating arrangement is according to the ECZ guidelines of one metre apart.
- d. Collecting, distributing and sealing of examination papers in company of others; supervisors, candidates, security officers and community members
- e. Teacher to report any suspected examination malpractices noticed in schools.
- f. Teachers must teach and prepare the learners adequately for the final examinations.

Asked what the role of teachers was in the management of examination malpractices in schools, the ECZ official said:

*Their roles are as defined in the Guidelines for the Administration and Management of Examinations in Zambia.*

A male teacher from School B said:

*The roles of teachers in the management of examination malpractices are clear and straight forward. Every year before examinations, the DEBS makes sure that briefings are conducted to all teachers; invigilators, supervisors and school administrators highlighting their roles during the examinations.*

All the participants were able to clearly state the roles of teachers in the management of examination malpractices in Schools. Even parents did point out some general roles of teachers as one male parent from School B said:

*Bakafundisha balikwata umulimo uukalamba sana uwakumona ukuti abana besukulu balelemba amashindano ukwabula icimfulunganya. Bafwile ukumona ukuti bonse abana besukulu balelemba amashindano ukuiibomfesho amano yabo ukwibukisha ifyo bakafundisha balefunda. Abana besukulu tabafwile;*

- *ukula kopa kubanabo*
- *ukwiingila muma shindano na utupepala utwalembwapo*

*Na ukumona ukuti bakafundisha balekonka ifyalembwa paku lembesha abana besukulu amashindano.*

*(Teachers have a lot of work to see to it that learners at school write their examination without confusion. They should see to it that all learners write using their own knowledge by recalling what teachers taught them. Learners should not;*

- *copy from their friends*
- *enter examination rooms with pre-written papers*

*Teachers should just follow the rules and regulations of the examinations).*

#### 4.6 Teachers' Perception of Examination Malpractices in Selected Schools of

##### Mpongwe

On the teachers' perception regarding the examination malpractices in school, teachers gave a number of them as follows:

- i. Examination malpractices contribute to poor results of learners especially at Grade nine
- ii. The examination malpractices have negatively affected the performance of pupils in schools.
- iii. The examination malpractices are bad as most pupils do not concentrate on school work in anticipation that leakages will be provided.
- iv. It is a sign of lack of preparation by both teachers and learners.
- v. Examination malpractices are detrimental.
- vi. The malpractices are not a fair and normal way of conducting examinations in schools.

Of the 36 teachers who answered the questionnaires, 25 said examination malpractices negatively affected the performance of the learners in schools, 30 of them said examination malpractices came as a result of teachers and pupils not preparing adequately for the examinations. 28 said pupils lack concentration to school work as they focused on examination leakages. Only one teacher said the examination malpractices contributed to poor results of learners especially at Grade 9.

During the Focus Group Discussions, one male teacher from School B said:

*Examination malpractices should not be entertained at all costs as they make learners not to concentrate in their academic work. One would find learners playing around and giving us headaches because they know that at the end of the day, they will be provided with examination leakages.*

In addition, one male head teacher from School C said:

*Examination malpractices do not give us peace, we do not sleep during examinations as the security of examinations are at stake.*

*Every time we turn our ears to the ground thinking maybe some people including fellow teachers could be planning anything to compromise on the examinations' safety and guidelines.*

Although, some teachers could not state their perception on the examination malpractices in schools as they answered the questionnaires, they were able to speak their minds for other schools during Focus Group Discussions.

However, a male head teacher from School F said:

*Some look at examination malpractices as a detrimental thing while others see it a fair and normal way of tackling examinations.*

He went on to say that:

*The fight for recognition at the district and province as having done better, some teachers and head teachers arrange to help candidates during examinations.*

The finding was in line with a study done in Ghana by Folson and Awuah (2014) who revealed that 99.93% pass rate recorded in 2012 was a clear anomaly that made every concerned educator know that cheating was being encouraged in huge proportions even by people in high office of government as a means to cover for the poor attention given to the basic students.

However, teachers' responses revealed that much of the examination malpractices took place in other schools than where they were serving. Teachers from one school could talk about the other and vice versa. Teachers' perception of the examination malpractices in schools were also more of what other teachers felt and thought than what they themselves do.

#### **4.7 Measures in place to Curb Examination Malpractices in Selected Schools of**

##### **Mpongwe**

Asked how examinations were being managed to avoid incidences of examination malpractices in schools. The following were the responses given by teachers, headteachers, the DEBS and ECZ officials:



- i. Collection of examination papers from the DEBS office on a daily basis
- ii. Keeping of examination materials in the strong rooms
- iii. Seating arrangement strictly being followed that is, one metre apart
- iv. Ensuring that there are two invigilators per examination room
- v. Sealing of examination papers in the presence of fellow teachers, candidates and security officers.
- vi. Teachers are made to complete the syllabus in all the subjects.
- vii. Signing of Candidate Examination Malpractice Declaration Statement forms by the pupils and parents.

These responses were given out during the Focus Group Discussions, questionnaires and through the interviews administered to the teachers, parents, head teachers and Ministry of General Education officials.

Head teachers interviewed said more on the management of examinations in schools while teachers talked more about examination rooms. The head teachers said some of the measures in place to curb examination malpractices in schools include the collection of examination papers from the DEBS office on a daily basis, keeping of examination papers in the strong rooms and ensuring that teachers complete the syllabus within time. However, teachers' responses were that of searching the candidates before examination, strictly following the seating arrangement of candidates of one metre apart, escorting candidates to the toilets and being vigilant during the examination period.

#### **Knowledge about Legislation on Examination Malpractices.**

Asked if there was any legislation guiding the management of examination malpractices in schools and further asked to state the legislation, participants responses varied according to category as indicated in Table 4.5.

**Table 4.5: Knowledge about Legislation on Examination Malpractices**

<b>TEACHERS</b>		<b>HEAD TEACHERS</b>		<b>PARENTS</b>		<b>MINISTRY OF EDUCATION OFFICIALS</b>	
<i>YES</i>	<i>NO</i>	<i>YES</i>	<i>NO</i>	<i>YES</i>	<i>NO</i>	<i>YES</i>	<i>NO</i>
29	07	06	00	02	04	02	-
<b>36</b>		<b>06</b>		<b>06</b>		<b>02</b>	

*Source: Field Data, 2016*

Of the 36 teachers, 29 said there was a piece of legislation guiding the management of examination malpractices while seven said there was no piece of legislation. All of the six head teachers interviewed said legislation guiding the management of examination malpractice was in place. Out of the six parents interviewed only two said the legislation was in place and four of them said there was no legislation.

However, none of the participants except the DEB and ECZ officials were able to state what the legislature articulates. Saying ‘yes’ was enough while stating what was enshrined in the ECZ Act proved difficult. All the teachers and parents that said there was a piece of legislature guiding the management of examinations in schools never stated what the legislature was.

Teachers, head teachers, parents, the DEBS and ECZ officials were asked what could be done to curb examination malpractices in schools, their responses were as follows:

- severely punish all the people involved in examination malpractices.
- all teachers found wanting must be removed from the payroll or be asked to pay a fine.
- learners involved in examination malpractices must be suspended from the examination for a period of time.
- school administrators and teachers must work together in ensuring that their schools have zero tolerance to examination malpractices in schools.
- school authorities and teachers must educate or sensitise the learners on the dangers of examination malpractices.

- the Examinations Council of Zambia should pay the teachers involved in supervision and invigilation.
- the process of prosecution to be shortened and strengthened.
- swapping of invigilators and supervisors among schools in the district.
- the Ministry of General Education must provide enough teaching staff and teaching and learning materials to schools.
- teachers must encourage pupils to study hard and prepare adequately for examinations.
- all Zambians must be vigilant and take keen interest in investigating and reporting examination malpractices to relevant authorities.

Parents also mentioned what teachers talked about especially on measures of severely punishing everyone involved in examination malpractices and encouraging both teachers and learners to work extra hard. Teachers have to be severely punished if they have to refrain from getting involved in examination malpractices.

A male parent from School A added:

*In curbing examination malpractices in schools, all teachers found wanting must be removed from the payroll or be asked to pay a fine.*

While the ECZ official said:

*To curb examination malpractices in Zambia, there was need to enhance the Act to make malpractices unattractive by stiffening penalties.*

Curbing examination malpractices in schools is the responsibility of not only the teaching staff but the community as a whole. The vigilance talked about should be the concern of every stakeholder in the system. Participants cite stiffer punishment as a way of stamping out malpractices during examinations in schools. All the participants mentioned the aspect of punishing whoever is involved in perpetuating malpractices in schools.

## **4.8 Summary**

This chapter presented the research findings on the role of teachers in the management of examination malpractices in selected schools in Mpongwe District of the Copperbelt Province in Zambia according to the research questions. The chapter began by outlining the biographical data of the participants of the study and prevalence of examination malpractices in schools before presentation of the findings in relation to the research questions. The findings highlighted the types of examination malpractices in schools, then looked at the role of teachers in the management of examination malpractices, reported the teachers' perceptions and the measures put in place to curb examination malpractices in the schools. The five principles of management by Henry Fayol namely forecast and plan, to organise, to command, to co-ordinate, and to control guided the collection of data from the field. The researcher wanted to find out how teachers prepared and planned the management of examinations in schools, how they organised, and commanded, coordinated and controlled the examination process to manage examination malpractices. In the planning phase, the findings revealed that teachers prepared pupils for examinations through teaching, they also attended examination briefings and prepared the examinations rooms before examinations were conducted. They then follow the examination guidelines when commanding, coordinating, and controlling the examination process. The following chapter will therefore discuss the research findings in relation to the research objectives.

## **CHAPTER FIVE**

### **DISCUSSION OF RESEARCH FINDINGS**

#### **5.1 Introduction**

The study aimed at assessing the role of teachers in the management of examination malpractices in selected schools of Mpongwe District of the Copperbelt Province in Zambia. Chapter four presented the research findings in relation to the research questions. This chapter will discuss the research findings to address the following objectives of the study:

- i. to investigate the examination malpractices occurring during public examinations in the selected schools of Mpongwe District.
- ii. to assess the role of teachers in the management of examination malpractices in the selected schools of Mpongwe District.
- iii. to find out teachers' perception of examination malpractices in schools of Mpongwe District.
- iv. to establish the measures put in place to curb examination malpractices in schools of Mpongwe District.

#### **5.2 Prevalence of Examination Malpractices in Schools**

This section discusses the prevalence of examination malpractices in schools and is important because it highlights the gravity of the problem in schools. The findings on the role of teachers in the management of examination malpractices hinges on this issue.

The findings on the prevalence of examination malpractices in schools revealed that of the 50 participants, 30 said examination malpractices were prevalent in schools with five saying very prevalent and only nine said the malpractices were not prevalent. Six participants gave no response on the prevalence.

The teachers' responses were gotten from the questionnaires as well as the Focus Group Discussions. Their responses varied according to what the schools experienced, the majority of the teachers said incidences of examination malpractices were prevalent in schools

comprising mainly female participants. Of the 20 teachers who said examination malpractices were prevalent, 12 were female teachers as opposed to the 8 male teachers. Similarly, more female teachers said examination malpractices were very prevalent in schools. 3 out of the 4 teachers were female with only one male teacher who said the malpractices were very prevalent.

The findings revealed that teachers were involved in examination malpractices in schools. If teachers were the ones conniving with parents of the candidates then their role in the management of examinations leaves much to be desired. When teachers worked in collaboration with parents and candidates defeated the purpose of examining the candidates and signified that teachers did not prepare their candidates enough for the final examinations. Such collaborations where teachers, parents and pupils were involved in examination malpractices was in line with Ojonemi *et al.* (2013) in Nigeria who revealed that examination malpractice had been embraced by all; people no longer saw it as a crime any longer, both the old and young engage in the crime, they no longer see examination as what candidates could sit and pass on their own unless they were helped. The scourge was the order of the day in primary and secondary schools.

Interviews were conducted on the head teachers and in this category of participants, no head teacher said the examination malpractices in schools were very prevalent although 4 of the 6 head teachers said malpractices were prevalent and only two headteachers said the malpractices were not prevalent in schools.

Parents also revealed what took place in schools during the examinations. In contrast to teachers within the schools who said that the prevalence of the malpractices was not there while others expressed no idea of the scourge, five of the six parents said there were examinations malpractices practiced during examinations in schools.

While some teachers and head teachers could not state the prevalence of examination malpractices in schools, the DEBS and ECZ officials said the malpractices were prevalent in schools. The prevalence of examination malpractices in schools was in contrast with the Examinations Council of Zambia mission statement of “Providing an effective and efficient system for setting and conducting assessments of comparable international

standards” Chapi (2013: 1). The cause for which the Examinations Council of Zambia as an institution was set is diluted especially that the effectiveness and efficiency of the assessment process to meet the comparable international standards.

The prevalence of examination malpractices in schools threatens the integrity of the body entrusted with the responsibility to conduct examinations in the nation. Examination malpractices at any level of education possess the greatest threat to the validity and reliability of any examination and consequently to the authenticity and recognition of certificate issued (Mulenga, 2013).

Jokthan (2013) explains that in China learning outcome is determined with a view to assessing performance and attainment. Assessment of learning is done to determine what has been learned and also for decision making with respect to selection of candidates for either higher studies or job placement. It is the end product of examination results which naturally determine what will happen to candidates. However, if candidates get into vices of cheating to score higher marks for the sake of being employed, their competencies, and work output are compromised due to lack of necessary knowledge and skills. A candidate with good results gotten from the use of unfair means may be absorbed in higher institutions of learning and later various industries expected to perform according to expectations of the institutions. For example, people may work in health institutions taking care of the health affairs of the general public expected to correctly prescribe medicines to patients. People’s health and the nation at large could be at risk because the people employed may not have the required knowledge and skills to prescribe medicines correctly and perform their duties diligently. This applies to other institutions and industries and sadly when employed as teachers may reinforce examinations’ malpractices in schools while failing to teach the children because they are not competent.

### **5.3 Examination Malpractices Occurring during Public Examinations in Schools.**

This section will discuss examinations’ malpractices practiced during public examinations in schools. The responses were from the teachers, head teachers, and parents including some Ministry of General Education officials at DEBS office and Examinations Council of Zambia.

The research findings were in line with Chapi (2012) who pointed out that the nature of examination malpractice experienced had consistently taken in the following forms; smuggling of unauthorised materials by candidates into the examination rooms, external assistance, impersonation, copying, collusion, electronic devices and the use of vulgar language in the scripts by some candidates which is becoming common. Namaiko (2013) in his article 'Grade 12 Results Out as State Worries about High Examination Malpractice' added that in some cases, the examination papers were stolen through break-ins hence giving candidates access to examination papers before they were written.

The forms of examination malpractices as outlined by the participants pose a danger and put the role of teachers in the management of examination malpractices in schools to test. When teachers leak the examinations, assist some candidates and allow pupils to copy, candidates who have been assisted have an added advantage over others. The process means that the teacher goes against the laid down rules and regulations of the examinations' process. The World Bank Group (2001) states that malpractice in public examinations is a deliberate act of wrong doing, contrary to official examination rules, and is designed to place a candidate at an unfair advantage or disadvantage. Since examinations have a role to play for the purpose of selection and genuinely selecting right the candidates with the required skills and knowledge, teachers, have a duty to ensure that no candidate has undue advantage over the other. Examination management requires arranging and organizing the human resources needed for smooth examination conduct.

Furthermore, some male teachers expressed concern especially on searching of female candidates who were said to be difficult and mostly the ones found cheating during examinations. Writing on their body parts poses a challenge on both male and female teachers as invigilators to thoroughly search them amidst human rights and sexual harassment. The female candidates were said to be mostly the ones in the fore front of examination malpractices than the male candidates. The research findings were supported by Chapi (2012) who revealed that there were more female candidates involved in malpractice cases as compared to male candidates and that there were more General Certificate Examinations' (GCE) candidates than the internal ones. A study by Achio (2012:151) revealed that the common forms of examination malpractices in Nigeria included writing on



items (100%) and on candidates' bodies (83.3%). Candidates writing on their body parts were a common practice in schools and mostly practiced by female candidates. The research findings were an indication that teachers have to diligently execute their duties as invigilators. When female candidates write on their body parts, female teachers have to search and ensure no candidate enters the examination room with prewritten things on their bodies. The numbers presented in percentages of candidates writing on items and their bodies were high in Nigeria and that questions the role of the teacher in the management of examinations.

Examinations at Grade 7, 9 and 12 are part of preparation of individuals for further education and future employment. Therefore, teachers need to ensure that they protect their integrity by producing people capable to perform in various institutions that may employ them. Mashanyare (2014) indicate that examinations are used as a tool for objectively evaluating and assessing students' learning outcomes, ability to demonstrate knowledge, understanding, and potential for other employment skills development. Actions and practices that undermine the credibility of examinations pose a serious threat to the quality of the education system and the attainment of its selective goals. Examination leakages are an example of such actions that threaten the integrity of examinations and damage the authority of those responsible for conducting them. This is against the ECZ vision of providing accurate and timely assessment and certification systems reflective of the competencies of learners and the education system in a prospering economy (Chapi, 2012).

Examination malpractices during examinations included pupils smuggling foreign materials into the examination rooms, teachers helping candidates during examinations and sometimes teachers teaching during examination were among the practices cited mostly by head teachers. However, the practice of smuggling foreign materials into the examination room and the aspect of teachers helping candidates during the examination were also cited by teachers. It became evident that teachers had a task ahead of them as far as searching of candidates before examinations were concerned. The aspect of allowing smuggled materials into examination rooms by candidates signified some mutual arrangement between the teachers as invigilators and candidates. One would therefore, conclude that teachers were perpetuating examinations malpractices in schools.

Sharing the same concerns with teachers and head teachers, parents brought two critical issues of pupils and parents paying teachers to solicit for help during the examinations and male teachers sexually abusing female candidates with the view of aiding them during the examinations. The findings are in line with Folson and Awuah (2014) who revealed that, in Ghana, examination malpractice is mostly in the form of students smuggling foreign materials into the examination room but this had transmogrified into more complex forms which was conspiracy cheating involving teachers, invigilators, supervisors, and even proprietors of schools. The latter is a concern because headteachers also have a role to ensure that issues surrounding examination malpractices were seriously dealt with. It may be true in the sense when schools whose pupils perform better are praised, headteachers whose pupils do not perform well pursue their teachers to aid pupils during examinations. They do that to avoid being blamed for producing bad results. However, the move by the District Education Board Secretary in Mpongwe District of swapping teachers among schools during invigilation could curtail such incidences.

Regarding the aspect of male teachers abusing female pupils, it is unethical for teachers to take advantage of the pupils because they need help them during examinations. Teachers are expected to exhibit good judgment, maturity, and professionalism in their work and not to satisfy their sexual desires with pupils. Instead, teachers should mentor and help pupils in their school work early enough before examinations. Teachers should be role models to their pupils and not abuse that relationship. Pollock (2007) states that a person holding a public office shall not act in a manner, or be in a position, where the personal interest of that person conflicts, or is likely to conflict with the performance of the functions of the office. The teaching profession just like that of politics and the clergy involves public trust, which means members of the teaching profession are appointed guardians of the public interest (Pollock, 2007).

However, the Ministry of General Education officials categorically stated that teachers help candidates during examination. On the disclosure of examination questions, the Law of Zambia Cap 137, (*Act No. 13 of 1994*) is very clear as it states that;

*Any person who, without lawful excuse, discloses to any person any examination question or any information relating to the contents*

*of any examination paper, shall be guilty of an offence and shall be liable, upon conviction, to a fine not exceeding twenty five thousand penalty units or to imprisonment for a term not exceeding five years, or to both.*

Common from all the participants was the aspect of teachers as invigilators and supervisors helping the candidates during examinations. The role of teachers in the management of examination malpractices is then questionable as they are the ones specifically charged with the responsibility of ensuring that no form of malpractice is entertained before, during and after the examinations.

Head teachers, parents, the DEBS and ECZ officials also pointed at the teachers as the ones contributing to high incidences of examination malpractices in schools. All the six headteachers, three parents including the DEBS and ECZ officials affirmed to the fact that teachers contributed to incidences of malpractices during examinations in schools. If headteachers, parents and the Ministry of General Education officials were all pointing at the teachers in contributing to high incidences of examination malpractices, then the research findings were clear that teachers were significant in stopping the examination malpractices in schools.

Though the study revealed that teachers largely contributed to incidences of examination malpractices in schools, pupils and parents were also part of the scourge by accelerating the malpractices in schools. However, teachers are key in ending the examination malpractices in schools by not allowing candidates smuggling foreign materials into examination rooms, copying, and by not aiding candidates during examinations.

#### **5.4 The Role of Teachers in the Management of Examination Malpractices in Selected Schools of Mpongwe District.**

This section discusses and assesses the research findings on the role of teachers in the management of examination malpractices in selected schools of Mpongwe District.

Participants' responses on the role of teachers in the management of examination malpractices were clearly outlined in the 2015 Examinations Council of Zambia Guidelines for the Administration and Management of Examinations in Zambia. The guidelines

elaborate on issues surrounding the management of examinations before, during and after the examinations, highlighting the roles of all stakeholders involved in the examination process. The Examinations Council of Zambia re-affirms its commitment in conducting examinations of acceptable standards being the responsibility of all stakeholders at all levels.

Every year before the administration of public examinations, all the teachers appointed to invigilate and supervise the examinations are oriented, guided and reminded of their duties and responsibilities during the examinations. The responses from all the participants were pointing to the fact duties and roles assigned to teachers were adequate to manage the examination process and avoid the occurrence of examination malpractices in schools during public examinations.

Teachers are, therefore, primarily the sole personnel to ensure that examination malpractices in schools come to an end. During the examinations briefing, teachers appointed to manage examinations either take an oath or affirmation of secrecy. They sincerely declare and affirm that they will not directly or indirectly, reveal or transmit any information or matter brought under their consideration or made known to them by reason of their service to anyone except with the authority of the Examinations Council of Zambia as outlined in Appendix 7.

Other participants stated that the Ministry of General Education needed to build School Halls in all schools including primary schools if the ideal sitting arrangement of one metre apart was to be attained. This issue arose because some schools lacked space and could not adhere to the Examinations Council of Zambia's requirement of candidates sitting one metre apart in the examinations rooms. The findings of this study are consistent with the study by Ebenuwa (2014) who stated that in Nigeria, lack of motivation of teachers and lack of control over admission often leads to overcrowded classrooms which results into examination malpractices.

Similarly, on the part of pupils and parents, 30 days before each examination, they were meant to sign the Candidate's Examination Malpractice Declaration Statement which also clearly outlines what pupils as candidates are not supposed to do during the examination. Pupils are supposed to abide by the examination regulations as set by the Examinations Council of Zambia and promise not to engage in examinations' malpractice or misconduct.

They further promise not to smuggle foreign materials into examination rooms, copy from others, allow other persons to write on their behalf. In addition, pupils promise to be searched before examinations, failure to comply, they agree to be expelled from the entire examination as outlined in Appendix 8.

The examination process indeed does not leave anyone out. Teachers, pupils and parents are all invited to take part directly or indirectly. The research findings indicated relaxation and negligence on the part of teachers in that examination malpractices were condoned. Even when there were temptations from parents or pupils teachers needed to stand their grounds not only to protect their integrity and image in society but also implant a seed of trustworthy in the candidates.

If the candidates could be found with foreign materials in the examinations, what then is the role of teachers in the management of examination malpractices? Boris and Awodum (2012) cited among other causes of examination malpractices during public examination as poor management of the examinations by invigilators and supervisors, improper preparation of students for the examinations by subject teachers and overcrowding in the examination hall. These causes point to the fact that teachers must ensure strict administration and management of examinations in schools. Teachers must follow the guidelines on the sitting arrangement of candidates.

Examinations Council of Zambia (2011) addresses the concern raised by Boris and Awodum (2012) by clearly stipulating that a minimum of two invigilators shall be appointed for every examination room that shall be vigilant in the course of the duty; at no time should candidates be left without an invigilator. On the sitting arrangement in examinations rooms, the supervisor shall ensure that at least a metre between one candidate and another is observed.

The role of the teacher in the management of examination malpractices in schools is, therefore, very important for the benefit of the nation at large. The importance of education must be realised with the help of periodical assessments like the final examinations. Longwe (1993) defines education as a system through which a society prepares its citizens for their individual, communal and national responsibilities. The community is losing trust

in teachers, a scenario that is not good for both the teaching fraternity and the community at large. Therefore, it is cardinal that both teachers' and pupils' actions of engaging in examination malpractices are not solely for their own benefit but for the future development of the nation as pupils may have acquired necessary skills and competencies to execute their responsibilities well.

Examination administration and management is the process or act of planning, organising, coordinating, commanding and controlling of examination. It begins from classroom teaching, setting of examination questions, administration of examination, marking or grading, to the issuance of certificate. This means that teachers, head teachers and other examination administrators, including pupils and parents are part of examination management. Non adherence to the rules and regulation of examinations is the violation of principles of good examination management by all stakeholders. Pollock (2007) states that teachers have a duty expected of persons who occupy certain roles and obligations taken on when assuming a role or profession. Pupils have to be taught to acquire the necessary knowledge and skills to guarantee them a bright future. Teachers and pupils should ask themselves as to what sort of the system will the teaching fraternity become if every person was engaging in examination malpractices.

The teacher has to maintain his or her position in society by doing the right thing and that is avoiding all sorts of examination malpractices in schools. Teachers have a role to teach and prepare the pupils for examinations to help them achieve better results. Indulging in examination malpractices makes teachers get into conflict with their duties and responsibilities. It becomes very difficult to stop the vices if they as teachers also went to institutions where examination malpractices were the order of the day. With regards to teacher preparation, a study done by Rice (2015) suggests that the reputation of the institution a teacher attended has a positive effect on pupil achievement, particularly at the secondary and college levels. This may partially be a reflection of the intellectual ability of the teacher and identified teacher quality in terms of student performance outcomes. Teacher quality is said to be the most important school-related factor influencing student achievement while school quality is an important determinant of student achievement, the most important predictor is teacher quality.

## 5.5 Teachers' Perceptions of Examination Malpractices in Selected Schools of

### Mpongwe District

This section discusses the teachers' perceptions of examination malpractices in selected schools of Mpongwe District.

With regards to teachers' perceptions of examination malpractices in schools, teachers mentioned the following; examination malpractices contribute to poor results of learners especially at Grade nine; examination malpractices had negatively affected the performance of pupils in schools; the examination malpractices were bad as most pupils do not concentrate on school work in anticipation that leakages would be provided; and that it was a sign of lack of preparation by both teachers and learners. Others said examinations malpractices were detrimental and not a fair and normal way of conducting examinations in schools. In the preparation stage, teachers need to teach the pupils adequately for examinations. Pupils thorough preparations enable them to build confidence and may not resort to examinations malpractices during examinations. In addition, teachers need to inspire and encourage pupils whenever they are teaching as that would help pupils get motivated and approach examinations with confidence.

25 participants said examination malpractices negatively affected the performance of the learners in schools. The reliance on examination malpractices puts off the learners' mind to concentrate on school work. The pupils were said to lack concentration on academic work and just focus on the examination leakages during the examinations. One teacher from School B said:

*Examination malpractices should not be entertained at all costs as they make learners not to concentrate on their academic work. One would find learners playing around and giving us headaches because they know that at the end of the day, they will be provided with examination leakages.*

The findings show that some pupils relax and depend on leakages. Therefore, teachers need to help them understand the implications of examination malpractices in schools.

Assisting candidates during examinations by teachers and other administrators of the examination makes the role of the teacher in the management of examinations doubtful. The aspect of teachers and head teachers aiding candidates during examinations is in reference to what the head teacher from School F acknowledged that school authorities and teachers connive and aid their candidates for fear of being castigated by higher authorities like the DEBS and PEO for not producing good results. This aspect made teachers compromise on their duties and roles as invigilators and supervisors during the examination process. The research findings were in line with Folson and Awuah (2014) in Ghana who revealed that examination officials such as invigilators and supervisors were bribed by candidates, parents, and even proprietors to directly get involved in the misconduct of examinations. The high performing schools use the results to advertise their schools to attract unsuspecting parents or guardians who take their children to those schools.

However, the responses on the teachers' perceptions indicate that the examination malpractices were a vice which was not good for a nation like Zambia. Corrupt practices mentioned in many sectors of the society emanate from the people that were not honest, sincere in their daily activities and examination malpractice was one which made people to take undue courses of action to reach their destination. The research finding was in line with Oredein (2006) who stated that in Nigeria, examination malpractice had a negative effect on the students who were involved in the act. The effects of examination misconduct include inability to perform when employed due to lack of knowledge and competencies. The pupils involved in examinations' malpractices may also be initiated into a system of dishonesty and corrupt practices by which they become hardened and lose the ability to study or work hard in their studies.

## **5.6 Measures Put in Place to Curb Examination Malpractices in Schools of**

### **Mpongwe District.**

This section discusses measures in place to curb examination malpractices in schools of Mpongwe District and further highlight the knowledge about the legislature guiding the management of examinations.



In curbing the incidences of examination malpractices in schools, participants' responses were: collection of examination papers from the DEBS office on a daily basis, keeping of examination materials in the strong room, seating arrangement strictly followed that is, one metre apart and ensuring that there are two invigilators per examination room. Other measures were sealing of examination papers in the presence of fellow teachers, teachers are required to complete teaching the topics in the syllabus in all the subjects before the examinations and pupils and their parents are required to sign the Candidate Examination Malpractice Declaration Statement forms.

The measures outlined by the participants were all meant to ensure that examination malpractices were not tolerated at all cost. The teachers' role is brought in the limelight as regards to their role in the management of examination malpractices in schools.

In every district, schools close to the DEBS office have their examination papers kept by the office and they are required to collect them each examination day. This is done to ensure that teachers, pupils and parents inclusive have no access to the examination materials before examinations. This measure came about due to numerous reports of people breaking into examinations strong rooms in schools stealing the examination papers. However, concerns were still on the schools that were far away from the DEBS office that tend to keep examination papers in their respective schools.

Measures such as strictly following the candidates seating arrangement of one metre apart and allocating two invigilators per examination room are ideal. This is in line with Wilayat (2009) who suggested that invigilators need to be adequate, adequate spacing/ sitting arrangement is necessary to discourage cheating, unannounced visits of examination officers to examinations halls do have an impact. This was further supported by Adams (2013) who suggested and affirmed that it was high time examining bodies looked into the sitting arrangement in the conduct of examinations. He further said it was important that adequate sitting arrangement should be provided during examinations to discourage cheating and suggested an ideal sitting arrangement as illustrated in Figure 5.1.



*Source: Adams (2013:345)*

**Figure 5.1: Suggested Sitting Arrangement during Examinations**

Candidates cannot easily copy from others and when one invigilator goes out, for example, escorting a candidate to the toilet, the second invigilator takes full control and keeps vigil of the examination room. These two measures ensure that the role of the teacher in the management of examination malpractices in schools is strengthened.

The Ministry of General Education has to ensure that teachers are adequate to teach in the schools and schools should be equipped with enough teaching and learning materials aimed at preparing pupils adequately for final examinations. Seating arrangement should be adequate to avoid candidates copying from one another and therefore schools should have school halls where examinations must be conducted. Schools halls may not only allow enough space for candidates but also impede teachers who might have intentions of helping candidates during examinations as many invigilators would be tasked to invigilate in the same school hall.

Building of trust in all stakeholders is very important. Sealing of examination papers in the presence of fellow teachers and candidates builds on that trust. All the teachers and candidates have to ensure that no one takes advantage of the situation to manipulate some candidates' scripts

Cardinal to the preparation for examinations was the aspect of teachers teaching and completing the syllabus in all the subjects in good time. This reduces the reliance on examination malpractices and leakages by both teachers and candidates. When the syllabi are completed in good time and pupils subjected to do adequate revisions, the pupils will write examinations with confidence and find it unnecessary to focus on examination malpractices. The Standards Officers are tasked with the responsibility to monitor teachers in the district to check if they are on course with the syllabi. Teachers are further urged to complete the syllabi by second term of each year.

There is a legislation guiding the management of examination malpractices in schools. However, responses from the majority of the participants indicated that even when they claimed to acknowledge the existence of a piece of legislation guiding the management of examination malpractices, they did not know what the legislature stated. The research findings revealed that many teachers including school administrators did not know what the legislature guiding the management of examinations states. Teachers have deliberately taken it for granted and casually manage examinations in schools without knowing why they invigilate and what it takes when they do not follow the laid down guidelines. Only the Ministry of General Education officials were in a position to state what the legislature guiding the management of examinations outlined.

Central to the findings was that of strengthening punishments for examination malpractice offences by suspending and expelling learners involved in malpractices and teachers should be given stiff punishments. The ECZ official affirmed and said there was need to shorten and strengthen the prosecution process.

Arising from the numerous incidences of examination malpractices in the country, the Examinations Council of Zambia has not relented in fighting the scourge and introduced various measures some of which were the establishment of Examinations Security

Committees. These committees were set up at all levels of the education system. The examinations Security Committees are found at national, provincial, district, zone and school levels taking on board all stakeholders; teacher unions, security personnel, Ministry of General Education and ECZ staff. The committees are charged among other responsibilities to: ensure proper conduct and security of examinations at all levels, monitor and control the proper conduct, administration and management of examinations in conjunction with the Ministry of Education and seal loopholes that are likely to cause examination irregularities (ECZ, 2012).

The Examinations Council of Zambia further introduced the signing of Candidate Examination Malpractice Declaration Statement forms by the pupils and parents 30 days before the examination. The response by the participants was in line with what the ECZ is trying to do to curb examination malpractices in schools. Parents are brought on board to ensure they also sensitise their children on the dangers of examination malpractices in the nation by signing the declaration forms.

Additionally, some participants brought out concerns which needed attention from relevant authorities. They said that the Examinations Council of Zambia must motivate teachers involved in the examination process by paying them for invigilation and supervision of public examinations. Motivation is very important as it allows people entrusted with some responsibilities to work diligently. This is in line with Evans (1986) who said employees have to be motivated and encouraged if they are to achieve desired actions for idealised service delivery. Hence, ECZ as an examination board mandated to manage and conduct examinations must find out the factors that influence individuals to devote their time and energy performing tasks. However, the Examinations Council of Zambia has its own defense on paying of teachers, that invigilating examinations is part of teachers' responsibility and is supported by Circular No. PS 2. (12) of 1987 which states that the establishment of the Examinations Council of Zambia does not mean that all matters pertaining to school examinations will be the sole responsibility of the Council. This is in line with the role of the Ministry of General Education and Culture in the Administration of School Examinations- Grade 7, 9 and 12 (ECZ, 2015).

Examination malpractices are only looked at during examinations forgetting the planning stage which involves teaching and learning that prepares pupils for examinations. Many schools in the rural areas are understaffed and did not have adequate teaching and learning materials which result into ill preparation of candidates for examinations. One measure that calls for attention from relevant officials was the concern raised by some parents and headteachers that teachers did not prepare adequately for examinations compounded by deficiencies like inadequate teaching staff, teaching and learning materials. They said that some schools did not have enough teaching staff and experience difficulties to prepare learners adequately for examinations and in the end resorted to other means to aid their children during examinations. Furthermore, the availability of teaching and learning materials did not only build confidence of the teachers and pupils in the learning process but also makes teachers acquire competencies and knowledge to prepare learners adequately. The Standards Officers need to monitor schools regularly and try as much as possible distribute adequate teaching and learning materials especially to the rural and remote schools.

It is, therefore, prudent to fight the scourge with concerted efforts from all stakeholders. The Examinations Council of Zambia official reaffirmed the institution's commitment and said with a multi-sectoral approach, it is possible to reduce incidences of examination malpractices. All Zambians need to be vigilant and take keen interest in reporting examination malpractices to relevant authorities.

## **5.7 Summary**

This chapter discussed the research findings to address the research objectives of the study. It firstly discussed the prevalence and the types of examination malpractices occurring in selected schools of Mpongwe district before discussing and assessing the role of teachers in the management of examination malpractices. In addition, this chapter discussed the teachers' perceptions of examination malpractices and lastly the measures put in place to curb examination malpractices in schools. The following chapter will conclude and make recommendations based on the research findings.

## **CHAPTER SIX**

### **CONCLUSIONS AND RECOMMENDATIONS**

#### **6.1 Introduction**

The previous chapter discussed the research findings according to the research objectives and this chapter presents the conclusions and recommendations arising from the findings of the study. The objectives were to: investigate the examination malpractices during public examinations in schools, establish the role of teachers in the management of examination malpractice in selected schools of Mpongwe District, find out teachers' perception of examination malpractices in schools of Mpongwe District and establish the measures put in place to curb examination malpractices in schools of Mpongwe District.

#### **6.2 Conclusions**

On the whole, research results revealed that the roles of teachers in the management of examination malpractices are clear and straight forward but due to pressures, relaxation and negligence on their part, examination malpractices are condoned. Amidst their duties and roles there are several types of examination malpractices and that each examination year tends to experience one form of the malpractices or the other. The findings conflict with the set regulations and guidelines of examinations as noted by Makoju *et al.* (2004) that whenever rules and regulations governing the conduct of any examination are not adhered to by parties involved (i.e. candidates and any other person involved in the conduct of examinations from setting the question to the release of result), then one can conclude that an examination malpractice has occurred. The teachers have a role to play to ensure that no examination malpractice as far the administration and management of public examinations are concerned by strictly following the laid down rules and regulations of conducting examinations. If candidates can smuggle foreign materials in the examinations room and copy from one another, where then is the teachers as an invigilator or supervisor tasked to search the candidates and be vigilant during the examination process? The findings indicate that teachers are relaxed and not just doing their work as demanded. Furthermore, if the very teachers who are entrusted with the responsibility to ensure that no candidate has undue

advantage over another, they are again the ones leaking the examinations and aiding the candidates during the examinations, it makes all stakeholders question their role in the administration and management of examinations. Examination management requires adequate planning, organising, commanding, coordinating and controlling with all the materials and human resources needed for smooth examination conduct.

The role of teachers was established to be clear and straight forward and adequate to eliminate the examination malpractices in schools. The management of examination malpractices therefore borders on the teachers as key personnel to stamp out the scourge. This is to affirm the participant's responses on the role of teachers in the management of examination malpractices in selected schools of Mpongwe which were that teachers have to follow the Examinations Council of Zambia Guidelines for the Administration and Management of Examinations in Zambia of:

- i. Searching of candidates before entering in the examination rooms.
- ii. Strictly following the sitting arrangement.
- iii. Distributing and sealing of examination papers in company of other stakeholders; supervisors, security officers and community members.
- iv. Teachers to report any suspected examination malpractices noticed in schools.

However, even when the roles are clear and straight forward, teachers and schools that produce poor results are reprimanded and hence resort to unfair means of aiding candidates during examination to avoid further blame on them. Such schemes have created artificial competition among schools and require thorough scrutiny.

Further, the findings revealed that the Examinations Council of Zambia has to revise the sitting arrangement of one metre apart to at least 1.5 metre apart which would not in whatsoever case make one candidate copy from another. Central to the role of teachers in the management of examination malpractices was the aspect of teachers to teach and complete the syllabi in time and allow revision to prepare candidates adequately for the final examinations.

There is no justification for teachers to fall into temptations of bribes when they are the ones in the framework of national development. While others like parents and the candidates themselves may come across the leaked examinations from elsewhere, teachers still have to put their foot down and not help in providing solutions on behalf of the candidates. This then will send a signal to all stakeholders that examination malpractices should not be tolerated in schools and countrywide as a whole.

The teachers' central role in the management of examination malpractices was in line with their perception that examination malpractices were not a good thing for the nation like Zambia. Since examination malpractices negatively affected the performance of pupils in schools as a result incompetency levels of people in various industries emanate from these vices. The vice is an indication that some teachers are partly to blame as they do not teach and prepare the candidates fully for examinations. The examination malpractices are not fair as they put other able candidates left out. The candidates' reliance on examination malpractices puts off the learners' mind to concentrate in school work and even when teachers labour to teach, learners focus on the leakages at the end of the day.

In fighting the scourge, there are measures in place to ensure that schools curtail on some lapses within their means. The district has ensured that schools within reach to the DEBS office collect their examination materials from DEBS office on an everyday basis and always emphasise keeping of the same materials in strong rooms for schools away from the office. Other measures were sealing of examination papers in the presence of other stakeholders; teachers, candidates and security officers. The others being following standard sitting arrangement of one metre apart, ensuring there are two invigilators per examination room, signing of Candidate Examination Malpractice Declaration Statement forms by the pupils and parents coupled with sensitisation on the dangers of malpractices.

The measures in place were all within the teachers' means to fight the scourge in schools and strict adherence to the outlined measures, examination malpractice will be a thing of the past. Teachers just have to distant themselves and protect their integrity in the face of society.



### **6.3 Recommendations**

With reference to the role of teachers in the management of examination malpractices in schools, the following recommendations, based on the findings of the study, are made:

1. The Examination Council of Zambia should motivate teachers by paying them for invigilation and supervision of public examinations in schools.
2. The research further recommends that the role of teachers in the management of examination malpractices be dealt with even in teacher training institutions.
3. School administrators should also ensure they follow ECZ guidelines on the administration and management of examination when conducting end of term or year tests in schools.
4. The Ministry of Education must deploy more teaching staff and provide enough teaching and learning materials especially in the rural and remote schools aimed at preparing the pupils adequately for examinations.
5. The Ministry of Education must build school halls in all schools where examinations may be conducted to ensure seating arrangement is strictly followed and deter teachers who would want to help candidates.
6. The Education Standards Officers should frequently monitor the schools and teachers to check completion of the syllabus in readiness for final examinations.

### **6.4 Suggestions for Further Research**

The research further suggests some studies;

- i. To investigate how the cases of examination malpractices involving teachers are disposed off.
- ii. To assess the role of teachers in the management of examination malpractices in private primary and secondary schools.
- iii. To establish the effectiveness of the monitoring and supervision of teachers in schools.

## **6.5 Summary**

This chapter has made conclusions and recommendations based on the research findings and further suggested the future research.

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**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF EDUCATION**  
**DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND POLICY STUDIES**

**APPENDIX 1: INTERVIEW SCHEDULE FOR ECZ OFFICIAL**

Dear Sir/ Madam,

I am a postgraduate student at the University of Zambia carrying out a research on the role of teachers in the management of examination malpractices in schools. You have been selected to participate in this research. The information you will provide is purely for academic use and will be treated with the highest degree of confidentiality. You are, therefore, required to be objective in your responses and you are not required to disclose your identity.

**SECTION A: BACKGROUND INFORMATION:**

1. Gender
  - A. Male [    ]        B. Female [    ]
2. What is your highest professional qualification?
  - A. Primary teacher's certificate [    ]
  - B. Primary teacher's diploma [    ]
  - C. Secondary teacher's diploma [    ]
  - D. University degree [    ]
  - E. Master's degree [    ]
  - F. PHD [    ]
3. Years in service
  - A. Less than 10 years [    ]
  - B. Between 10 and 20 years [    ]
  - C. Above 20 years [    ]
4. Number of years as a Director.
  - A. Less than 10 years [    ]
  - B. Between 10 and 20 years [    ]
  - C. Above 20 years [    ]

## SECTION B

### Examinations malpractices practiced during public examinations in schools

5. How prevalent are incidences of examination malpractices in Zambian schools?  
A. Very prevalent [    ]    B. Prevalent [    ]    C. Not prevalent [    ]
6. Does Examinations Council of Zambia (ECZ) take record of examination malpractices incidences in Zambia?  
A. Yes ...    B. No ....
7. If 'Yes,' how is the trend like for the past five years?  
2015.....  
2014.....  
2013.....  
2012.....  
2011.....
8. What forms do these examination malpractices in your school take?  
.....  
.....
9. Do teachers contribute to the incidences examination malpractices?  
A. Yes ...    B. No ....
10. If 'Yes', how do teachers contribute to the incidences of examination malpractices?  
.....  
.....
11. Who is to blame for examination malpractices in Zambia?  
.....

## Section C

### The role of teachers in the management of examination malpractice in schools.

12. How do teachers manage the public examinations in your schools?  
.....
13. What are the roles of teachers in the management of examination malpractices in schools?  
.....  
.....

14. How are teachers prepared to manage of examinations in school?

.....  
.....

15. Is what you have outlined above adequate to prepare teachers to manage public examinations? **A.** Yes..... **B.** No....

16. Give reasons for your answer above

.....  
.....

#### **Section D**

##### **Teachers' perceptions of examination malpractices in schools.**

17. What do you think is the teachers' perception of examination malpractices in Zambia?

.....

#### **Section E**

##### **Measures in place to curb examination malpractices in the schools.**

18. How are issues of examination malpractices currently dealt with in Zambia?

.....

19. Are there pieces of legislation guiding the management of examination malpractices in Zambia?

**A.** Yes ..... **B.** NO .....

20. If 'Yes,' name the legislation

.....

21. What does the legislation say?

.....

22. In your view, what should be done to curb examination malpractices in Zambia?

.....  
.....

**Thank you for your cooperation**

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF EDUCATION**  
**DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND POLICY STUDIES**

**APPENDIX 2: INTERVIEW SCHEDULE FOR THE DEBS**

Dear Sir/Madam,

I am a postgraduate student at the University of Zambia carrying out a research on the role of teachers in the management of examination malpractices in schools. You have been selected to participate in this research. The information you will provide is purely for academic use and will be treated with the highest degree of confidentiality. You are, therefore, required to be objective in your responses and you are not required to disclose your identity.

**SECTION A: BACKGROUND INFORMATION**

1. Gender
  - A. Male [    ]      B. Female [    ]
2. What is your highest professional qualification?
  - A. Secondary teacher's diploma [    ]
  - B. University degree                      [    ]
  - C. Masters' degree                      [    ]
  - D. PHD                                      [    ]
3. Years in service
  - A. Less than 10 years                      [    ]
  - B. Between 10 and 20 years [    ]
  - C. Above 20 years.                      [    ]
4. Number of years as the DEBS.
  - A. Less than 10 years                      [    ]
  - B. Between 10 and 20 years [    ]
  - C. Above 20 years                      [    ]

## SECTION B

### Examinations malpractices practiced during public examinations in schools

5. How prevalent are incidences of examination malpractices in your district?  
A. Very prevalent [    ]    B. Prevalent [    ]    C. Not prevalent [    ]
6. Does your office take record of examination malpractices incidences?  
A. Yes ... B. No ....
7. If 'Yes,' how is the trend like for the past five years?  
2015.....  
2014.....  
2013.....  
2012.....  
2011.....
8. What forms do these examination malpractices in your school take?  
.....  
.....
9. Do teachers contribute to the incidences examination malpractices?  
A. Yes ... B. No ....
10. If 'Yes', how do teachers contribute to the incidences of examination malpractices?  
.....  
.....
11. Who is to blame for examination malpractices in Zambia?  
.....

## Section C

### The role of teachers in the management of examination malpractice in schools.

12. How do teachers manage the public examinations in your district?  
.....
13. What are the roles of teachers in the management of examination malpractices in your district?  
.....

14. How are teachers prepared to manage of examinations in your district?

.....  
.....

15. Is what you have outlined above adequate to prepare teachers to manage public examinations?

**A.** Yes...    **B.** No...

16. Give reasons for your answer above

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

#### **Section D**

##### **Teachers' perceptions of examination malpractices in schools.**

17. What do you think is the teachers' perception of examination malpractices in the district?

.....

#### **Section E**

##### **Measures in place to curb examination malpractices in the schools.**

18. How are issues of examination malpractices currently dealt with in your district?

.....

19. Are there pieces of legislation guiding the management of examination malpractices?

**A.** Yes .....    **B.** NO .....

20. If 'Yes,' name the legislation

.....

21. What does the legislation say?

.....

22. In your view, what should be done to curb examination malpractices in the district?

.....

**Thank you for your cooperation**

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF EDUCATION**  
**DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND POLICY STUDIES**

**APPENDIX 3: INTERVIEW SCHEDULE FOR THE HEAD TEACHERS**

Dear Sir/Madam,

I am a postgraduate student at the University of Zambia carrying out a research on the role of teachers in the management of examination malpractices in schools. You have been selected to participate in this research. The information you will provide is purely for academic use and will be treated with the highest degree of confidentiality. You are, therefore, required to be objective in your responses and you are not required to disclose your identity.

**SECTION A: BACKGROUND INFORMATION:**

1. Gender
  - A. Male [    ]      B. Female [    ]
2. What is your highest professional qualification?
  - A. Primary teacher's certificate [    ]
  - B. Primary teacher's diploma [    ]
  - C. Secondary teacher's diploma [    ]
  - D. University degree [    ]
  - E. Masters' degree [    ]
3. Years in service
  - A. Less than 10 years [    ]
  - B. Between 10 and 20 years [    ]
  - C. Above 20 years [    ]
4. Number of years as a Head teacher.
  - A. Less than 10 years [    ]
  - B. Between 10 and 20 years [    ]
  - C. Above 20 years [    ]

## **SECTION B**

### **Examinations malpractices practiced during public examinations in schools**

5. How prevalent are incidences of examination malpractices in your district?

**A.** Very prevalent [    ]    **B.** Prevalent [    ]    **C.** Not prevalent [    ]

6. Does your office take record of examination malpractices incidences?

**A.** Yes ... **B.** No ....

7. If 'Yes,' how is the trend like for the past five years?

2015.....

2014.....

2013.....

2012.....

2011.....

8. What forms do these examination malpractices in your school take?

.....  
.....

9. Do teachers contribute to the incidences examination malpractices?

**A.** Yes ... **B.** No ....

10. If 'Yes', how do teachers contribute to the incidences of examination malpractices?

.....  
.....

11. Who is to blame for examination malpractices in Zambia?

.....

## **Section C**

### **The role of teachers in the management of examination malpractice in schools.**

12. How do teachers manage the public examinations in your school?

.....



13. What are the roles of teachers in the management of examination malpractices in your school?

.....  
.....

14. How are teachers prepared to manage of examinations in your school

.....  
.....

15. Is what you have outlined above adequate to prepare teachers to manage public examinations?

.....

16. Give reasons for your answers above

.....

#### **Section D**

##### **Teachers' perceptions of examination malpractices in schools.**

17. What is the teachers' perception of examination malpractices in the school?

.....

#### **Section E**

##### **Measures in place to curb examination malpractices in the schools.**

18. How are issues of examination malpractices currently dealt with in your district?

.....

19. Are there pieces of legislation guiding the management of examination malpractices?

**A.** Yes ..... **B.** NO .....

20. If 'Yes,' name the legislation.....

21. What does the legislation say?

.....

22. In your view, what should be done to curb examination malpractices in the school/district?

.....

**Thank you for your cooperation**

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF EDUCATION**  
**DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND POLICY STUDIES**

**APPENDIX 4: FOCUS GROUP DISCUSSION GUIDE FOR THE TEACHERS**

Dear Participants,

I am a postgraduate student at the University of Zambia carrying out a research on the role of teachers in the management of examination malpractices in schools. You have been selected to participate in this research. The information you will provide is purely for academic use and will be treated with the highest degree of confidentiality. You are, therefore, required to be objective in your responses and you are not required to disclose your identity.

**Section A**

**Examinations malpractices practiced during public examinations in schools**

1. Have you noticed incidences of examination malpractices in your school?  
**A.** Yes ..... **B.** No .....
2. If you have, how prevalent are incidences of examination malpractices in your school?  
**A.** Very prevalent [    ]    **B.** Prevalent [    ]    **C.** Not prevalent [    ]
3. What forms do examination malpractices in your school take?  
.....
4. Do teachers contribute to the incidences examination malpractices?  
**A.** Yes ... **B.** No ....
5. If ‘Yes’, how teachers contribute to the incidences of examination malpractices?  
.....
6. Who is to blame for examination malpractices in schools?  
.....

## **Section B**

### **The role of teachers in the management of examination malpractice in schools.**

7. How do teachers manage the public examinations in your schools?

.....  
.....

8. What are the roles of teachers in the management of examination malpractices in schools?

.....  
.....

9. How are teachers prepared to manage of examinations in school?

.....  
.....

10. Is what you have outlined above adequate to prepare teachers to manage public examinations?

**A.** Yes..... **B.** No....

11. Give reasons for your answer above

.....  
.....

## **Section C**

### **Teachers' perceptions of examination malpractices in schools.**

12. What is your perception of examination malpractices?

.....

## **Section D**

### **Measures in place to curb examination malpractices in the schools.**

13. How are issues of examination malpractices currently dealt with in your school?

.....  
.....

14. Are you aware of any piece of legislation guiding the management of examination malpractices?

**A. Yes ... B. NO....**

15. If 'Yes,' name the legislation

.....

16. What does the legislation say?

.....

.....

17. In your view, what should be done to curb examination malpractices in your school?

.....

.....

**Thank you for your cooperation**

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF EDUCATION**  
**DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND POLICY STUDIES**  
**APPENDIX 5: QUESTIONNAIRE FOR TEACHERS**

Serial No: .....

Dear Sir/Madam

I am a postgraduate student at the University of Zambia carrying out a research on the role of teachers in the management of examination malpractices in schools. You have been selected to participate in this research. The information you will provide is purely for academic use and will be treated with the highest degree of confidentiality. You are, therefore, required to be objective in your responses and you are not required to disclose your identity.

**Instructions:**

Please indicate your response to each question or statement by ticking or filling in the appropriate blank spaces provided.

**SECTION A: BIO DATA**

1. Gender  
**A.** Male [    ]      **B.** Female [    ]
2. What is your highest professional qualification?  
**A.** Primary teacher's certificate [    ]  
**B.** Primary teacher's diploma [    ]  
**C.** Secondary teacher's diploma [    ]  
**D.** University degree [    ]  
**E.** Masters' degree [    ]
3. Years in service  
**A.** Less than 10 years [    ]  
**B.** Between 10 and 20 years [    ]  
**C.** Above 20 years. [    ]

4. Number of years as a Head teacher.
- A. Less than 10 years [    ]
- B. Between 10 and 20 years [    ]
- C. Above 20 years [    ]

## SECTION B:

### Examinations malpractices practiced during public examinations in schools

5. Have you noticed incidences of examination malpractices in your school?
- A. Yes ..... B. No .....
6. If you have, how prevalent are incidences of examination malpractices in your school?
- A. Very prevalent [    ]    B. Prevalent [    ]    C. Not prevalent [    ]
7. State the types of examination malpractices in your school?
- .....
- .....
- .....
8. Do teachers contribute to the incidences examination malpractices?
- A. Yes ... B. No ....
9. If 'Yes', how teachers contribute to the incidences of examination malpractices?
- .....
- .....
10. Who is to blame for examination malpractices in schools?
- .....
- .....
- .....

## Section C

### The role of teachers in the management of examination malpractice in schools.

11. How do teachers manage the public examinations in your schools?

.....

.....

.....

12. What are the roles of teachers in the management of examination malpractices in schools?

.....

.....

.....

.....

.....

13. How are teachers prepared to manage of examinations in school?

.....

.....

.....

.....

14. Is what you have outlined above adequate to prepare teachers to manage public examinations?

**A.** Yes.... **B.** No....

15. Give reasons for your answer above

.....

.....

.....

.....

## **Section D**

### **Teachers' perceptions of examination malpractices in schools.**

16. What is your perception of examination malpractices in school?

.....

.....

.....

**Section E**

**Measures in place to curb examination malpractices in the schools.**

17. How are issues of examination malpractices currently dealt with in your school?

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

18. Are you aware of any piece of legislation guiding the management of examination malpractices?

**A.** Yes ... **B.** No....

19. If ‘Yes,’ name the legislation.

.....  
.....

20. What does the legislation say?

.....  
.....

21. What, in your view, should be done to curb examination malpractices in your school?

.....  
.....

**Thank you for your cooperation**



**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF EDUCATION**  
**DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND POLICY STUDIES**

**APPENDIX 6: INTERVIEW SCHEDULE FOR THE PARENTS**

Dear Sir/Madam,

I am a postgraduate student at the University of Zambia carrying out a research on the role of teachers in the management of examination malpractices in schools. You have been selected to participate in this research. The information you will provide is purely for academic use and will be treated with the highest degree of confidentiality. You are, therefore, required to be objective in your responses and you are not required to disclose your identity.

**SECTION A: BACKGROUND INFORMATION:**

**1. Gender**

**A.** Male [    ]      **B.** Female [    ]

**2.** What is your occupation? .....

**3.** Years in the School PTA

**A.** Less than 3 years [    ]      **B.** 3 years [    ]      **C.** 3 years and above [    ]

**4.** Position in the PTA. ....

**5.** Number of years in that position.

**A.** Less than 3 years [    ]      **B.** 3 years [    ]      **C.** 3 years and above [    ]

**SECTION B**

**Examinations malpractices practiced during public examinations in schools**

**6.** How prevalent are incidences of examination malpractices in schools?

**A.** Very prevalent [    ]      **B.** Prevalent [    ]      **C.** Not prevalent [    ]

**7.** If 'very prevalent or prevalent,' how is the trend like for the past five years?

2015.....

2014.....

2013.....

2012.....

- 2011.....
8. What forms do these examination malpractices in schools take?  
.....  
.....
9. Do teachers contribute to the incidences examination malpractices?  
**A.** Yes ... **B.** No ....
10. If ‘Yes’, how do teachers contribute to the incidences of examination malpractices?  
.....  
.....
11. Who is to blame for examination malpractices in Zambia?  
.....

### **Section C**

#### **The role of teachers in the management of examination malpractice in schools.**

12. What do you think is the role of teachers in the management of examination malpractices in schools?  
.....
13. Is what you have outlined above adequate to prepare teachers to manage public examination? **A.** Yes..... **B.** No.....
14. If ‘Yes’ name the legislation  
.....
15. What does the legislation say?  
.....  
.....

### **Section D**

#### **Teachers’ perceptions of examination malpractices in schools.**

16. What is the teachers’ perception of examination malpractices in the schools?  
.....

**Section E**

**Measures in place to curb examination malpractices in the schools.**

17. How are issues of examination malpractices currently dealt with in schools?

.....

18. In your view, what should be done to curb examination malpractices in the school/district?

**Thank you for your cooperation**

## APPENDIX 7: OATH/ AFFIRMATION OF SECRECY

APPENDIX II

INC - FORM 3



EXAMINATIONS COUNCIL OF ZAMBIA

**OATH\* /AFFIRMATION OF SECRECY**

I, \_\_\_\_\_ having been appointed to the position of \_\_\_\_\_ do swear\*solemnly and sincerely declare and affirm that I will not, directly or indirectly, reveal or transmit any information or matter which has been brought under my consideration or which has been made known to me by reason of my service to the Examinations Council of Zambia except with the authority of the Examinations Council of Zambia.

SO HELP ME GOD

\_\_\_\_\_

SWORN\*/DECLARED by the said

\_\_\_\_\_

At \_\_\_\_\_ this \_\_\_\_\_

day of \_\_\_\_\_ 20 \_\_\_\_\_

Before me,

\_\_\_\_\_


COMMISSIONER FOR OATHS

\*Delete words if the person desires to make an affirmation in lieu of taking an oath.

GUIDELINES FOR THE ADMINISTRATION AND MANAGEMENT OF EXAMINATIONS IN ZAMBIA

## APPENDIX 8: CANDIDATES EXAMINATION MALPRACTICE DECLARATION

APPENDIX VI



Ministry of Education Science, Vocational Training and Early Education  
Candidate Examination Malpractice Declaration Statement

Province: \_\_\_\_\_ School Code: \_\_\_\_\_

School: \_\_\_\_\_

I, \_\_\_\_\_ Examination Number \_\_\_\_\_ being a  
candidate for the Grade \_\_\_\_\_ examination in the year \_\_\_\_\_ do hereby declare that I will  
abide by the Examinations Regulations as set by the Examinations Council of Zambia and that I will not engage  
myself in examination malpractices/misconduct such as:


1. Smuggling into the examination room notes, text books, exercise books, cell phones or any other material that may be used as an aid in the examination.
2. Entering the examination room with pre-written answers/formulas on pieces of paper, cloth or any part of my body.
3. Copying from another candidate during the examination.
4. Allowing another person to write the examination on my behalf.
5. Conducting myself in such a manner that my continued presence would disrupt the smooth conduct of the examination.
6. Refusing to be searched.

I agree that I will be expelled from the entire examination should I involve myself in any form of examination malpractices/misconduct. I further agree that should I refuse to be searched, I shall not be allowed to write the examination.

Name of candidate: _____	Name of parent/Guardian: _____
Signature: _____	Signature: _____
DATE: _____	DATE: _____

GUIDELINES FOR THE ADMINISTRATION AND MANAGEMENT OF EXAMINATIONS IN ZAMBIA 2015

## APPENDIX 9: AUTHORITY TO CONDUCT RESEARCH FROM UNZA

  
**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF EDUCATION**

Telephone: 291381  
Telegram: UNZA, LUSAKA  
Telex: UNZALU ZA 44370

PO Box 32379  
Lusaka, Zambia  
Fax: +260-1-292702

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Date: 15<sup>th</sup> DECEMBER 2015

**TO WHOM IT MAY CONCERN**


Dear Sir/Madam

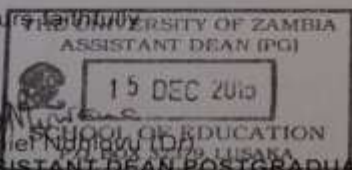
**RE: FIELD WORK FOR MASTERS/ PhD STUDENTS**

The bearer of this letter Mr./Ms. TEMBO HEORU Computer number 514702428 is a duly registered student at the University of Zambia, School of Education.

He/She is taking a Masters/PhD programme in Education. The programme has a fieldwork component which he/she has to complete.

We shall greatly appreciate if the necessary assistance is rendered to him/her/.

Yours faithfully,  
  
DANIEL NKHOSHO (Dn)  
SCHOOL OF EDUCATION  
LUSAKA  
ASSISTANT DEAN POSTGRADUATE STUDIES- SCHOOL OF EDUCATION


  
THE UNIVERSITY OF ZAMBIA  
ASSISTANT DEAN (PG)  
15 DEC 2015

Cc: Dean-Education  
Director-DRGS

## APPENDIX 10: AUTHORITY TO CONDUCT RESEARCH FROM DEBS

All Correspondence to be addressed  
To the District Education Board Secretary  
Telephone: 01 482023

On reply please quote  
No. \_\_\_\_\_

  
**REPUBLIC OF ZAMBIA**  
**MINISTRY OF GENERAL EDUCATION**

**MPONGWE DISTRICT EDUCATION BOARD**  
P.O. Box 12  
MPONGWE

23<sup>rd</sup> March 2016

The Assistant Dean – Post Graduate  
School of Education  
University of Zambia  
LUSAKA

**RE: FIELD WORK FOR MASTER: MR. HENRY TEMBO**

This serves to confirm that the above named student at your school conducted an interview with the District Education Board Secretary, Mpongwe District. And was permitted to conduct the study on the following schools;

1. Mpongwe Boarding Secondary
2. Mpongwe Day Secondary
3. Kanyenda Secondary
4. Mfulabunga Primary
5. Kalweo Primary
6. St. Theresa's Primary

  
Chanda Agness  
District Education Board Secretary  
MPONGWE DISTRICT

/s/

## APPENDIX 11: REQUEST TO CONDUCT RESEARCH AT ECZ

