

**NATURE AND CAUSES OF EXAMINATION MALPRACTICES IN SELECTED
SECONDARY SCHOOLS IN KITWE DISTRICT, ZAMBIA**

BY

MAHEKA GLADYS

**A dissertation submitted to the University of Zambia in Partial Fulfilment of the Requirements for
the Degree of Master of Education in Educational Psychology.**

The University of Zambia

Lusaka

2015

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DECLARATION

I declare that the work presented in this dissertation entitled “An Investigation of the Nature and Causes of Examination Malpractice in Selected Secondary Schools in Kitwe District, Zambia” is to the best of my knowledge and belief my own work and that it is original. The dissertation contains no material that has been accepted for an award of degree or diploma by the University of Zambia or any other institution. All the works that are not mine have been acknowledged.

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This dissertation of Gladys Maheka has been approved as fulfilling the partial fulfillment of the requirements for the award of the Degree of Master of Education in Educational Psychology of the University of Zambia.

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ABSTRACT

This is a study whose aim was to establish the nature and causes of examination malpractices in selected secondary schools in Kitwe District. The Examination Council of Zambia has placed a high premium on examinations. Despite the high premium placed on examinations, examination malpractice are still on the increase. The aim of the study was to bring out the nature and causes of examination malpractice.

A descriptive design was used. Data collection included the use of in- depth interviews with an education standards officer at DEBS office and school managers while focus group discussions were used for learners. Questionnaires were also used for teachers and learners. The sample for the study was one hundred and forty eight (148) which was disaggregated as follows; one hundred and twelve (112) grade twelve learners, twenty eight (28) teachers, seven (7) school managers and one (1) education standards officer (ESO) from Kitwe district. Quantitative data was analysed using the statistical package for social sciences (SPSS) while qualitative data was analysed thematically.

The study revealed that the nature of examination malpractice includes; leakage, impersonation, taking foreign material into the examination room, collusion, body writing or tattooing, hiding material in washrooms, taking in already answered scripts and replacing them with the answer script given to them, giraffing and text messages and borrowing of stored material using cell phones.

This study highlights the reasons for examination malpractice which includes learners desire to pass the examinations , lack of confidence, fear of failure, worry of failing to get a certificate, the emphasis on obtaining a certificate to get a job, improper guidance by teachers to face examinations, frequent absenteeism and laziness.

Generally, the study revealed that both boys and girls engage themselves in examination malpractices because they all want to pass. Notably, both government and private schools engage themselves in examination malpractice. Furthermore, the study also revealed that learners from both high socio-economic background and low socio- economic background engage in examination malpractice.

In order to address examination malpractice, it was recommended that schools should conduct intensified sensitisation to both teachers and learners. It was also recommended that the Ministry of Education, Science, Vocational Training and Early Education (MESVTEE) through the standards officers and school managers should intensify monitoring in order to ensure quality delivery of lessons so as to develop confidence in learners and also ensure that school based continuing professional development (SB- CPD) is enhanced so that teachers share knowledge on how to teach the seemingly challenging topics. This should be done to help learners understand what they are learning and in the end develop confidence for them to write examinations. The other recommendations included staff and student awareness campaigns and workshops to highlight the importance of the integrity of the education system and also to stiffen and enforce security policies.

DEDICATION

I dedicate this work to my late father, Mr F, Maheka, my mother, Mrs Juliet Luvula Maheka and my lovely children Musonda and Chisenga. Their inspiration gave me the determination to reach this far. My mother, my brothers and sisters and my children encouraged me during the time of my studies.

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ACRONYMS

APU	Academic Production Unit
DEBS	District Education Board Secretary
DEBs	District Education Boards
ECZ	Examinations Council of Zambia
ESO	Education Standards Officer
GCE	General Certificate of Education
JAEEA	Journal of the Association for Educational Assessment in Africa
KNEC	Kenyatta National Examinations Council
MESVTEE	Ministry of Education, Science, Vocational Training and Early Education
MOE	Ministry of Education
SB- CPD	School Based Continuing Professional Development
SPSS	Statistical Package for Social Sciences
FGD	Focus Group Discussion

CHAPTER ONE

INTRODUCTION

1.0 Overview

This chapter presents the background of the study, statement of the problem, purpose of the study and research questions and the study objectives that directed the study. This is followed by the significance of the study, delimitation, limitation of the study and the theoretical framework.

1.1 Background of the study

The inception of education in Africa can be traced back to man's history. This entails that education was there from the time man existed in their societies. The type of education that existed in Africa was known as indigenous African education and it was in existence before the coming of the missionaries. This type of education was informal and learners acquired skills through observation and imitation. It comprised oral examination and careful observation through apprenticeship. Its mode of instruction was simple in that knowledge was passed on orally and through practical tests and it was mainly based on experience and practice (Snelson, 1990).

This type of education, however, slowly became obsolete with the introduction of western education by the missionaries which came about due to the increase in the number of learners and the availability of written materials. This saw the introduction of tests although the very tests written were of low psychometric properties because of little or no training of the teachers who prepared them (Aderogba, 2011). This led into the development of competence examinations in order to overcome the problem of low psychometric tests. The competence examinations have been adopted and are used to evaluate learners and promote them from one level of education into the next. They are also used for certifying candidates at the end of each school term.

Onuka and Durowoju (2010,p.46) state that;

More formal psychological testing started in 2200 BC when the Chinese Emperor instituted a system where the fitness of candidates for government office was determined by oral examinations administered every third year. From then to the present day, the construction and administration of tests have passed through transitions up to the now examinations.

Western education introduced by the missionaries was characterized by competition. Its principle was based on performance. This meant that only the best candidates were allowed to proceed to the next level while the less able would always remain behind. These principles are there even today (Snelson, 1990).

The use of examinations to promote learners from one level of education into the next level and for certification of candidates has brought about competition among learners leading to examination malpractice. This is because candidates at all levels of education desire to pass examinations to enable them a transition from one level of education into the next or admission into tertiary education. These recent trends in the education system have resulted into different kinds of examination malpractice in all forms of examinations.

Examination malpractice is as old as examinations. It is a concern not only to Zambia, but globally and it is already a cankerworm (Yakubu, 1998). Most recommended solutions to curb examination malpractice have failed to work out because it has attained an alarming level which is of concern to the education systems all over the world. This is because it takes place in both internal and external examinations and it caters across all age levels. Examination malpractice involves different categories of people. The forms of examination malpractice are many and they are becoming sophisticated every other day. This, therefore, implies that it is a concern to all the stakeholders in the education system.

Many reasons have been given for the prevalence of examination malpractice. These include inability of students to cope with school work, candidates' inadequate preparation for examinations, the desire by candidates to pass examinations at all costs and too much emphasis that is placed on paper qualification (Adamu, 1998). There are many factors that contribute to examination malpractice and there are many categories of people involved in examination

malpractice. Any lasting solution to examination malpractice should, therefore, consider the categories of people involved and the factors contributing to its continuous occurrence. The World Bank Group (2002) indentified that the major reason for examination malpractice is high stakes of examinations. This implies the long -term impact of examination results on a candidate's life and where the teacher and the school status depend on public examination results.

Examination malpractice is an academic disease that has affected and infected many members of the instructional team or many stakeholders in the education industry and has posed a very serious threat to education standards and credibility of school certificates awarded. It is an academic fraud and it is a form of corruption which derives from the corrupt nature of the social system operating in many countries today. Examination malpractice has become a disaster in many countries and every disaster brings an emergency situation that requires the attention of all stakeholders. Many strategies have been advanced in the literature and devised by governments to curb this menace, but, as a monster, it is still thriving and looming in the school system (Onyechere, 2008).

Examination malpractice can be described as a form of cheating and as an illegal practice that derails the purpose of examinations, hence, the need to identify the forms of the prevailing malpractice and their dynamics and taking the appropriate measures to curtail this menace. Some candidates may be relatively academically weak but still desire to go at the same pace in terms of studies with the relatively academically strong ones. Other candidates know they are weak but because of laziness they will not want to study hard to pass, but prefer to take the risk of engaging in examination malpractice while others may be addicted to examination malpractice and have over the years been involved in examination malpractice (Achio, 2005).

Candidates are sometimes directly or indirectly aided to indulge in examination malpractice by their parents. This, therefore, implies that examination malpractice comes in different forms and there are different factors that contribute to examination malpractice. Although candidates may achieve their set objectives of engaging themselves in examination malpractice, there are consequences to the candidate himself, the institution and above all, the nation whether the culprits are caught or not.

Some teachers get involved in examination malpractice because of the financial benefits accruing from such illegal transactions. Sometimes they go as far as asking the students to pay a certain amount so that they can assist them to pass examinations. Often times, teachers find it difficult to

report cases of cheating for fear that students or their parents will confront them. In order to avoid this confrontation, some teachers always overlook incidents of academic dishonesty by students. At times, they may prefer to leave the examination hall for a while or read a newspaper when they are supposed to be supervising the learners. This encourages the learners to do whatever they like (Pulvers & Diekhoff, 1999).

Examination malpractice also come about when teachers have not taught effectively and the candidates have to pass examinations. Pulvers and Diekhoff (1999) assert that there is little incentive to cheat when learning is most highly valued by both teachers and learners. But when grades matter most, cheating increases as learners begin to use every available means to increase their class ranking or be seen as helpful when they offer work to be copied. Examination malpractice is, therefore, induced by grading pressure atleast as much as that of individual character failure.

Parents have a role to play to enhance the behaviour of learners and also the academic performance in the school. Nevertheless, parents sometimes fail to provide the necessary materials that will help their children to learn and prepare for examinations. When parents realize that their children are not performing up to their expectations, they turn around to pressurise their children, blame the teachers and most often resort to fraudulent means to help their children pass the examinations. Corroborating this view, Denga and Denga (1998) affirmed that some rich parents go to the extent of buying actual examination papers for their children before the actual examination date. This gives the children the impression that "end justifies the means." In a society where emphasis is placed on individual success, parents see nothing wrong in assisting their children to perpetuate the act of cheating as long as they succeed in the examination.

The education system is dependent on examinations as a tool for assessing the skills, knowledge, ability and competencies of the learner. Examinations help in placing value judgment on learners' performance and the outcome of this judgment is often used to diagnose and place learners accordingly. Nevertheless, it is now difficult to place value judgment on examinations because of the occurrence of examination malpractice. Whenever examination malpractice occurs, the validity and the resulting outcome is questionable. Wilayati (2009,p.2) defines examination malpractice "as a deliberate wrong doing contrary to official examination rules". Orodho (2002) further adds that examination malpractice is a misconduct or improper practice, before, during or after any

examination by examinees or others with a view to obtaining good results by fraudulent means. Examination malpractice is an unethical act because it encourages mediocrity in that students who succeed through such unorthodox methods may be rated equal to those who struggle on their own to excel.

The rate at which examination malpractice occur in the African education system is quiet disturbing, hence it needs urgent attention by all stakeholders. From the study conducted by Onuka and Durowoju (2010) which investigated the perception of teachers and students on the causes of examination malpractice, it was discovered that examination malpractice rather than being abated is on the increase in the African education system. The nature of examination malpractice is becoming sophisticated by the day and it is being perceived by students in diverse ways.

From independence till date, individuals, missions, communities, groups and governments have established schools in an effort of ensuring production of a generation of hardworking, selfless and creative citizens. However, it is difficult to realize this because of examination malpractice which has become rampant probably because of limited admission vacancies into the next levels of education. This has resulted into candidates doing what is humanly impossible in order to excel through at any particular level of examination.

The Kenyatta National Examinations Council (2007) describes examinations as an inevitable part and parcel of the education system which are used for among other things measure the level of the candidates' achievement and certify the candidates' level of education, do training and employment and also provide the basis for evaluating the cost effectiveness of the curriculum both at school and at national level. At policy level, examination results are used to make decisions that have far reaching implications on the lives of learners. Apart from being used for certification and selection, examination results help to measure learning thereby giving some indication of the successes of the curriculum. The results of the achievement are reported to government, parents, teachers, curriculum developers and the department of education standards.

In a 2006 paper for the UK's examination, the educational psychologist Jean Underwood described "academic malpractice" as "a very significant problem". She reported how mobile phones enabled students to swap notes and search the web. She also quoted American Research in which 74% of students at some 4,500 high school students admitted to serious test cheating and 97% owned up to

copying homework. This shows that examination malpractice is a problem not only in Africa, but the world at large (Szabo & Underwood, 2004).

Every examination season witnesses new and ingenious methods of cheating. The examination process has become endangered to the extent that certification has almost lost credibility. Certificates no longer seem to reflect skill and competence. Accusing fingers have been pointed at teachers, school managers, parents, students, examination officials and even security agents as those responsible for examination malpractice in the school system (Adeyemi, 2010).

Over the years, examinations have become one of the basic characteristics of the school system. It is used as one of the important indices upon which most decisions about the learner are based. It is therefore, used to generate data for decision making about the learner or the examinee . In context, examination is the assessment of the examinee's performance or behavior when confronted with series of questions, problems, tasks or situations in order to ascertain the amount of knowledge, skills, attitudes or other behaviours that he or she has acquired, the extent to which he is able to utilize them or their quality and effectiveness (Asuru, 2010)

Nowadays, paper qualification or the emphasis on certificate has become the measure of success with education playing only an extrinsic role. This is because the acquisition of certificates by whatever means has taken precedence over the acquisition of knowledge, competencies, observable skills and worthwhile attitudes and values. Certificates whether a true reflection of a candidate's ability or not, are used as a means for admission, employment and placement. This has, therefore, turned into craziness for certificates whose end result is high incidences of examination malpractices (Asuru, 2010).

1.2 Contextual Background

The Examinations Council of Zambia (ECZ) whose mission is “to set and conduct examinations of high comparable standards that reflect the quality of educational system in Zambia” has not been spared. Ngosa (2013) in the Times of Zambia states that;

In 2012, the Examination Council of Zambia (ECZ) recorded five hundred and forty two (542) cases of examination malpractices, while out of these cases, seven (7) were reported at grade seven, two hundred and twenty (220) at grade nine while three hundred and fifteen (315) were recorded at grade twelve level.

Chileshe also noted the Zambia Daily Mail report of Wednesday 11th November 2009, where ECZ stated that a total of three hundred twenty seven (327) cases of malpractice and leakage were recorded during the 2008 examination session. This resulted into the nullification of the results in all the subjects and also fifty seven (57) people involved in these malpractices were convicted. All the provinces recorded one or more cases of examination malpractice with Luapula province recording seventy five cases, the highest number at grade twelve. It is clear that examination malpractice is a concern to the Zambian education system. This therefore, prompted the researcher to carry out a research to establish why this menace has continued to prevail during examinations despite the stringent measures that have been put in place.

At a review workshop of the 2013 examinations by the Examinations Council of Zambia, it was observed that of late the characteristics and nature of examination malpractice have been taking new twists and turns largely due to the advancements in information technologies. The Examinations Council of Zambia also reported the analysis of examination malpractice cases in terms of gender for 2011 which comprised 116 males and 164 females. Further analysis of examination malpractice in terms of internal candidates compared to General Certificate of Education candidates showed that there were 153 GCE candidates and 103 internal candidates. Data in the possession of ECZ shows some trends in form of twists as shown in the figure below.

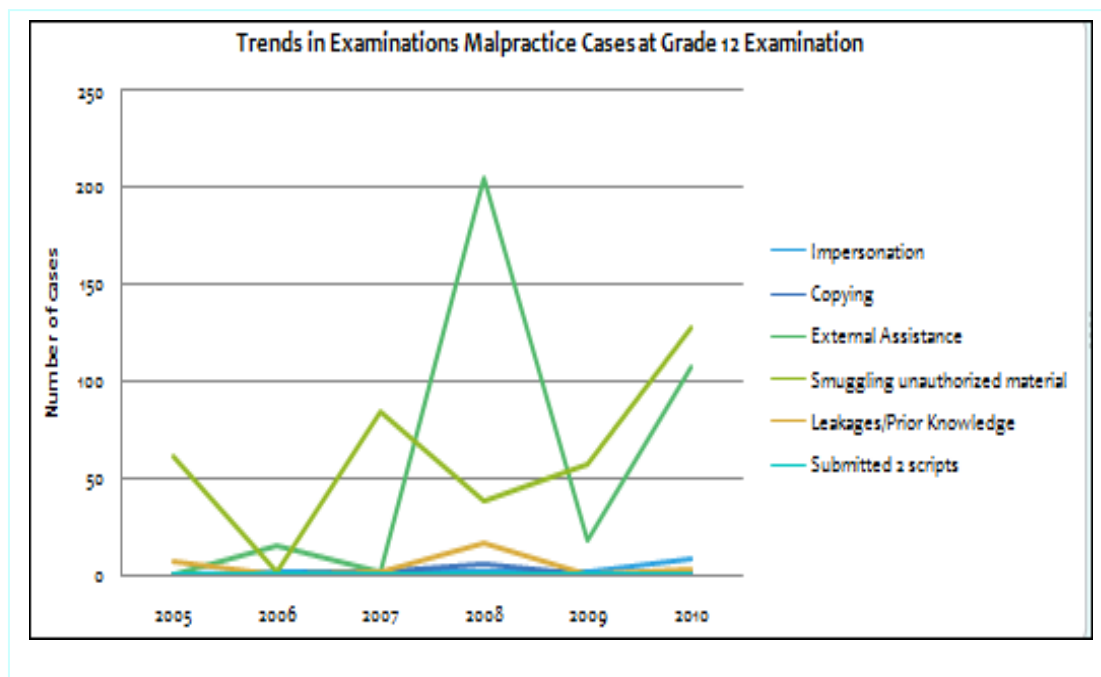


Figure 1: Trends in examination malpractice cases at grade twelve.

According to the report by ECZ, most of the examination malpractice is on the Copper belt and Western provinces. Northern province has the lowest reported cases (figure 2).

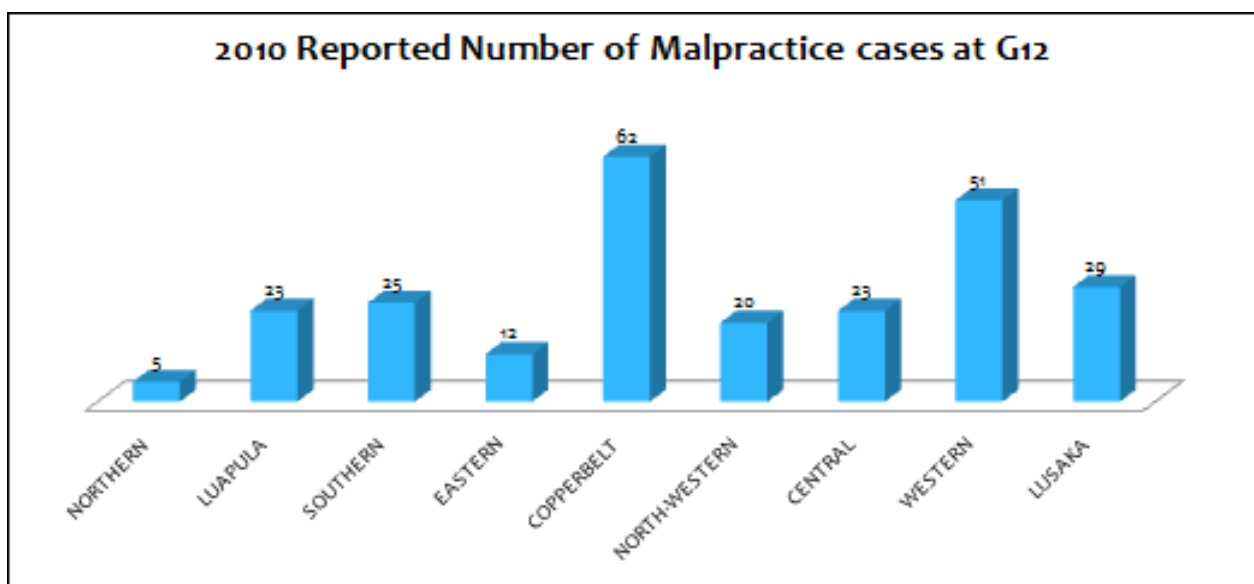


Figure 2: 2010 Reported number of malpractice cases at grade twelve.

The figure above indicates that examination malpractice was prevailing throughout the country as each province recorded one or two forms of examination malpractice. This shows how the education system may slowly lose value.

Hang'andu (2005) in his study entitled 'Legal challenges of Examination Malpractice and Leakage in Basic and Secondary Schools in Zambia reported cases of examination malpractice in the year 1999 where a teacher from Lusaka province was charged with the loss and misuse of grade nine environmental science. He also reported that in 2001, a teacher was jailed for 18 months for leaking 2001 grade twelve papers which spread to Lusaka and that in the same year, a female teacher was arrested after she was found with photocopies and handwritten questions for grade nine and twelve examinations in her bedroom which were meant for sale.

Mulandu (2011) states that nowadays learners involve themselves into an immoral behavior of cheating which seems to preoccupy their minds. Learners today aim to exhibit academic excellence without regard to moral uprightness which goes hand in hand with academic excellence. He further said the majority of the learners do not mind the means through which they obtain good grades what matters most to them are the good results that they obtain at the end of the examination period.

Serious measures must therefore, be taken to address the issue of examination malpractice. Failure to curb examination malpractice may result in producing graduates whose results may not be a true reflection of their abilities and may impact negatively on our economy. The Ministry of Education, Science, Vocational Training and Early Education and all stakeholders in the education system should put their efforts together to overcome this menace if they are to give a credible account for future generations.

1.3. Statement of the Problem

The persistent occurrence of examination malpractice at all levels of the education system has been a major concern to the government and educationists. This is because it questions the validity and reliability of examinations and also the authenticity and the recognition of certificates issued thereafter. The Examinations Council of Zambia in collaboration with other law enforcement agencies has put up stringent measures to curb examination malpractice. However, despite all these

efforts little is known on the nature and causes of examination malpractice hence, the need for the study.

1.4. Purpose of the Study

The study sought to establish the nature and causes of examination malpractice among grade twelve learners in selected secondary schools in Kitwe District.

1.5. Objectives of the study

The study was guided by the following objectives;

- 1.5.1. To determine the nature of examination malpractice.
- 1.5.2. To establish the causes of examination malpractice.
- 1.5.3 To describe the types of schools that are associated with examination malpractice.

1.6. Research Questions

The study sought to answer the following questions.

- 1.6.1. What is the nature of examination malpractices in Kitwe?
- 1.6.3 What types of schools are associated with examination malpractices?
- 1.6.2. What factors contribute to examination malpractice?

1.7 Delimitation of the study

This study was located in Copperbelt Province covering one district which is Kitwe. Seven secondary schools were covered in Kitwe district. This was a two months field work conducted between January and February 2015. The study sites were as shown in table 2 below.

1.8 Limitations of the study

The study on the nature and causes of examination malpractice focused on seven selected secondary schools in Kitwe district and on a small sample than designed. Therefore, generalizations should be done with caution because the sample size was not representative of the entire population of the secondary school learners in Kitwe district to warrant wider generalization of the findings. The results of this study should be interpreted with caution because there is scarce literature (in Zambia) on examination malpractices especially with regard to the behavioural perspective and measurement of the constructs.

1.9 Significance of this Study

The study has generated information on the nature and causes of examination malpractice in secondary schools. The assumption is that the study has brought out new knowledge on the nature and reasons for examination malpractice. It is anticipated that the findings of the study may assist the District Education Boards devise strategies of curbing examination malpractice. It may further help policy makers and decision makers in the Ministry of Education, Science and Vocational Training and Early Education to make informed policy on how to curb examination malpractice in secondary schools.

In addition, this study is particularly significant because simple as it may appear, examination malpractices affects the smooth running of society regardless of any rationalizations, and it is a harmful activity in a competitive educational environment (Vowell & Chen, 2004). Individuals involved in this misconduct might lose their moral direction; fail to recognize ethics as a value (Zambian Economist, 2010). Similarly, those who play by the rules are at a disadvantage (Vowell & Chen, 2004) and some researchers have begun to prove links between academic misconduct and cheating at work (Nonis & Swift, 2001). Thus, whereas correlates of academic misconduct in developed and other developing nations can be found in literature, this study contributes to profiling examination malpractices in a Zambian setting.

1.10 Theoretical Framework

The study was guided by Albert Bandura's social cognitive learning theory. The social cognitive theory posits that learning takes place through observation and modeling the observed behavior. According to Albert Bandura, "Of the many cues that influence behavior, at any point in time, none is more common than the actions of others" (Bandura, 1986: p.206). In the early 1960's, when many learning and instruction theories were being developed, Albert Bandura and his researchers recognized that many overlooked an important aspect of learning which is the observation of others. From this analysis began the social-cognitive theory. Social cognitive learning theory highlights the idea that much of human learning occurs in a social environment. Proponents of this theory argue that by observing others, people (especially children) acquire knowledge of rules, skills, strategies, beliefs, and attitudes enacted by the significant others in their day-to-day interactions. Individuals also learn vicariously about the usefulness and appropriateness of behaviors by observing models and the consequences of modeled behaviors and they act in accordance with their beliefs concerning the expected outcomes of actions. The social cognitive theory envisages that in vicarious or observed learning, there is observation and evaluation of consequences that the models go through in life. As the models get reinforced or punished for their behavior, children or adults modeling them also make adjustments to their behavior based on those consequences (Woolfolk, 1995). All of this according to Bandura is called reciprocal determinism (Hill, 2002; Woolfolk, 2004) as cited by (Munsaka, 2011). Reciprocal is a model composed of three factors that influence behavior. The three factors are the environment, individual and the behavior.

According to Bandura, learning cannot just occur by learning but learning is fortified by modeling. Three types of learning are used (Bandura, 1965; Bandura, 1986).

- a) Direct Modeling
 - Simply attempting to imitate the model's behavior.
 - Live models include family members, friends, work associates and others with whom the individual has direct contact.
- b) Symbolic Modeling

- Imitating behaviors displayed by characters in books, plays, movies, or television.
 - The symbolic model is a pictorial representation of behavior.
- c) Synthesized Modeling
- Developing behaviors by combining portions of observed acts. For example, a child uses a chair to get up and open the cupboard door after seeing her brother use a chair to get a book from a shelf and seeing her mother open the cupboard door.

There is also evidence that all learning phenomena resulting from direct experience and modeling can occur vicariously by observing or if not by hearing of consequences for them (Bandura, 1986; Rosenthal & Zimmerman, 1978). Much social learning occurs either deliberately or inadvertently by observing the actual behavior of others and the consequences for them.

Modeling influences can have diverse psychological effects. First, they foster acquisition of new competencies, cognitive skills, and behavior patterns. Second, they affect the level of motivation and restraints over behavior that has been previously learned. Modeling influences also serve as social prompts that actuate and channel behavior in social transactions. In addition, models often express emotional reactions that tend to elicit emotional arousal in observers. Through such vicarious arousal, people acquire attitudes, values, and emotional dispositions toward persons, places, and things. In summary, modeling influences can serve as instructors, motivators, inhibitors, disinhibitions, social facilitators, and emotion arousers (Bandura, 1986).

Albert Bandura's social cognitive learning theory is the most appropriate to the present study on the nature and causes of examination malpractice because an individual's behavior influences and is influenced by both the social world and the personal characteristics. The environmental component is made up of the physical surroundings around the individual that contain potentially reinforcing stimuli including people who are present or absent. The environment influences the intensity and frequency of the behavior just as the behavior itself can have impact on the environment.

Learners are found around individuals who may have involved themselves in examination malpractice. They have seen these individuals some of whom may be their siblings, relatives or friends make it to other levels of the education system with the use of examination malpractice. So

they have learnt this behavior vicariously especially where they have seen or heard people involving in examination malpractice and no punishment is given to them. Thus, flowing from the theoretical framework, the assumption of this study was that learners engage themselves in examination malpractice because they have been inspired by their peers who have succeeded academically through such vices.

1.11. Operational Definitions

Education – the process of teaching and learning in a school or college, or the knowledge that one gets from teaching or learning.

Examination- a way of ascertaining how much of the subject matter in a particular field of study the candidate has mastered.

Compromise- agreeing to something which is not exactly what is wanted.

Examination Malpractice- any act carried out before, during or after an examination which is against the rules set out for the proper and orderly conduct of the examination.

Environment- is a network of social interactions within which a child's physical, social and intellectual growth takes place.

1.12 Summary

This chapter has provided an overview on the issue of examination malpractice in different countries. What seems to be common in the countries referred to in this chapter is that examination malpractice is on the increase and that it is becoming sophisticated each passing moment. The reports on incidences of examination malpractices in both primary and secondary schools in Zambia have also been highlighted.

However, there have been few studies to establish the nature, causes and the demographic characteristics among learners that may be prone to examination malpractice in Zambia. A study on the nature, causes and the demographic characteristics among learners that may be prone to examination malpractice is vital. The next chapter presents the review of literature on examination malpractice.

CHAPTER TWO

LITERATURE REVIEW

2.0 Overview

This chapter presents review of relevant literature on nature and causes of examination malpractice. The following main themes derived from the scope of the study will be in the presentation of the literature review; examination malpractice, forms of examination malpractice, examination malpractice before the examination, examination malpractice during the examinations, examination malpractice after the examinations, types of schools and examination malpractice and the reasons for examination malpractice.

2.1 Examination malpractice

Examination malpractice is any improper action carried out before, during and after the examination with the intention of cheating or having an advantage (Obidigbo 2011). Because of this vice and the accentuated increase in the incidences of examination malpractice, the validity and reliability of the examination system has been questionable (Onuka & Durowoju, 2010). It can also be stressed here that examination malpractice has now become a tradition at all levels of education globally. This has been the case in both internally and externally administered examinations. Igwe (2002,p.355) defines examination malpractice as:” *any act intended to benefit or give undue advantage to oneself or another by deceit or fraud, before, during and after examinations.*”

Fatai (2005) views examination malpractice as an irregular act exhibited by a candidate or anybody charged with the conduct of examinations which is clearly a breach of the rules governing the conduct and integrity of the examinations. Examination malpractice is a very serious issue which needs serious attention because of the heavy consequences that goes with the vice. It occurs to both internal and external candidates. This calls for the need to seriously investigate the motivation behind its continued existence.

Examination malpractice compromises the educational standards because learners are exposed to the examination material beforehand. (Adamu, 1998; Fagbemi 2001). It also makes it difficult to pass on value judgment on an individual, on the basis of an individual's performance in a set of questions, statements or series of tasks given, with the intention of assessing how much of a desired trait, skill or knowledge the individual possesses (Nwandiani, 2005).

The persistent occurrence of examination malpractice at all levels of the education system has indeed posed a great threat on both the validity and the reliability of the examinations and also on the authenticity and the recognition of the certificates issued. The overall aim of education is to shape the behavior of an individual so that he or she can perform effectively and obtain the results meritoriously (Salami, 1994). Some of the results that are obtained by learners and students are not a true reflection of their abilities (Igwe, 2002). The Ministry of Education, Science, Vocational Training and Early Education through the Examinations Council of Zambia and all the stakeholders in the education system must work extra hard to curb this menace if the country is to produce graduates who will contribute positively to the development of the country and whose qualifications would be a true reflection of their abilities.

Examination malpractice takes various forms and could be categorized into:

- a) Leakage – illegally getting examination questions before the examination time;
- b) Impersonation – representing and writing an examination for another candidate;
- c) Cheating – transgressing any of the rules governing the conduct of examinations.
- d) Taking foreign material into the examination room.
- e) Collusion – such as passing notes, receiving or giving assistance to other candidates in the examination room (Udoh, 2008).

Mulandu (2011) in his study on cheating in leaving school certificate examinations reported the forms of examination malpractice to include impersonation, smuggling of forbidden material into examination rooms, having access to examination papers before the actual examination day, exchange of answer scripts and copying from other learners.

The pressure directed at individuals by society and family brings about fear of failure on the part of students. Students use every possible means available to pass the examinations. Young people are

pressured by society and by the stark reality of joblessness in the country to exploit every possible initiative to pass examinations and to pass them with good grades.

The study done by Mulandu (2011) on cheating revealed the nature and causes of examination malpractice, but the current study wanted to establish whether what was prevailing on examination malpractice in 2011 is still the same even now and also sought to establish why learners involved themselves in examination malpractice by not only administering questionnaires to learners but also by having a focus group discussion with them to get an in depth understanding of the forms and the reasons for examination malpractice.

Examination malpractice could take place before, during and after the examinations by either the candidates or by officials assigned with administrative duties (Ajibola, 2011). Different forms of examination malpractice have been reported in literature. Common forms such as bringing in unauthorised material, writing on currency notes and identity cards, spying of other candidates in examination halls, substitution of answer sheets and change of examination scores or grades (Adamu, 1998; Fagbemi 2001). Others include impersonation, leakage of questions to students before the examination, conniving with supervisors and school authorities to cheat, body writing or tattoo in which students especially females write on hidden parts of their bodies (Jacob & Lar, 2001).

The World Bank Group (2002) also reported that examination malpractice may even include creation of ghost centres where candidates can sit for examinations with the support of helpers and without supervision. Also, deliberate award of certificates to candidates who did not even sit for examinations has been reported in Nigeria. In the past, it used to involve only examination officials, but in recent years, it included printers and candidates with high-level skills in technology (Fagbemi, 2001). Examination malpractice technically tends to weaken the validity of any examination and the results become unreliable and worthless. When it happens, it is difficult to assess candidates' performance based on the certificate they hold (Maduka, 1993).

The numerous examination malpractice among secondary school learners over the years are becoming a major concern. This, therefore, calls for the need to establish the causes of

examination malpractice among secondary school learners and work tirelessly to establish ways of overcoming this danger.

2.1.2 Examination Malpractice before the Examinations

The most common form of examination malpractice before the examination is leakage. This usually comes from persons who have access to the questions and / or the marking keys. Some device innovative ways of “high-jacking” questions and marking schemes from computers and printers, especially those hooked to the internet is also another way of accessing examination papers beforehand.

Leakage is a very common and most serious form of examination malpractice. When leakage occurs, candidates have prior knowledge of the questions that they are supposed to answer beforehand. This in itself is a danger to society because what would be the purpose of assessing learners who are already aware of what is expected of them. This, therefore, shows that there is need to determine how examination papers that are expected to be properly secured are leaked out before the actual time.

However, some candidates fall victims to “false contractors”; who only study the syllabi, set their own questions and sell them to their victims. Other forms of examination malpractice that could occur before the examination includes secretly breaking into staff office for question papers and / or answer scripts, writing of project(s) or report(s) for student(s) by staff or co-students and falsifying candidates’ particulars to qualify them to take an examination. (Maduka, 1993; Udoh, 2008).

In Zambia, there was a case in Eastern Province in Petauke District in which thieves broke into the office of the Head Teacher at a named secondary school in 2001 and stole Grade twelve (12) Examination Papers. A teacher and three learners at the same school were arrested by police to help with investigation (Hang’andu, 2005). Hang’andu also reported a case in which a packet of fifteen (15) question papers in Human and Social Biology went missing from the Head Teacher’s office at a named school in 1999 in Lusaka Province.

The recent past has witnessed a crop of candidates who during the examination period will be moving about especially during the night looking for leakage. This has lead into false contactors

generating a lot of income simply by printing questions and selling them to candidates in the name of leakage. There is need to establish the reasons as to why these candidates would go to the streets to look for leakage instead of being home revising through what they have learnt as they prepare for their examinations.

A report by Clark (2012) alleged that copies of the papers were mixed with batches of past examination papers sent out to schools in Egypt which requested them from Edexcel GCE (Britain) for learners to use in revision sessions. Three “live” “A” level papers were sent by mistake before they had been written. This basically confirms that some examination malpractice start from the distribution point.

Examination malpractice is becoming rampant because we seem to have problems starting right from the distribution point. It seems some people working at the distribution point cannot be trusted. It is, therefore, important to determine why people in such high ranking positions have chosen to be leaking out the examination papers and also establish the reasons as to why this is done.

In Zimbabwe, Chinamasa et al (2011) conducted a study on examination malpractice and revealed that candidates engaged themselves in examination malpractice by having prior knowledge of the examination before the actual examination day.

The above items are a testimony that today’s examinations are compromised by examination malpractice and therefore, cannot even measure what they are supposed to measure. It is therefore, imperative to establish the nature and causes of examination malpractice which may in the end help to devise measures to curb examination malpractice.

2.1.3 Examination Malpractice during the Examinations

Different forms of examination malpractice during examinations have been reported in literature. These include taking unauthorised materials into the examination room, writing on currency notes and identity cards and spying of other candidates in examination hall (Adamu, 1998; Fagbemi, 2001). Other forms of examination malpractice during examinations includes impersonation, conniving with supervisors and school authorities to cheat and body writing or tattoo in which students especially females write on hidden parts of their bodies (Jacob & Lar, 2001).

Other forms of examination malpractice during examinations includes hiding materials in washrooms, pockets, private parts, pen corks, writing answers on question papers and exchanging them with others to copy, communicating orally or through gestures, using a coding system (coding or decoding) to remember or recollect learnt material, taking in already answered script and replacing them with the answer script given to them, text messaging, taking away answer scripts or sheets from the examination room, insulting or assaulting the supervisor or invigilator, taking part in mass or organised cheating in or around the examination hall and assisting candidates by invigilators or supervisors during examinations (Achio, 2005). All these are used illegally as reference materials by candidates to enable them earn good marks.

The Kenyatta University (2011/2013) catalogue indicates that examination malpractice are possible where the sitting arrangement is done a day before the actual examination day. In instances where the examination rooms are not locked after arranging desks, candidates would have access to the examination rooms and write notes and even answers on desks and on the roof.

David et al (2002) revealed that candidates use coded or sign language to enable them cheat during examinations. A candidate may produce a sound or drop something in order to attract the attention of a fellow candidate so that they can communicate and share the answers during examinations.

A study conducted by Akaranga (2011) in Nairobi on examination malpractice found that candidates were able to replace an already answered script with the one given to them. This was

made possible by candidates making arrangements with invigilators and supervisors before the commencement of examinations.

These events show that examination malpractice is a concern not only to Zambia but to other countries as well. Parents, school managers, examination supervisors and invigilators are expected to lead by example in discouraging examination malpractice. Nowadays, these are the people who are in the forefront of leaking examination materials. There is need to find out why parents, school managers, examination supervisors and invigilators would do anything possible to enable their children have access to leakages contrary to instilling excellence and moral uprightness in the learners and children.

Examination malpractice during examinations also include taking, giving or receiving information from others. This also includes looking at another student's answer sheet. The Kenyatta University (2011/2013) catalogue states that candidates in an examination stretch their necks as far as they can in order for them to see and copy what a fellow candidate has written down. Candidates colluding pre-plan to sit in such a way that they will coordinate copying. This is done by candidates dropping a paper or answer sheet on the floor, switching papers or answer sheets or flipping or holding the answer sheet up so that the candidates behind them can copy. It is also done by candidates communicating with sign language or a code for transmitting answers such as clicking of pencil, foot tapping coughing and body gestures (McCabe & Trevino, 1997).

Candidates also engage in examination malpractice during examinations by using materials or information that is forbidden. This is done by candidates writing information on sheets of paper, hems, calculators, writing on a wide piece of tape and putting them under the shoes, on the inside of jackets, on a water or beverage container, eyeglass cases, facial tissues, eraser, wrist watch, on or in mechanical pencils or pens along with writing on one's arms and other written aids under the table (Vowell & Chen, 2004).

The Kenyatta University (2011/2013) indicates that candidates engage in examination malpractice during examinations by taking mobile phones with them into the examination room. These phones are hidden and they use them to seek answers from people who are outside the examination room through text messages.

The forms of examination malpractice given above indicate that candidates go into the examination room with a lot of forbidden materials to aid them. This shows that candidates lack confidence to write the examinations because if they were adequately prepared, they would have confidence to write the examinations and they would not go into the examination rooms with pieces of paper with information on them. What then makes the learners not to have confidence to write the examinations?

In Nigeria, there was a case of examination malpractice that was almost unbelievable. In the 1997 University Matriculation Examination, the then registrar of Joint Admission and Matriculation Board reported that there were cases of females attempting to impersonate males. There was widespread cheating reported in that year's University Matriculation Examination. In the 1973 West African Examination, there was a case of a candidate who armed herself with nitric acid and threatened to pour it on other candidates who refused to let her copy from their scripts. She successfully forced two or three other candidates (Eze, 1991; Jacob & Lar, 2001). There is need to explore the interest behind examination malpractice and to find out whether the curriculum approach used necessitates the vice.

This shows that most learners are usually not ready for examinations that is why they would go into looking for people who they think are more capable to write the examinations for them. Candidates would do anything in order for them to pass the examinations. They do not mind on how and what they do to pass but what is important for them is to pass with good grades. Lack of motivation to study may be amongst the causes of learners not studying hard for their examinations. There is need therefore, to establish the causes of low or lack of motivation for studying amongst learners.

2.1.4 Examination Malpractices after the Examinations

Some of the examination malpractice commonly noticed after the examinations are colluding with member(s) of staff to replace the original answer script with a newly prepared answered script and deliberate award of certificates to candidates who did not sit for examinations. In the past, it used

to involve only examination officials, but in recent years it included printers and candidates with high – level skills in technology (Eze, 1991).

The study done by Eze shows that it is not only the candidates that are involved in examination malpractice. It involves candidates colluding with the members of staff and it also shows that sometimes some candidates do not even sit for examinations, but they are awarded certificates. This is because nowadays everyone wants to have a good certificate because whatever they need to do in life in order to survive requires a certificate with very good grades.

Nowadays examination candidates do not learn hard for long or experience the examination fever and examination halls are no longer as quiet as a grave yard as it used to be. This is because some examination questions and sometimes including the marking schemes are already seen before the examinations or the answers to the questions are read out to candidates in the examination hall (Eze, 1991; Jacob & Lar, 2001).

This entails that candidates feel lazy to study for examinations because they know that they will have access to either the examination question papers or the marking keys before the examinations are written and sometimes before the question papers and the very marking keys are made available to teachers. In some instances, invigilators would read out answers to the candidates in the examination rooms or learners would pay money to the invigilators well in advance or as they enter the examination room so that the invigilator could allow them to copy.

Given the presentation, there is little empirical evidence about Zambia in this area. This therefore, over scores the need to profile the nature of examination malpractices in Zambia. There is no need to rely on what literature exists elsewhere.

2.2 Demographic characteristics among learners that may be associated with examination malpractice

Demographic characteristics include school location and ownership, gender, age of students and the philosophy of particular schools (Calabrese & Cochran, 1990). The demographic variables linked with academic misconduct are referred to as the characteristics of the school. These include

the type of the school which is public, private, religious or community, the location of the school, that is rural or urban and the philosophy of the school. Some studies, for example, the study done by Calabrese and Cochran revealed that private school factor is one issue among other factors that contribute to examination malpractices. The study further revealed that the rate of examination malpractices were higher amongst white males who attended private schools and also amongst students coming from wealthy families.

Mustaine and Tewksbury (2005) in their study on examination malpractice and gender differences revealed that sex is the strongest and most often reported demographic correlate of examination malpractice. The study indicated that more males were involved in examination malpractice than females. However, Whitley (1998) in his study on examination malpractice found that both male and female candidates engage themselves in examinations.

Candidates who have access to devices such as phones, computers, printers and internet are likely to indulge in examination malpractice. The incidences of fore- knowledge of examination question papers and leakage spread fast through the use of mobile phones and internet facilities by candidates (Unachukwu & Onunkwo, 1999). This is because the above mentioned devices can be used for high- jacking questions and marking keys especially those hooked to the internet. Candidates in the rural parts are also likely to be victims of examination malpractice. This is because examination materials are delivered to these rural parts beforehand and this may tempt candidates to break in and access these materials before the actual examination day as was the case in Zambia a year ago.

Private schools may be seen to be playing a vital role in the education system. Nevertheless, some of them are into profit making business at the expense of morality and discipline. The contributing factors to this effect are competition and the urge to attain better results. This leads into the managers of those private schools to use whatever means which may even include various forms of examination malpractice. The motivation behind this vice is not only to help the candidates pass but to also use the pass as an advertisement to get more students to their schools for the next registration session, so as to increase their capital gains (Udoh, 2008).

The studies cited in this section are mainly from other countries and very few are from Zambia. Given the presentation there is need to profile the demographic characteristics that shape examination malpractice in Zambia.

2.3 Reasons for examination malpractice

Examination malpractice is probably as old as formal educational testing and occurs at all levels of education. The reasons for candidates engaging themselves in examination malpractice are obvious. One of the reasons is fear of failure or simply to boost their marks. Candidates who engage in examination malpractice may find the practice distasteful, but believe that they have little choice but to do so in order to level out the proverbial playing field (McCabe et al, 2001).

There are various rules and regulations guiding the administration of examinations. The rules and regulations are usually accompanied by corresponding sanctions which are enlisted by the examination bodies. Candidates, however, go out of their way and break the rules and regulations in order to have access to examination materials (Achio, 2005). One of the contributing factors to examination malpractice is the quest by candidates to pass the examinations. Other factors that contribute to examination malpractice include lack of confidence, fear of failure or getting low marks, anxiety to get a certificate, high-grade and the emphasis on certificate presentation for a job (Ajibola, 2011). Improper guidance and counseling, truancy, absenteeism and laziness are also amongst the factors that may lead to examination malpractice. Nevertheless, some candidates see themselves in malpractices through ignorance, carelessness, forgetfulness in applying the rules and regulations while others indulge themselves in malpractice due to peer pressure (Onyechere, 2008).

The factors contributing to examination malpractice can be categorised as follows:

Psychological- the need for students to meet the demands of various subjects results in stress and anxiety. Some candidates fall to the menace due to the creation of tremor of failure or scoring low grades.

Environmental- examinations are set without putting into consideration how adequate the syllabus has been covered. The other factor under this category is the sitting arrangement. Candidates who sit close to each other are likely to indulge in examination malpractice. This is because such candidates can easily giraffe or spy on their neighbour's work, can whisper answers, scribble answers on desks and tables of the examination rooms.

Intelligence Factor- Candidates are gifted differently. Failure to recognise this fact may result in weaker students comparing themselves with the naturally gifted ones. Some candidates may be relatively academically weak and may want to go at the same pace, in terms of studies with the relatively academically strong ones. This may lead weaker students into involving themselves in examination malpractice. (Udoh, 2008)

The causes of examination malpractice are numerous. For example, the Nigerian society places too much emphasis on certificate obtained and examination passed as determinants of well paid jobs and also serves as a means of achieving high social status (Ajibola, 2006).

There have been greater quests for knowledge, academic credentials and excellence at all levels of education in the twenty first century. Successful completion of one level enables one to graduate into another level. This is further amplified by the West African Examinations Council, 2004, National Examinations Council and the Joint Admission and Matriculation Board, 2008, that noted that today, it is obvious that candidates at all levels would want to achieve the feat at all costs either to gain promotion from one class into the next or for admission into the next level of education. All learners desire to achieve a goal which is a qualification and they would do anything possible to ensure that they get it. This is the major reason for some students to involve themselves in examination malpractice (Beard, 1980). Newberger (2003,p.6) states that:

The desire to secure the best grades has become a paramount force that drives students' education with so much emphasis placed on outcomes.....grades rather than education have become the major focus of many learners today. Their goals become simple: get in, survive, get the grade and get out

The above situation is applicable to our Zambian educational system from junior secondary through to senior secondary and tertiary institutions where learners believe in struggling to get in by all means, survive by all means, get the grade and get out. This was not the situation some years back, the vocabulary of examination malpractice never existed and our forefathers wrote their examinations without prior knowledge to examination material and without carrying any foreign materials into the examination room. What then has happened to our education system to attract a shift from credible examinations to what we are seeing today?

Parents with academically weak children send their children to schools that can perform magic. The anxiety of these parents to have their children obtain good grades blinds them and they do not care about the knowledge and skills that their children acquire. (Ammani, 2011).

Parents sometimes in their pride impose better grades for their children without putting into consideration the affective, cognitive and psychomotor capacities of their children. These children are pushed too hard and too far thereby making them corrupt through engagement in examination malpractice to please their parents.

Parents nowadays have also become so much concerned about the future of their children. They repeat endlessly to their children that they should aim to succeed by passing with flying colours to enable them gain entry into tertiary institutions. This can cause excessive pressure to children and can become a major cause for the drift of the child to engage in examination malpractice so as to get good results in order to meet the desires of their parents who explained to them that a child who cheats is not necessarily a bad student but he is a student who gets better by cheating (Szabo and Underwood, 2004). Offorma (2006,p.9) affirms that:

Examination malpractice has eaten deep into the society and it is rampant that parents believe that their children cannot do well in school and external examination. So, they are ready to go extra miles including hiring people to write examinations for their children and bribing the teachers and examiners with expensive gifts so that they can assist their children in any possible ways to succeed in the examinations.

There is a large number of students who without remorse are trying to improve their grades or avoid failure by defying the rules (Szabo & Underwood, 2004). This phenomenon has attracted the attention of many researchers from different nations. American research has shown, for this purpose, a majority of students, estimated at seventy percent (70%) are engaged in examination malpractice (Whitley, 1998 : McCabe, Trevino & Butterfield, 2001)

The most common form of examination malpractice used during examinations was to ask other students during examinations. This is because candidates have fear of failure which is the reason why they engage in examination malpractice. Candidates also engage in examination malpractice because of high levels of stress which they have for obtaining the pass percentage and also because these scores are considered for promoting them to the next level. McCabe, Trevino and Butterfield

(2001) observed that the rate of examination malpractice has been increasing over the past thirty (30) years. In the United States for example, Vowell and Chen, (2004) reported that eighty- eight percent (88%) of the learners engaged themselves in examination malpractice because of fear of failure.

Economy is also one of the causes of examination malpractice. The dwindling economy and the low income that teachers earn which is not enough to meet their ever growing human wants has made them engage in examination malpractice. They do this in exchange for money or gift items (Ajibola, 2011). Noah and Eckstein (2001,p.17) states that;

Cheating in examinations became a global phenomenon, increasing in frequency and becoming increasingly sophisticated during the 1990s. Today's pressures are associated to the competitive economy, where success and job security can't be taken for granted.

Most of the research on examination malpractice has been in the western countries (particularly America). Murray (1996) conducted a research on examination malpractice in America and reported that examination room collusion was culturally viewed 'as helping' a fellow student or even as an act of altruism. McCabe et al, (2008) also noted the collectivist aspect of Lebanese culture and examination malpractice during examinations was perceived within that cultural framework as being an instance of 'working together to navigate a difficult task' concluding that 'one size does not fit all 'when it comes to academic integrity.

Other researchers consider causes of examination malpractice as inadequate preparation for the examination, peer influence, poor facilities in school, societal influence, lack of self-confidence due to laziness and poor academic performance (Adamu, 1998; Fagbemi 2001; Jacob &Lar, 2001). Chiason and Otor (2013,p.62) state that;

Unpreparedness of students for examinations is one of the causes of examination malpractice. Students fail to prepare well for their examinations and generally develop examination fever or tensions. Because of this, they are unable to retain concepts learnt and experience difficulty retrieving it during examinations. Instead of dedicating time to study, they prefer to watch television, play games and engage in one form of social negative vice or another. Thereby losing grip of the most important thing needed for them to be successful in examinations.

Society places a lot of value on paper qualification and this has resulted into persistent occurrence of examination malpractice. The findings in a study conducted by Ekpun (1991) indicated a significant relationship between societal values for paper qualification and students involvement in examination malpractice. Societal value on paper qualification is a determinant for students tendency to cheat. Ekpun further observed that examination malpractice is the product of a society which nurture cheating and turns cheaters into celebrities. Children are simply modeling what they observe in the society, They have observed their parents use money to get admission, a job or high position of the society, hence they do not see anything wrong with examination malpractice . This implies that whenever children witness dishonesty in the environment where they live, they vicariously learn the habit of being dishonest in their dealings.

Research has also shown that fear of failure, craze for certificates, and desire of parents to have students in better universities and obtaining better jobs are also some of the reasons for examination malpractices (Grimes & Rezek, 2005). The emphasis on grades for entry into colleges or universities has resulted into most learners being more preoccupied with wanting to exhibit academic excellence without regard to moral uprightness, which does not go hand in hand with academic excellence and as such has been linked to malpractices (Udogi & Ivowi, 1995 ; Jacob & Lar, 2001). According to Chianson and Otor (2013,p.62) emphasis on paper qualification is one of the causes of examination malpractices. They observed that:

Parents desire for their children to pass at all costs and students as well try to please their parents by all it takes to graduate with better grades. The craze for paper qualification is the major reason for examination malpractice. Emphasis is gradually being removed from paper acquisition of demonstrable skills and academic excellence to mere paper qualification.

Asuru (2010,p.107) also noted that:

Our students are not congenital cheats, but are merely responding to some fundamental disarticulation in the system. Some of these include over emphasis on the assessment of cognitive domain, our societal values which have over the years erroneously imbibed the Machiavellian philosophy that the end justifies the need.

Examination malpractice has in recent times advanced from simple ‘giraffing’ where students occasionally stretch their necks to catch a glimpse of what they want to copy from other students’ scripts to a variety of sophisticated ones which includes use of microchip, writing very tiny summaries on paper, parts of the body or on materials found within the venue (Asuru, 2010). It is, therefore, important that stakeholders in the education system work to ensure that learners appreciate the intrinsic value of education which comprises the total development of the individual in order to allow students to make meaningful contribution to the society.

The factors influencing examination malpractice include lack of confidence as a result of inadequate preparation, peer influence, societal influence, parental support, poor facilities in schools, school programs and the teaching/ learning environment (Badmus, 2006). Other causes of examination malpractice include lack of moral strength and the courage to resist the temptation of indulging in immoral and illegal means of passing the examinations, absence of good guidance and counselling in schools, the emphasis that society places on paper qualification as an end to formal school system and the high premium placed on acquired social status and personal achievements.

Hang’andu (2005) conducted a study on examination malpractice in Zambia and reported that some causes of examination malpractice in Zambian primary and secondary schools include poor security checks by ECZ officials, use of teachers from the same school as examination invigilators, the low salaries and poor conditions for teachers, corruption and nepotism and the emergence of new examination centres for GCE as a consequence of APU classes.

He further reported that leakage occurs during the process of setting of examination questions because many people handle the question papers before learners finally write. He gave an example of examination papers for blind learners which are set by the sighted teachers before the same are transcribed into braille which he said is a fertile ground for leakage. Hang’andu also revealed that the use of computers which are connected to internet by ECZ also contributes to leakage because according to him data can quite easily be obtained from the internet.

Hang’andu in his study on examination malpractice focused on the legal challenges of examination malpractice and he interviewed parents and teachers. The current research looked at examination malpractice, but it focussed on the nature and forms of examination malpractice and included learners in the study to get their views on the types of examination malpractice and why they involve themselves in examination malpractice. This was done by use of questionnaires and also

focus group discussions where learners brought out the forms and reasons for examination malpractice.

Some studies have been done in the area of examination malpractice. Nevertheless, there are reasons that limit the value of previous findings, most of which are US-based, to the Zambian setting. Most research into examination malpractice has focused on the factors of general environment and situational variables. Several researches done report four categories representing common factors for examination malpractice which include; individual characteristics, peer group influences, instructor influences and institutional policies and it is not clear which of these is more significant for the case of Zambia. Second, student behaviour is reportedly influenced by both cultural differences and institutional differences regarding policies and student population (Lim and See, 2001). For example, according to Eland et al. (2009), whereas in the US and EU system of education there are multiple models and complex interacting systems, in the non-US systems, the education system is hierarchical or centralized. Similarly, the US and EU system is flexible; students make many individual choices and may change academic plan. This is not the case in non-US systems where there is inflexibility; students must choose a fixed plan of study and not deviate from it. We argue that inflexibility introduces the culture of succeeding in a predetermined plan at all costs. Moreover, Munene et al. (2005) noted that Africans find embeddedness, hierarchy and mastery justified and even desirable but noted behaviour compatible with intellectual autonomy, affective autonomy, egalitarianism and harmony less legitimate and even undesirable; which is the reverse of their western countries counterparts. The location of a culture along these dimensions is relevant to cheating behaviour.

In a related development, Chileshe, (2010) indicates that an education system which favours an academic approach to learning at the expense of hands on approach also contributes to examination malpractices. This is because such an education system emphasizes passing examinations while those who fail to score the required marks to enable them pass are labeled as failures and are abandoned on the way. Learners will do what they can to enable them pass because at the moment there are no programs to cater for the so called failures or dropouts.

Examination malpractice was chosen as a focus for the present study because studies done have consistently shown that examination malpractice are on the increase and that they do occur at all examination levels. Wotring (2007) in his thirty year follow up study on students cheating found

that the number of students cheating increased from 63% to 70%. He further indicated that students were most of the times cheating during examinations and that the techniques of cheating became sophisticated with time.

Hence, if research has established that examination malpractice is on the increase and that it is taking new twists each passing year, then we can truly foresee a situation where cheating in examinations would become even worse making examinations lose their purpose. It is in this respect that the researcher raises the question, what are the forms and causes of examination malpractice? Despite the fact that the Examinations Council of Zambia together with other stakeholders in the education system have put up stringent measures to curb examination malpractice, it is still on the increase. There is, therefore, need to establish what motivates and sustains examination malpractice. Currently, the type of punishment does not act as a deterrent for the would be culprits. Many people found wanting go unpunished while few are imprisoned for a period less than a year.

Thus, learners who may see culprits go unpunished may also involve themselves in examination malpractice. Albert Bandura's Social Cognitive theory indicates that an individual's thought, environment and behavior are shaped by his or her interactions. According to Bandura (1991) moral behavior for example honesty and dishonesty is shaped by cognitive and environmental factors. Cognitive aspects according to him include intellectual and moral developmental levels, thought processes, beliefs, reaction to situation and social norms while environmental aspects include commitment to social norms, codes of conduct and modeling others. The figure below summarises it all.

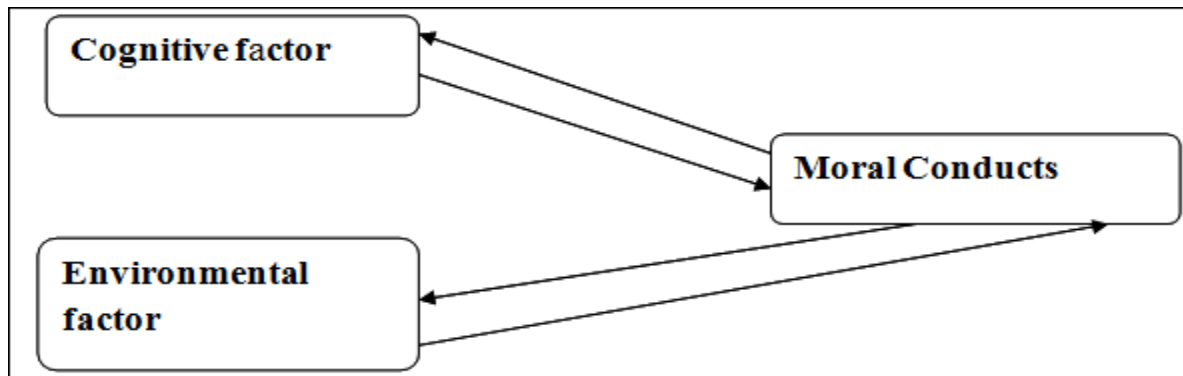


Figure 3 :Model of Social Cognitive Theory (Source: Bandura 1991)

There is strong influence among peers' behavior and this most often suggests that academic dishonesty is not only learnt from observing the behavior of peers, but that peers' behavior also provides a kind of normative support for cheating. The fact that others are cheating may also suggest that, in such a climate, the non- cheater feels left at a disadvantage. Hence, cheating may be viewed as an acceptable way of getting and staying ahead (McCabe, Trevino & Butterfield, 2001).

It would be important to ascertain whether the reasons advanced for examination malpractices in the literature would apply for the learners in this study.

2.4 Summary

The review of literature has shown that examination malpractice is a concern globally. The nature, causes and the demographic characteristics among learners that may be prone to examination malpractice vary from one region to another and from one country to another. There seems to be some similarities in the examination malpractice experienced. It is clear that examination malpractice include radio transmitters concealed in pens, personal stereos loaded with pre-recorded and programmable calculators packed with data which are smuggled into examination rooms.

It is also clear that examination malpractice have taken new twists where candidates have gone to an extent of getting into examination rooms with harmful substances such as nitric acid to enable them copy from other candidates. It is further noted that the desire by candidates to pass examinations at all costs has resulted into breakages into strong rooms where examination papers are kept so that they know what the examination is all about before time.

It is in this respect that the researcher sees the need for a research to establish the causes of examination malpractice. The next chapter presents the methodology used in the present study.

CHAPTER THREE

METHODOLOGY AND RESEARCH DESIGN

3.0 Overview

This chapter is about the methodology and presents how the methods were used. This chapter comprises research design, population, sample size and sampling procedure, data collection instruments, data collection procedure, data analysis and the ethical considerations.

3.1 Research design

A descriptive survey design was used in this study. The design helped to explore and describe the nature and causes of examination malpractice. Creswell (2009). A descriptive approach was used to structure this research because very little was known in such an area and the researcher wanted to show what was happening on the ground at that moment. In addition, the researcher was going to be in a position to describe events and then organize and tabulate the data to what the actual reality of the phenomena of examination malpractices was like on the ground (Alderson and Banerjee, 1996).

3.2 Study site

The following were the study sites.

PROVINCE	DISTRICT	SITE
Copperbelt	Kitwe	Chibote Girls Secondary School
		Kamfinsa Secondary School
		Kitwe Boy Secondary School
		Kitwe District Education Board
		Malela Secondary School
		Mitanto Secondary School
		Nkana Secondary School
		Wusakili Secondary School

3.3 Research Strategy and Data Collection Tools

In this particular study, the researcher relied on both induction and deduction to collect and analyses the data. The two logics are associated with the positivist ontology of discovery based on regular patterns seen in the literature (Hatch and Lazaraton, 1991). Two survey questionnaires (one for learners and the other for teachers) in-depth interviews guides (with school managers and the district education officer) and a focus group discussion guide for learners was used to collect data.

3.4 Process of Developing the Questionnaire

The data collection tool for quantitative data that was considered to be appropriate in this research is a questionnaire. The examination malpractice questionnaire was developed following a hypothetical deductive and inductive literature search of peer reviewed journals. The survey questionnaire was developed following a critical assessment of variables that were used in the most cited studies.

3.5 Conferring Validity and Reliability of the Survey Questionnaire

A Pilot study being a small-scale version of the larger proposed study or trial runs of methods and / or measures was done at one of the secondary schools in Lusaka on a sample of twelfth graders. The internal consistency of the scale and data collected was tested using Cronbach's alpha which produced a co-efficient of 0.85. The research proved that the value of this alpha is greater than 0.5 and is acceptable in social sciences (Nunally, 1978).

3.6 Process of Developing Focus Group Discussion Guide and Interview Guides

The examination malpractice Focus Group Discussion Guide and Interview Guides were developed using themes drawn from the literature review.

3.7. Sampling Procedure

The study employed purposive and random sampling. Purposive sampling is a form of non-probability sampling in which decisions concerning the individuals to be included in the sample are taken by the researcher, based upon a variety of criteria which may include specialist knowledge of the research issue or capacity and willingness to participate in the research (Oliver, 2006).

Teachers, school managers and the Education Standards Officer were sampled using expert sampling. These were considered to be experts as they had authority and knowledge in the domain of examinations as people who are constantly looked upon for knowledge and information. Expert sampling is a variant form of purposive sampling technique that is most effective when one needs to study a certain cultural domain with knowledgeable experts within. Four grade twelve teachers per school were purposively sampled and since there were seven secondary schools that participated in the study, a total of twenty eight (28) grade twelve teachers participated in the study and seven school managers were purposively sampled.

Sampling of learners included formulation of a sampling frame of each cluster based on the class registers by the school. From each school, 16 learners were recruited using systematic random sampling. Every 5th student was selected from the sampling frame once the first student was randomly selected. It was these learners who answered the survey questionnaire at the time the school authority determined. In order to determine the sample size for this study, only one school was randomly sampled in each zone where the sampling process favored public schools because they were more in number than private schools.

In order to have an adequate and representative sample, it was decided as a matter of research prudence that each sample unit in the population (or recruit) ought to have a chance of being selected. Because of the heterogeneous nature and the numerous factors that occasion examination malpractice, like sex and geography inter alia, systematic random sampling was used. The first stage was to develop strata along zones. There are seven zones and each has a mixed composition disproportionately of secondary schools and only one school was picked. The second stage was to develop a sampling list of all students. On this list of one school from each zone, names of pupils were tagged by a researcher to a random number.

In total, there were about 200 or under 300 students in grade 12 in each secondary school. In order to determine the sample size for this study, only one school was randomly sampled in each zone. Where the sampling process favored public schools because they are more in number than private schools, sampling with replacement was done to ensure that the proportion of 1: 3 which is the populations constant was attained. The sample size could have been 336 if we use Yamane's (1967) sampling formula:

$$n = \frac{N}{1 + N (e)^2}$$

Where: **n** is the desired sample size

N is the known population size and

e is the precision set at .05

In order to have an adequate and representative sample; it was decided as matter research prudence that each sample unit in the population (or recruit) ought to have a chance of being selected. Because of the heterogeneous nature and the numerous factors that occasion examination mal practice behavior like sex and geography *inter alias*, cluster systematic random sampling processes was used. The first stage was to develop strata along zones. There are seven zones and each has a mixed composition disproportionately of secondary schools and only one school was picked. The second stage was to develop a sampling list of all students. On these lists of one school from each zone, names of learners were tagged by the researcher to a random number. From these lists, 336 students could have been drawn. Instead, the researcher was only allowed to enlist the first 112 learners because of the busy schedules in the schools at the time.

3.8 Data Collection

Data collection process and sampling was done by first seeking consent from the District Education Board Secretary. The researcher then sought consent from the seven school managers of the seven selected secondary schools in Kitwe district where data was collected from for the study. In the schools, the researcher made appointments with the school managers and on appointed days, the researcher had a formal meeting with the school managers to discuss the study and how it would be done. The seven school managers from the selected secondary schools facilitated the administration of questionnaires, interviews and focus group discussions at the time when the respondents were free.

3.9 Interview Guides

The researcher used interview guides to collect data from the Education Standards Officer at District Education Board Secretary's officer and the school managers from the selected secondary schools. Sidhu (2006) states that an interview is a two way method which allows an exchange of ideas and information. In an interview, the investigator gathers data from participants in face- to-face contact. The purpose of the interview is the construction and understanding of reality.

The researcher recorded the conversations between the researcher and the respondents during the interviews which lasted between 40 and 45 minutes. The researcher used interviews to get opinions from school managers and the Education Standards Officer on the nature of examination malpractice, causes of examination malpractice and the demographic characteristics among learners that may be prone to examination malpractice. The focus group discussions were used to collect data from learners. The focus group consisted of participants that ranged from six (6) to twelve (12) learners. The recorded data was transcribed verbatim at the end of the activity. The interviews and the focus group discussions were both recorded with the permission from the participants.

3.10 Focus Group Discussion Guides

Focus group discussion guides (FGD) were used to collect data from learners. Kombo and Tromp (2006) describe a focus group discussion as a special group in terms of its purpose, size, position and procedure. Focus group discussions are used to assess needs, develop interventions and test new ideas and programs. The researcher used focus group discussions because they were effective and time saving. They were ideal for grade twelve learners because they were homogeneous.

3.11 Data Analysis

Quantitative data from the survey questionnaire was analysed using the Statistical Package for the Social Sciences (SPSS). The descriptive statistics for the demographic characteristics were run and the means and standard deviations for numeric variables were processed in order to describe the phenomena.

Qualitative data was analysed using qualitative descriptive analysis (QDA). Qualitative descriptive studies offer a comprehensive summary of an event in the everyday terms of those events. The researcher opted to use QDA to identify concepts that could help to make sense of what was going on regarding examination malpractices. In this study, constructs, themes, and patterns were identified from the interviews as the researcher read-through the data over and over to get a

description of phenomenon under study (Gall et al., 1996). The understanding of the phenomenon (examination malpractices) were noted.

Interviews were tape-recorded and transcribed before the analysis. The objective of the analysis of the interviews was to understand and explain the impact of the organisation's culture and context from the narratives. Transcriptions and written texts of interviews were independently read and analysed by two analysts one being the researcher and the other being an assistant. Qualitative descriptive analysis involved:

- a) Developing codes that represented a category or theme found in the data and these were put directly into the text by attaching to segments of text.
- b) Each participant interviewed was evaluated by the set of thematic codes developed.
- c) Recording insights and reflections on the data across the codes.
- d) Sorting through the data to identify similar phrases, patterns, themes, subthemes sequences and important features.
- e) Looking for commonalities and differences among the data and extracting them for further consideration and analysis.
- f) Gradually deciding on a small group or generalizations that hold true for the data.
- g) Examining these generalizations in the light of existing knowledge.

The analysis in QDA differs from other qualitative methods in several ways. Firstly, in terms of analysis, the aim of QDA is neither thick description (ethnography), theory development (grounded theory) nor interpretative meaning of an experience (phenomenology), but a rich, straight description of an experience or an event. This means that in the analytical process and presentation of data, researchers using QDA stay closer to the data (Neergaard, et al., 2009,p.2).

3.12 Ethical considerations

The researcher sought ethical clearance from the University of Zambia Ethics Committee. She also sought permission from the district and the school authorities. The researcher explained the aim of the research to the participants and the need for their involvement before the commencement of the interview, focus group discussion and administration of questionnaires. A letter explaining the purpose of the study was handed over to the participants and also the informed consent forms to be signed by the respondents were also handed over to the participants.

Informed consent forms were signed by the respondents. A cover letter explaining the purpose of the study was handed over to the respondents. The participants were also assured that the information that they would give would be purely for academic use. Furthermore, the participants were also assured of high confidentiality to the information that they provided. Confidentiality in research is imperative because it raises confidence in the participants and increases their level of participation (Lay, 1976).

3.13 Summary

This chapter presented the methodology that was used in the study. A descriptive design which employed both qualitative and quantitative methods was used to explore and describe the nature of examination malpractice, causes of examination malpractice and the demographic characteristics among learners that may be prone to examination malpractice. One hundred and forty-eight (148) respondents participated in the study. They were selected through purposive and random sampling. Random sampling was used in order to ensure that every learner was accorded an opportunity to participate in the study. The sample comprised one (1) education officer, seven (7) school managers, twenty-eight (28) teachers and one hundred and twelve learners. The instruments for data collection included questionnaires, interview guides and focus group discussion guides. Data was analysed both qualitatively and quantitatively. Ethical issues were highly considered.

CHAPTER FOUR

PRESENTATION OF FINDINGS

4.0. Overview

This chapter presents the findings of the study on the nature and causes of examination malpractice in Kitwe District. The findings are presented according to the themes that were derived from the study questions. The questions of the study were; what is the nature of examination malpractice in Kitwe? What types of schools are associated with examination malpractice? What factors contribute to examination malpractice?

Out of twenty eight (28) teachers who participated in the study, seven (7) male teachers and four (4) female teachers were aged between twenty four (24) and twenty eight (28) years, four (4) male teachers and three (3) female teachers were in the age range of twenty nine (29) to thirty three (33) years, two (2) male teachers and five (5) female teachers were aged between thirty four (34) to thirty eight (38) years while one (1) male teacher and two (2) female teachers were in the age range thirty nine (39) to forty three (43) years (Table 1).

Respondents	Gender	Age Range				Total
		24 - 28	29 - 33	34 - 38	39 - 43	
Teachers	Male	7	4	2	1	14
	Female	4	3	5	2	14
Total		11	7	7	3	28

Table 1: Biographical Data of Respondents (Teachers)

Out of one hundred and twelve (112) learners, 90 were aged 16 to 19, 21 were aged between 20 and 23 and 1 was above 24. (Table 1). There was no significant difference in age by age group $p = 0.003$.

Age range	Gender		Total
	Male	Female	
16-19	43	47	90
20-23	13	8	21
Over 24	0	1	1
Total	56	56	112

Table 2: Biographical data of learners by gender

4.1 Nature of Examination Malpractice

The study explored the types of examination malpractice in Kitwe District. A review of questionnaires, interviews with School Managers and the Education Standards Officer and the focus group discussions with learners showed that there are different types of examination malpractice. Examination malpractice included leakage, impersonation, taking foreign materials into the examination room and collusion. Body writing or tattooing and hiding materials in washrooms as well as taking in already answered examination scripts and replacing them with the given examination answer scripts were among the forms of examination malpractice in Kitwe District. In addition, giraffing, text messages and borrowing of stored material using cell phones were also revealed as types of examination malpractice.

Figure 4 below shows the nature of malpractices committed by the learners. Using the rule of majority and taking 50% as a decision point, the most frequent malpractices were taking foreign materials in the examination room, collusion, and hiding materials. Impersonation, and text messaging were uncommon examination malpractices.

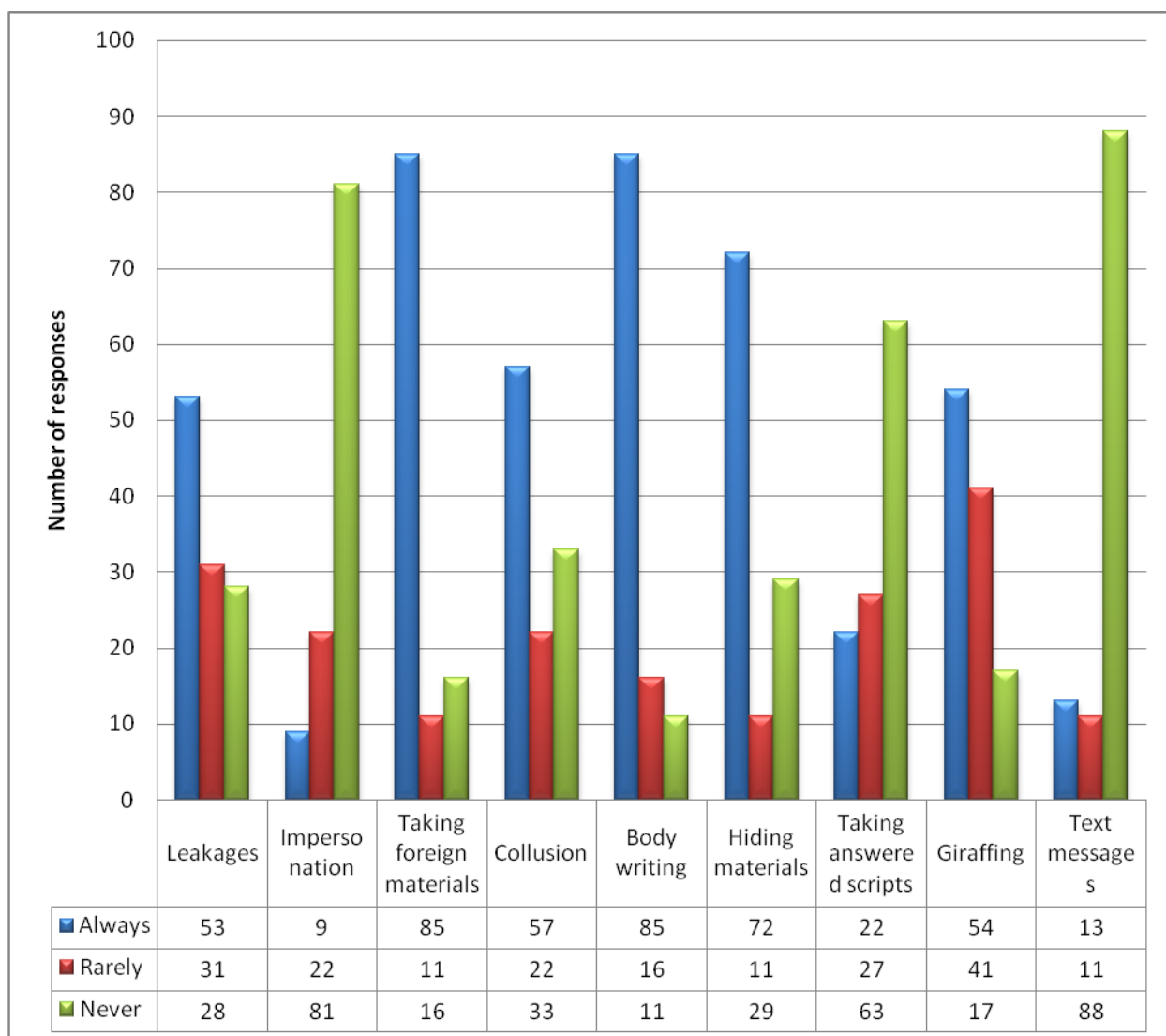


Figure 4: Nature of Examination Malpractice as perceived by learners.

Figure 5 below shows the nature of malpractices committed by the learners as observed by teachers. Using the rule of majority and taking 50% as a decision point, the most frequent malpractices were leakages, taking foreign materials body writing and hiding materials. Impersonation, collusion, Giraffing, text messaging and taking already answered scripts were considered to be uncommon examination malpractices.

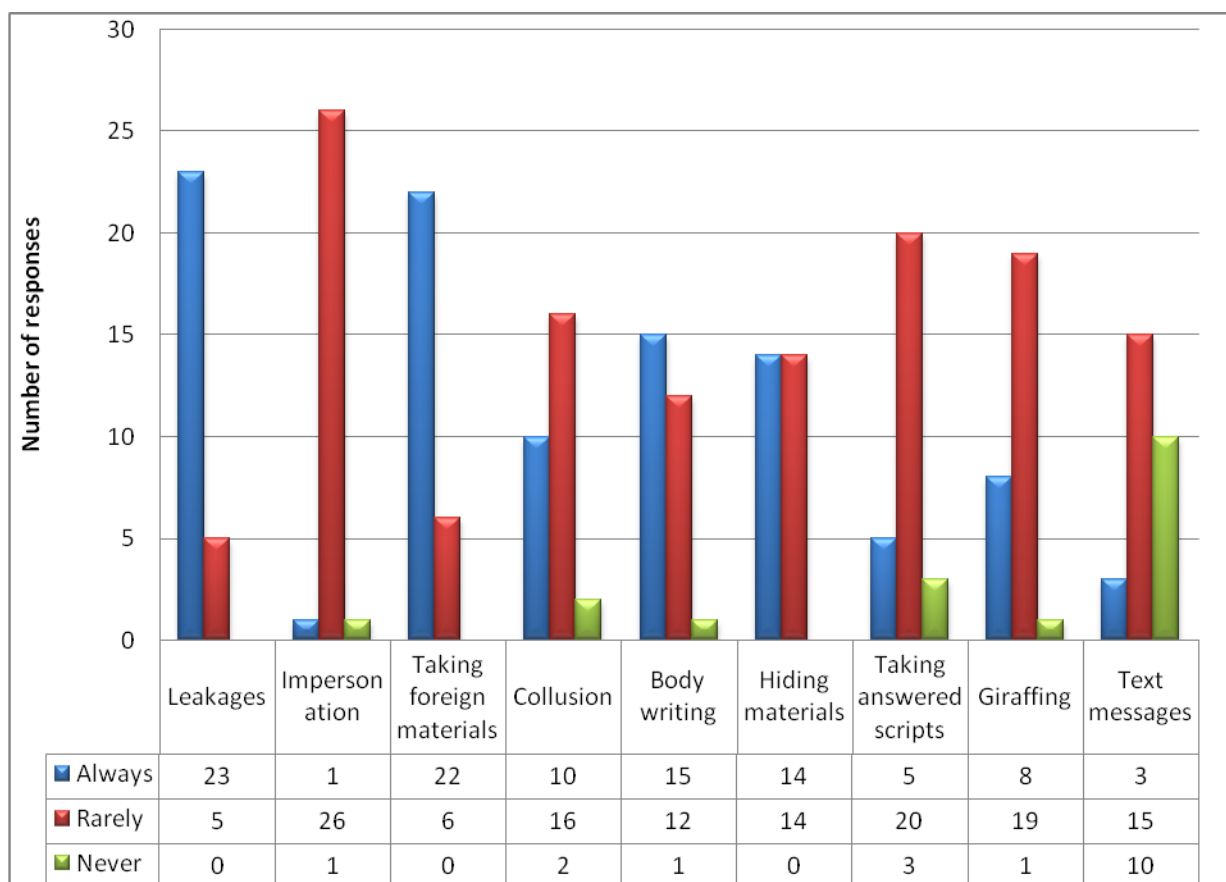


Figure 5: Nature of examination malpractice as perceived by teachers.

Looking at the two figures, there were cross cutting malpractices and non-cross cutting malpractices between the two groups. The cross cutting common malpractices were: taking foreign materials in the examination room, hiding materials and body writing (table 3).

Common malpractices among learners	Common observed malpractices among teachers
Learners	Teachers
Taking foreign materials in the examination room,	Taking foreign materials in the examination room
	Leakages
Hiding materials	Hiding materials.
Body writing	Body writing
Rarely to never practiced malpractices among learners	Rarely to never observed malpractices among learners
Impersonation	Impersonation.
Text messaging.	Text messaging
Leakages	-
-	Collusion
Giraffing,	Giraffing,
Taking already answered scripts	Taking already answered scripts

Table 3: Profile of crosscutting malpractices between learners and teachers

Gender and Examination Malpractice

Views of teachers seem to indicate that girls are more prone to examination malpractice than boys. For instance, out of twenty eight teachers who participated in the study, 14 of the teachers indicated that there are more girls who engage themselves in examination malpractice than boys, 6 of the teachers said that there are more boys involved in examination malpractice while 8 observed that both boys and girls involve themselves in examination malpractice.

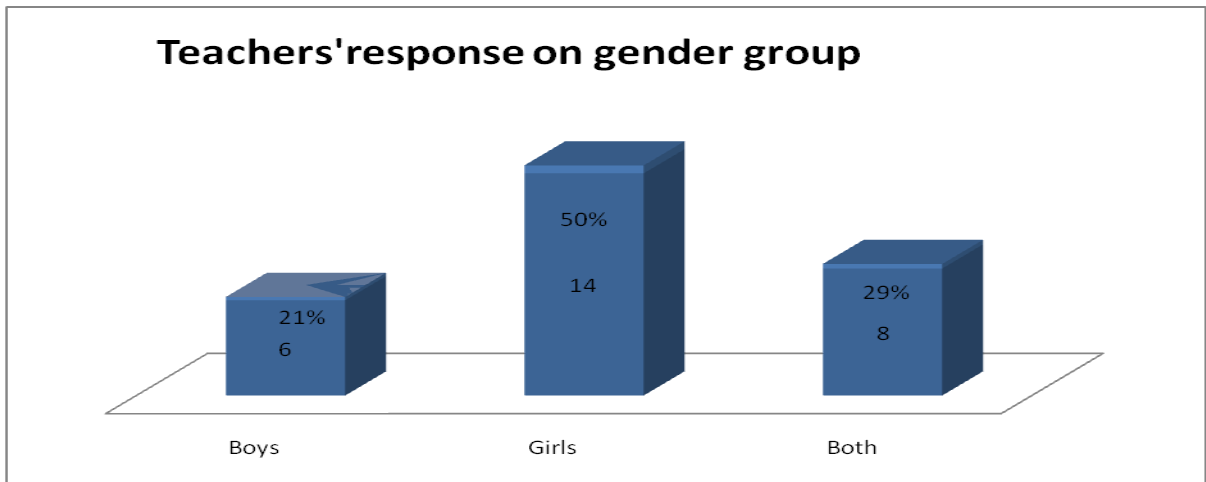


Figure 6: Teachers' responses on gender group

Interviews and focus group discussions brought out different views on gender and examination malpractice. The excerpts below affirm this.

I think it's both boys and girls who engage in examination malpractices. Why do I say so madam it's because both boys and girls want to pass.

(A learner from one of the secondary schools in Kitwe)

When it comes to grade twelve internal examinations there examination malpractices have been rampant most of them coming from the so called APU although among GCE candidates most people who are culprits are females because they have little time to prepare and they have the fear to fail.

(An education standards officer)

Mostly it's the boys because they are the ones who make connections and do the movements. Girls just receive because they are mostly at home working.

(A male school manager)

From the seventy six learners that were involved in examination malpractice, thirty seven were male while thirty nine were female. There was no significant association between gender and examination malpractice ($p= 0.686$). This therefore, entails that the likelihood of both the male and the female learners of engaging in examination malpractice was almost equal.

During focus group discussions, the learners were in a position to describe what actually was happening. The school managers were willing to share with the researcher their experiences. From the excerpts below, we see that learners are expediently bypassing cultural and organizational legacies through anticipatory thinking and defensive, future oriented cheating. Arguably, the learners first demonstrated the necessity and widespread practice of this action.

Leakages

A male grade twelve learner had this to say regarding leakages;

Leakage is always there 'iyacine' (genuine ones) and we use them because everyone else uses them and nothing happens whether they are caught or not. So why should we be studying when leakages are there and we have seen people use them, go to Colleges again use them until they finish school. They are the ones who even have good jobs.

During interviews with school managers, it was revealed that leakage was common during examinations. Candidates had prior knowledge of examination questions before the actual examination day.

A male School Manager from one of the secondary schools in Kitwe stated that;

Last year most of the learners at this school had access to the leaked material and during examinations they got into the examination room with the original paper which they were writing. Some had answers I mean exact answers the way they appeared on the marking key written on small pieces of paper and sneaked into the examination room

A female School Manager from one of the secondary schools in Kitwe district observed that:

Yes, learners at this school engage themselves in examination malpractices. What we have experienced at this school is leakages, you find that learners will be writing answers without reading the story and two years back a candidate came with an answer sheet

Taking Answered Scripts into the Examination Room

Regarding taking foreign material in the examination room, a female learner had this to say

We want to have good grades so that we go to the University so we buy leakage, we write answers on pieces of tissue, identity cards, skirts and shirts so that we write the exactly answers that the ECZ wants. We don't write one we write many so that when the invigilators get one you get another one.

As regards taking answered scripts into the examination room, a female deputy school manager said that;

Candidates copy from each other when they are close to each other and where we have few invigilators especially those who write from the school hall. We used to have these problems the times when those teachers upgrading themselves through distance education used to have their residential sessions when examinations were running. Most teachers used to go leaving few teachers to invigilate examinations

Colluding during examinations

Asked on whether they are able to collude during examinations, one female learner had this to say during a focus group discussion.

You know what we do, we don't work alone we are in groups. If my friends 'jigsaw' (a piece of paper with answers written on them) was confiscated by the invigilator and mine was not, I will use mine and when I finish I will give it to my friend without the invigilator seeing you but some can even see you but just look at you.

During interviews one of the school managers explained the forms of examination malpractice that they experienced at their school. The male school manager had this to say;

During examinations we see a lot of malpractices at this school. The most common form of examination malpractice that we experience at this school is those whereby learners come with pre written answers into the examination room.

Body Writing or Tattooing

One pupil had this to say about body tattooing

Answers can even be written on the palms but girls even write on their thighs because them they wear skirts so it is easy to see the answers but us boys who wear trousers cannot write on thighs because invigilators can see you as you pull your trousers up.

The interviews with school managers revealed that candidates in the selected secondary schools in Kitwe engaged in body writing or tattooing. Candidates wrote answers on their body parts such as the thighs and the palms. The following attests to this fact;

..... During the 2010 examinations I was going round this school monitoring the examinations. When I reached room twelve I saw this girl a coloured girl through the window sitting almost naked. I called the supervisor and together we peeped through the window and this girl was still almost naked. The supervisor went into the examination room and found that this girl had written essays on her thighs, it was a history paper.

A male School Manager

Collusion

One pupil affirmed that collusion was not a solitary activity and this is what she said;

You know what we do, we don't work alone we are in groups. If my friends 'jigsaw' (a piece of paper with answers written on them) was confiscated by the invigilator and mine was not, I will use mine and when I finish I will give it to my friend without the invigilator seeing you but some can even see you but just look at you

Hiding Material in Washrooms, Pockets, Private Parts and Pen Corks

Hiding material in washrooms, pockets, private parts and pen corks is also among the common forms of examination malpractice reported. It involves writing answers or notes on pieces of paper and then hiding them in washrooms pockets, private parts and pen which are used as reference material by candidates.

Us when we were writing grade nine examinations the teacher who was invigilating us told us to be putting money on the table when entering the examination room and he allowed us to use our small pieces of paper where we wrote the answers. What he used to do was he was standing on the door as we were writing and when he saw people coming he would tell us to hide. So all the subjects he invigilated us me I did well. I wish he was our invigilator for all the subjects.

A female grade twelve learner

The revelations from the interviews with the school managers were that during examinations learners hide small pieces of paper with answers on them in the toilet. Below are some responses from school managers.

It's hell during examinations because leakages are found all over even in the toilets. We find pieces of paper small and big with answers written on them.

(A female school manager)

I don't know what we should be doing with toilets during examinations. In 2012 we found the actual question paper that the candidates were writing in the boys' toilet. They were going to the toilet one after the other so we became suspicious and we went into that toilet. We found a lot of papers which even included the actual examination paper that the candidates were writing that day. Sometimes we wonder where these children get the scripts and who answers them. This is rare inside the examination room but we always find them on candidates as we search them that is before they get into the examination room

(A male school manager)

Giraffing

Giraffing is where candidates in the examination room stretch their necks in order to copy what another candidate is writing. Asked whether they giraffe during examinations, a male grade twelve learner revealed that Giraffing does happen during examinations. He stated that:

That is why we all want to write from the school hall because there they don't leave enough space between the desks and so if you have a problem you can just look at your neighbour's paper and copy. It is only difficult to copy when you sit in front because there invigilators easily see but 'kunuma' (at the back) you have four people to copy from.

Text Messages and Borrowing of Stored Material using Cell Phones

Concerning text messages and borrowing of stored material using cell phones, one female grade twelve learner indicated that;

We use phones when we want to tell our friends what we will be writing. For example, if I buy leakage here in Kitwe and then I have a friend or relative outside Kitwe I will send them the leakage through the phone. Even those who sell these leakages sometimes they don't get us there and then so we give them our numbers "elyo nga yafuma batuma pa foni" (when they access the leakage they send to us on phone.)

4.2 Types of Schools and Examination Malpractice

There were no marked differences regarding the types of schools which were involved in examination malpractices in Kitwe according to the types of respondents. Learners and teachers claimed that government schools were leading (figures 7 and 8).

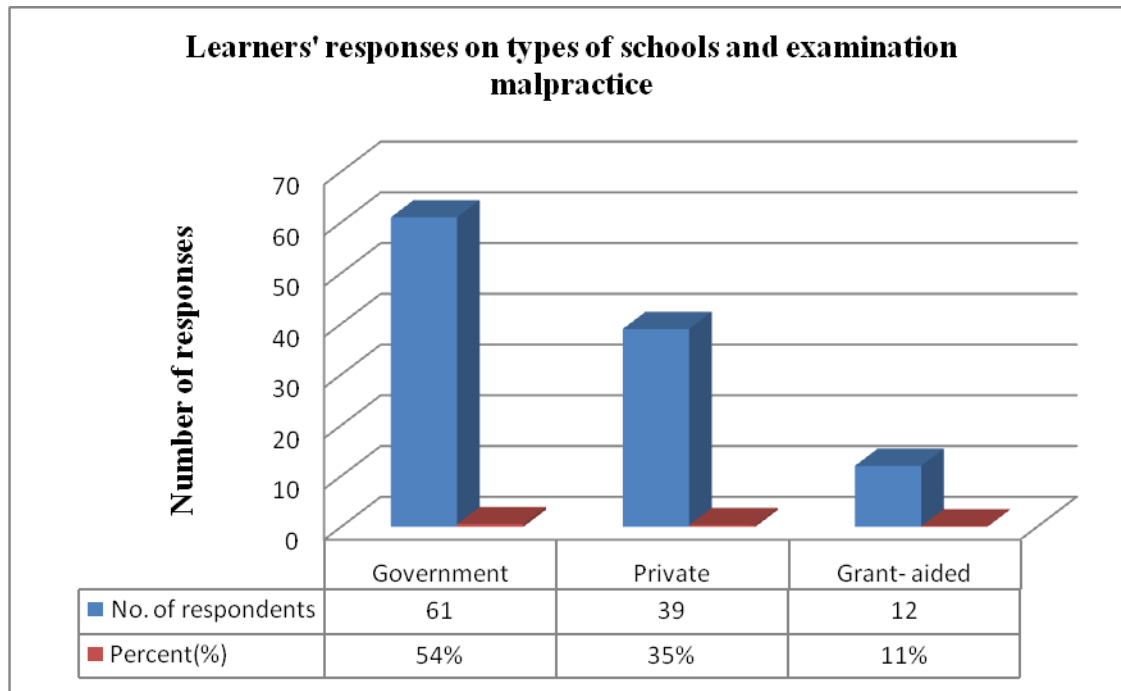


Figure 7: Learners' responses on types of schools and examination malpractice

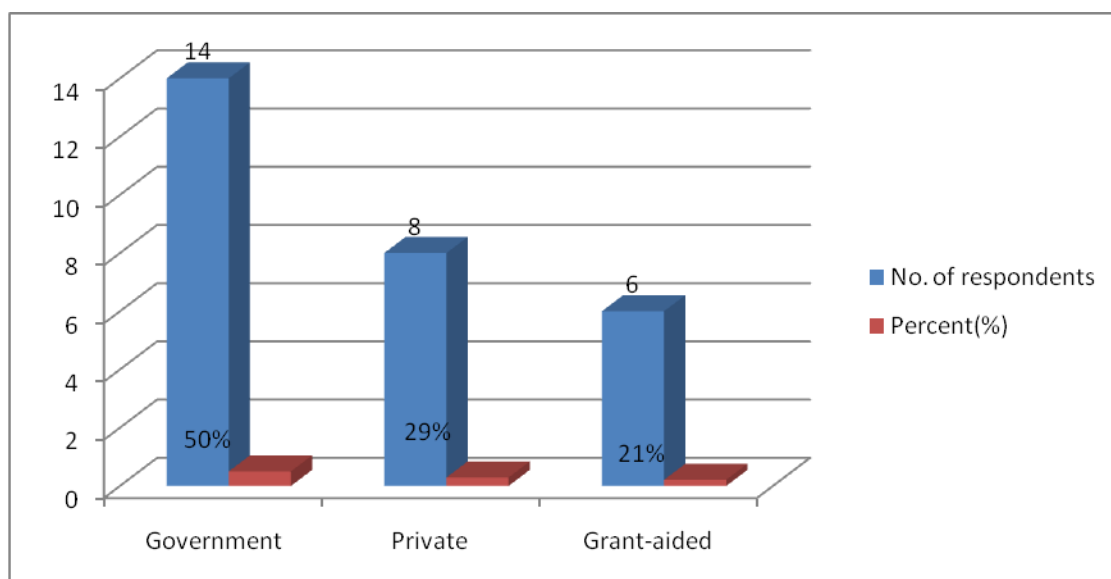


Figure 8: Teachers' responses on types of schools and examination malpractice

During the focus group discussion, teachers and learners from the selected secondary schools in Kitwe district revealed that examination malpractice was prevalent in all the types of schools that is, public, private or grant-aided. However, the education standards officer had a different observation. He argued that grant-aided schools and private schools had a cosmetic way of engaging in examination malpractice.

The Education Standards Officer had this to say;

When you talk of grant-aided schools, public schools, then we are talking of private schools my opinion is that this may happen at any school. Some schools especially grant-aided schools have a cosmetic way of engaging in examination malpractices.

A school manager from a secondary school in Kitwe had this to say that;

I think it's mostly public schools, grant-aided schools are somehow spared because they get the cream but the public schools I think are culprits because that's where the majority of the learners are found even those who are not able to read but are desperate to pass.

A learner from one of the secondary schools in Kitwe had this to say

I think it's both, In public schools teachers want to make some money by selling leakages and in private schools they want their learners to pass so that that school can make a name and a lot of parents can take their children there so that they make more money.

4.3 Causes of examination malpractice

This section presents the views of an education standards officer from the District Education Boards (DEBs), School Managers, Teachers and learners on the factors contributing to examination malpractice.

Figure 9 below shows the reasons why learners committed examination malpractices. Using the rule of majority and taking 50% as a decision point, the learners cited seven reasons with the highest scores for examination malpractices including:

- 1) Desire to Pass
- 2) Fear of Failure
- 3) Worry of Failing to get a Certificate
- 4) Emphasis on Certificate to get a Job
- 5) Frequent Absenteeism
- 6) Laziness
- 7) Forgetfulness

Lack of Confidence and improper Guidance by Teachers to face Examinations were not considered by the learners to be the reasons for the examination malpractices.

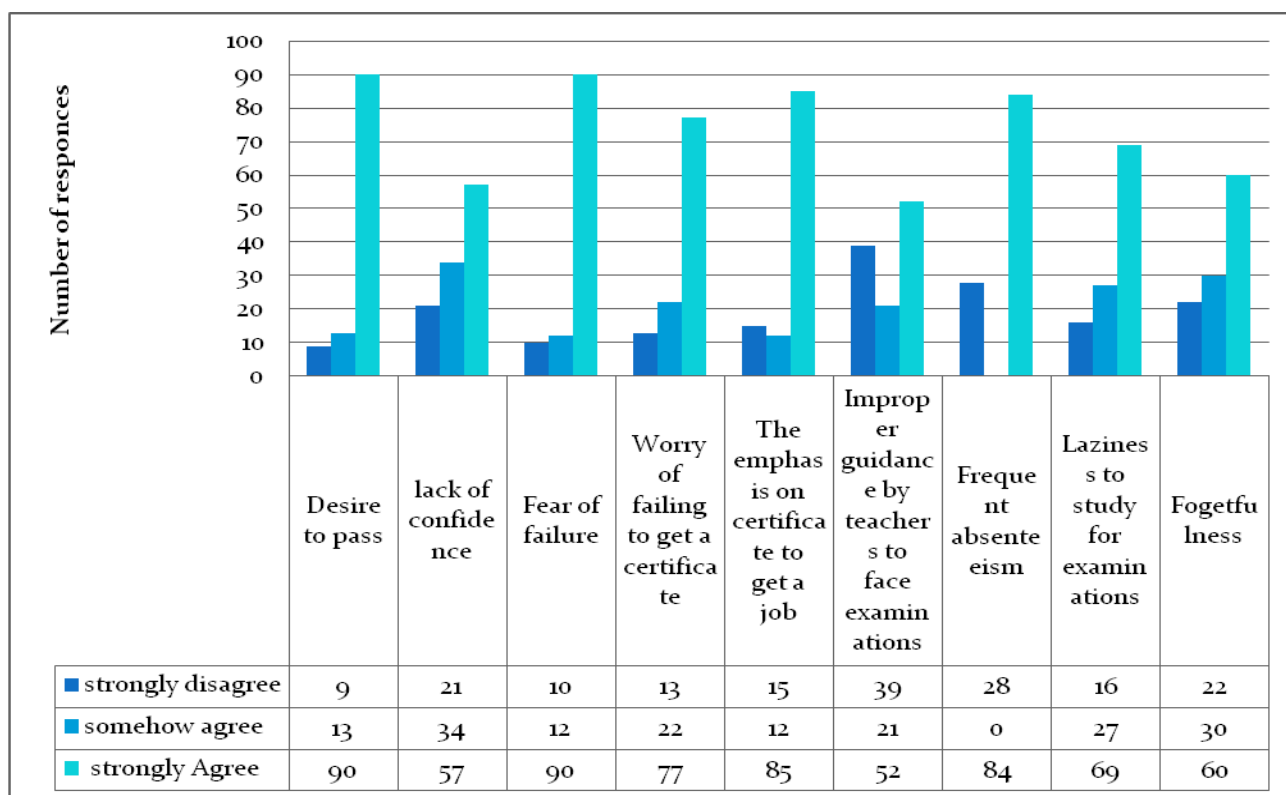


Figure 9 Causes of examination malpractice as perceived by learners

Figure 10 below shows the reasons teachers advanced as to why learners committed examination malpractices. Using the rule of majority and taking 50% as a decision point, the teachers cited eight reasons with the highest scores for examination malpractices including:

- 1) Desire to Pass
- 2) Lack of Confidence
- 3) Fear of Failure
- 4) Worry of Failing to get a Certificate
- 5) Emphasis on Certificate to get a Job
- 6) Improper Guidance by Teachers to face Examinations
- 7) Frequent Absenteeism
- 8) Laziness and

Forgetfulness was not considered to be a reason by the teachers.

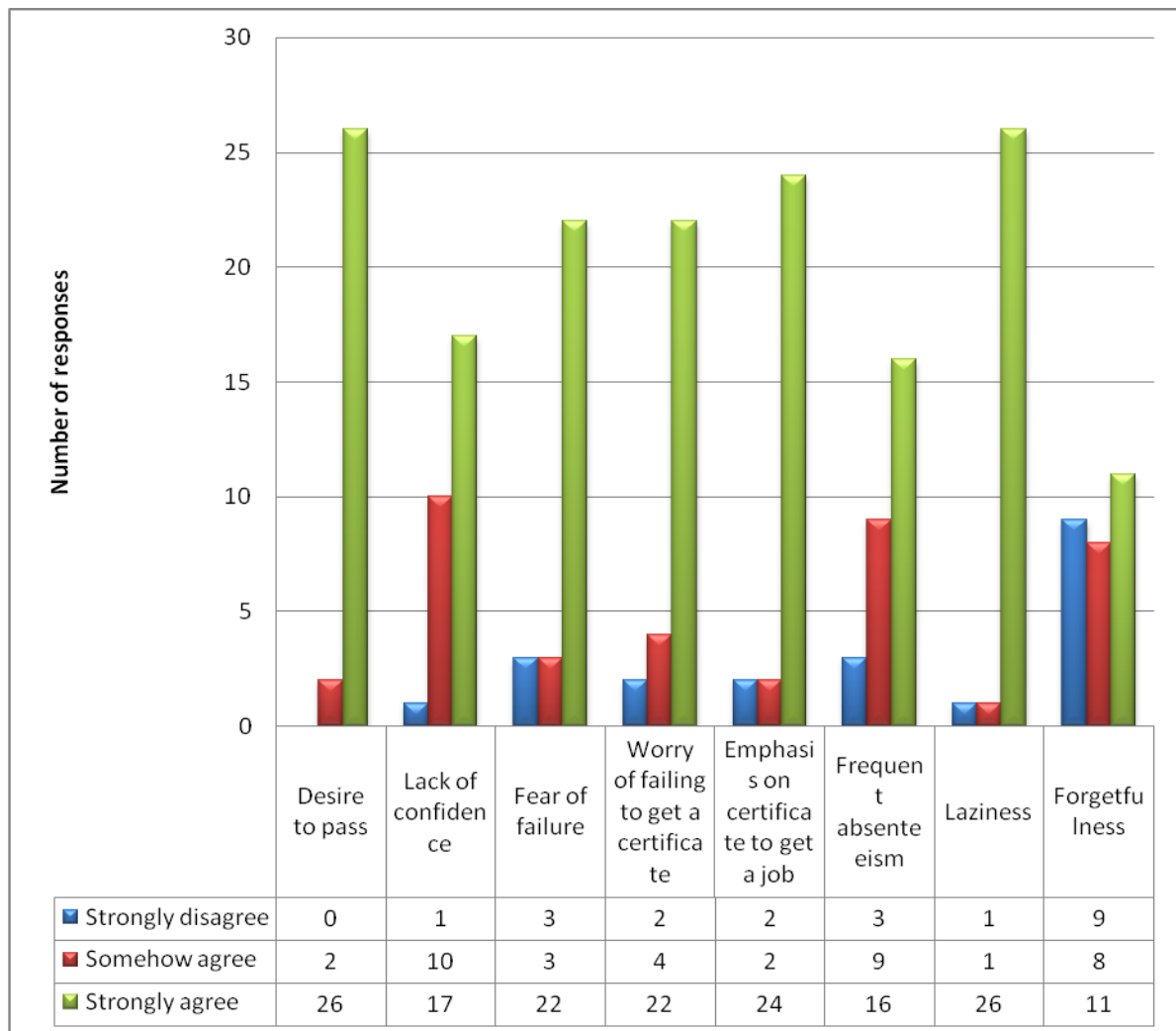


Figure 10: Causes of examination malpractice as perceived by teachers

Looking at the two figures, there were cross cutting reasons for the observed malpractices between the two groups. The non-cross cutting reasons for malpractices were lack of confidence and improper guidance by teachers to face examinations which the learners disputed (table 4).

Common observed reasons by learners	Common observed reasons by teachers
Learners	Teachers
Desire to Pass	Desire to Pass
Lack of Confidence	Lack of Confidence
Fear of Failure	Fear of Failure
Worry of Failing to get a Certificate	Worry of Failing to get a Certificate
Emphasis on Certificate to get a Job	Emphasis on Certificate to get a Job
Improper Guidance by Teachers to face Examinations	Improper Guidance by Teachers to face Examinations
Frequent Absenteeism	Frequent Absenteeism
Laziness	Laziness
Forgetfulness	

Table 4: Profile of crosscutting reasons for the examination malpractices between learners and teachers

During focus group discussions, the learners were in a position to describe in detail the reasons for the observed examination malpractice and the school managers also gave their perceptions. The reasons for engaging in examination malpractices were : Desire to pass , whether lack of confidence , fear of failure , worry of failing to get a certificate, improper guidance , absenteeism, laziness, forgetfulness and age. From the excerpts below, we see that learners are expediently anomic.

Desire to Pass

During a focus group discussion with learners it was revealed that the desire for learners to pass the examinations was amongst the reasons for examination malpractice. A male grade twelve learner from one of the secondary schools in Kitwe stated that;

They all want to pass no one wants to fail they all want to pass so they use leakages. It pains there are those people writing under GCE and most of them are working and they don't have time to study but they want to pass so they use leakage.

Another pupil remarked

The first reason is this no one in this world wants to be a failure, we all want to pass no wonder why we tend to get leakages.

Whether Lack of Confidence

During the focus group discussion a female learner from one of the secondary schools in Kitwe had this to say:

Sometimes this leakage are because we don't finish the syllabus and then the people who set our examinations go up to the last topic so what can you do it's just to buy leakage. Sometimes it is due to lack of better teaching skills from within teachers it is difficult to understand some topics when some teachers teach so because we fear to fail the exam we look for leakage.

An interview with one of the School Managers revealed that lack of confidence within the pupil is one of the reasons for examination malpractice. When learners are not adequately prepared for examinations they lose confidence.

When candidates do not have the confidence to write the examinations, they involve themselves in examination malpractices. Sometimes candidates contribute money and pay the invigilator who stands on the door and starts monitoring monitors instead of monitoring the candidates. This gives chance to the candidates to discuss the answers, use the foreign materials which they sneaked in and swap their scripts so that they copy from each other.

(A male school manager)

Fear of Failure

During interviews with school managers, a male school manager observed that;

You know one of the contributing factors to examination malpractice is fear of failure. These days people are desperate for good grades. Look at us teachers, we have been told to upgrade ourselves. They are saying Certificates should be a thing of the past there should be Diplomas and Degrees and for people to be accepted into colleges they need to have five o' levels so what do you expect? Malpractices, so that they don't fail.

Worry of failing to get a certificate

The interviews with school managers revealed that worry of failing to get a certificate was a reason for examination malpractice. One of the school managers stated that;

You know these days the problem is that to whatever college that one wants to go to its five o' levels so learners go the malpractice way so that they get certificates to enable them go into colleges. During our time it wasn't like that and we had no leakages.

When you look at tertiary education mostly they would require that a candidate should have five O' levels and this makes candidates become desperate to pass so they engage in examination malpractices

A female school manager

Improper guidance by teachers to face examinations

On improper guidance by teachers to face examinations, a female grade twelve learner lamented that;

.....madam examinations, sometimes we don't even know what to do when we get into the examination room. Whether to start with multiple choice or the other section because before we write examinations the tests we write don't follow time we just write and then during examinations they will put time so we think may be with the leakage you can manage.

Frequent Absenteeism

Interviews with an Education Standards Officer revealed that absenteeism was a reason for examination malpractice. He observed that;

Absenteeism is also a reason for examination malpractices. I say so because learners are not always these poverty levels make learners fail to meet the school requisites and hence they stay away from school.

Laziness to study for examinations

When asked during a focus group discussion whether laziness to study for examinations was a reason for examination malpractice, grade twelve learners acknowledged that they felt lazy to study for examinations and this resulted into involving themselves in examination malpractice. A male grade twelve learner from one of the secondary schools in Kitwe had this to say;

.....Like biology for you to study it, you need to study more to keep the terminologies and it is bulky so we feel lazy to study.

Another male grade twelve learner had this to say;

We feel lazy to study because the number of subjects are plenty, at the examination they only count five but at school they give us eight which is difficult to study may be they should reduce the number of subjects or else people will just be looking for leakages.

A female grade twelve learner said that;

Us learners feel lazy to study because it is quiet stressful to study. We have more chores to do at home before we come to school and after we knock off. This makes studying difficult to concentrate on

A school manager at one of the secondary schools in Kitwe asserted that the major reason for examination malpractice is laziness to study for examinations. She had this to say;

I think the main reason for examination malpractices is purely laziness. Our learners don't want to study and hence they tend to go the malpractice way. Technology these days has spoiled these children; you find that instead of studying a child is just on the social media may be Facebooking.

Forgetfulness

Asked on whether forgetfulness was a reason for examination malpractice, a male grade twelve learner at one of the secondary schools in Kitwe indicated that;

Leakage is helpful because we learn a lot of things which we forget before we write the exam. It's difficult to remember everything. Like at grade twelve exam you have to remember everything from grade ten which you have forgotten by grade eleven. When you have a leakage you just read exactly what you will write.

Age

The education standards officer, school managers and a focus group discussion with learners revealed that learners whether old or young engaged in examination malpractice. One of the school managers stated that;

The way I see it today I think in the earlier past examination malpractices were mostly common among GCE candidates but now everyone is going for it grade nines, twelves, GCE and tertiary so I would say it's everyone.

A male grade twelve learner at one of the secondary schools in Kitwe district had this to say;

I think it's the old candidates those who write under GCE. The reason is that the old are scared of being embarrassed in front of the young ones that they have failed so they fight to pass by buying leakages

An education standards officer noted that;

Recently it was proven in the opposite when GCE examinations were secluded from the main examinations. We had very few examination malpractices. In Kitwe we recorded a zero malpractice examination.

Socio- Economic Background

The interviews conducted with the Education Standards Officer and the School Managers revealed that examination malpractice was prevalent among learners from both the high socio- economic

background and the low socio- economic background. The respondents said that learners whether coming from a high socio- economic background or low socio- economic background engage in examination malpractice because they all want to pass with good grades in order to enable them have access to tertiary education. The Education Standards Officer who has served for ten years in this position had this to say;

There I think it's a fifty- fifty situation. If I were to get a leaked paper at fifty kwacha (K50) if am coming from a low socio- economic background I wouldn't manage but these papers are everywhere so it's fifty- fifty.

A male deputy school manager at one of the secondary schools in Kitwe district observed that;

Also here it's a fifty- fifty situation like here people are just struggling but they are the ones involved in examination malpractices. Even those from high socio- economic background they are also involved. It doesn't matter where they are coming from.

One of the grade twelve learners at one of the secondary schools in Kitwe said that;

Learners from high socio- economic status because chances of having leakages are high. They know that even if am not studying they will be busy with social media because they know that they will buy for them.

From these reasons, the overall supportive assumption is that the learners cannot ethically write examinations within the current structures of academic integrity, and that they are bent on cheating. Students have copying practices that are already common. Many of these students have no serious ethical problems with the matter.

Subject related challenges

The learners were able to point out that some of the subjects they were taking constrained them to engage in examination malpractices. They cited mathematics, biology and science. Below are the testimonies.

I find mathematics to be too hard for me to do minus doing something. It has a lot of formula to use and I cannot remember these in examination. So I find a way to remember them. If possible by writing graffiti on my palm or arms.

A male grade 12 learner

Biology is very bulky. You see what happens in school is that teachers do not finish the syllabus. They will ask you to do lab practicals just when you are about to write examinations. So what do you do in this case? Yu just have to sneak in some little paper or just look for a leakage...

A female grade 12 learner and prefect

This school was a primary one before...now it has been upgraded to a secondary. There are no books and labs. Every student is scared of biology and we are failing to cope with the terminologies. At least we write this in the hall and we can giraffe one or two things from each other.

A male grade 12 learner and class monitor

What makes me try to do anything to pass the examination is that Biology, Science and Mathematics are considered to be compulsory. In such a situation, you can either buy a leakage. There are at least one two students who know a teacher. Even parents come in in some cases. They look for leakages and pay one or two teachers.

A male grade 12 learner and prefect

4.4 Summary

This chapter presented the types of examination malpractice that were common in Kitwe District. The common forms of examination malpractice include; taking foreign materials into the examination room, hiding materials in washrooms and private parts, collusion and body writing or tattooing. The chapter has also presented the reasons for examination malpractice which are the desire to pass, lack of confidence, fear of failure, worry of failing to get a certificate, emphasis on certificate to get a job, improper guidance by teachers to face examinations, frequent absenteeism, laziness and forgetfulness. It is also clear that examination malpractice is more common in public schools.

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.0 Overview

This chapter presents a discussion of the research findings in relation to the research questions. The chapter presents answers to the research questions. This is critical in that it shows the outputs of the study. The chapter further discusses the meaning of the findings and contextualizes the findings with previous research.

5.1 Answers to the Research Questions

This study sought to answer three research questions which are:

- 1) What is the nature of examination malpractices in Kitwe?
- 2) What types of schools are associated with examination malpractices?
- 3) What factors contribute to examination malpractice?

The answers are as follows:

To the research question “What are the perceived types of examination malpractice?” The answer is: taking foreign materials in the examination room, collusion, Giraffing, body writing or tattoing, leakage, taking in already answered scripts and hiding materials in washrooms and private parts.. Impersonation, and text messaging were uncommon examination malpractices.

To the research question “What types of schools are associated with examination malpractices?” The answer is that government schools were leading in examination malpractices.

To the research question “What factors contribute to examination malpractice?” There were numerous reasons that were cited for the examination malpractices and these included; desire to pass , lack of confidence , fear of failure , worry of failing to get a certificate, improper guidance by teachers to face examinations , absenteeism, laziness, forgetfulness, subject related challenges and age.

The results show that there is a difference in terms of what teachers actually see and what learners do. The minimal variations in terms of the types of examination malpractice and the reasons for examination malpractice seem to suggest that the learners are well above their teachers in terms of the process of cheating. Though examination malpractices have not been studied extensively in Zambia, the phenomenon of examination malpractice has become endemic in the educational system. The observation affirms the existence of anomie in the education system.

Anomie and Examination Malpractice is conceived as a breakdown in the cultural structure due to disjunction between the cultural norms and goals and the socially structured capacities of members of the group to act in accordance with them. In this conception, the negative cultural values placed on the desire to pass an examination may be helping to produce behaviour that is at odds with the mandates of the values themselves. The anomie which was seen in Kitwe gives birth to aberrant behaviour and non-conformity, which is a symptom of dissociation between culturally prescribed goals and socially prescribed means for realizing these goals.

An education system or a family system that places exceptionally strong emphasis on goal achievement without a corresponding emphasis on institutionalized means of achieving these goals is bound to exert pressures on some members of the society that may eventually resort to the use of any technically expedient means in achieving these goals irrespective of whether the means employed is legitimate or not. The process whereby exaltation of the end generates a de-institutionalization of the means to the end occurs in many societies where the two components of the social structure are not highly integrated.

Contemporary Zambian society places great emphasis on success goals without equivalent emphasis on institutional means of attaining these goals. The society is characterized by a heavy emphasis on success and wealth without a corresponding emphasis on legitimate means and avenues to be used in achieving success. If the scourge of examination malpractices is not curbed, society may run the risk of being founded on faulty/fragile education, political, economic, physical and social environment that cannot produce a better tomorrow. The country can be bedeviled with social and economic ills such as, moral decadence, embezzlement, social injustice, corruption, and so on. With the prevalence of examination malpractices, it may become a custom for the Education system to decorate miscreants, knaves, scam artists and violators of national trust with national honours.

The monetary rewards accruing to participants of examination malpractice is enormous and unimaginable. If the police can openly accept bribe on the highways, why would those involved in the conduct of examinations not accept monetary incentives to subvert the conduct of examinations? Parents and guardians are ready to give encouragement and pay costs because they desperately want their children and wards to acquire certificates. Furthermore, there is the issue of over-value of certificates. The problem of over value of certificates could be traced to the colonial past when the colonial masters issued certificates as testimonials to the natives who had undergone some education.

These results also mean that indeed the fraud triangle can be used to explain behaviour and this includes available opportunities, perceived pressure and rationalization as correlates to academic misconduct. The results indicate that there are a number of opportunities perceived by learners to engage in academic misconduct. This study has identified such opportunities to include failure to punish those caught cheating in examinations, the observed cheating behaviours among fellow students and the ability of the students to deny that they cheated. The ability of the learners to deny that they cheated in examinations may point to a fact that schools lack sufficient and effective mechanisms to adduce evidence in support of an examination cheating claim against students suspected of cheating. If students in examinations can observe others cheating in examinations, this could point to a probable laxity in vigilance during examination time by invigilators. It could also mean that students sit near each other during examinations making it possible for them to cheat while at the same time making it impossible for the invigilator to observe the cheaters.

Now it is prudent to address these findings in a wider context. These findings have revealed a pattern obtaining elsewhere. Leakages have been reported in the sub region. A case worth citing is Isao's. Isao Mashanyare and Emmanuel Chinamasa (2011) who reported leakages to be common in Zimbabwe. They indicated that Zimbabwe experienced leakage where the contents of the examination were disclosed before the actual examination day. It was not expected that learners could use body parts to write answers for examinations. However, similar findings were also revealed by Achio (2010). He stated that candidates were writing answers on their body parts such as arms, thighs and palms. The issue of body writing and tattooing is consistent with the findings

of Onuka and Durowoju (2011) who found that the nature of examination malpractice included microchip which is writing on sheets of paper and some body parts.

Hiding material in washrooms, pockets, private parts and pen corks to be used illegally as reference material is a form of examination malpractice that was also reported at Kenyatta University in Nairobi. The Kenyatta University (2011/2013) catalogue states that the sitting arrangement in the examination hall is usually done during daytime prior to students' arrival for the paper the following day. However, if the examination room is not locked, candidates will get into the hall and jot down short hand notes about course content on the desks or on the walls closer to where they plan to sit. Apart from these, they will also write short notes in their palms, handkerchiefs, toilet paper, hems of their clothes or even on petty coats and refer to them to cheat while in the examination hall. Fagbemi (2001) also found that there were radio transmitters concealed in pens, personal stereos loaded with pre-recorded tapes and programmable calculators packed with data have been smuggled into examination halls.

Communicating orally or through gestures was a finding that was consistent with David et al (2002). The team found that the use of coded or sign language is often used by some candidates to cheat in examinations. For example, one may drop a ruler or a pen deliberately to draw the attention of a fellow candidate in order to facilitate their communication and accelerate the planned method of cheating.

A report by the Examinations Council of Zambia (ECZ) indicated that the trends in examination malpractice since 2006 included external assistance where candidates had access to already answered scripts.

In a study conducted by Akaranga (2011) in Nairobi on examination malpractice, he found that it was easy for a candidate to replace an already answered script with the one given to him or her in a crowded classroom or hall with fewer examination officials or invigilators. It has occasionally been used by some students to defeat examination regulations and works well where the candidate has a prior arrangement with the examiner or invigilator and has in his or her possession the examination questions. Such a candidate will have answered all the necessary questions in a separate answer booklet which is smuggled into the examination hall to be handed in with the rest of the collected scripts.

Regarding the reasons for the observed examination malpractices, several studies cite similar reasons. Onuka and Durowoju (2011) and Ajibola (2011). observed that excessive value placed on paper qualification or certificate is the major contributing factor to examination malpractice, which is why candidates would not spare any effort to ensure that they obtained whatever they needed to make a living, whether by a just or unjust way. There is over emphasis on paper qualification to the utter neglect of actual performance. This has resulted in learners developing an attitude which is negative towards studies basing on their analysis of the values of society. Our society places a lot of emphasis on certificates to allow for admission into the next level of the education system and obtain better jobs and has ignored the acquisition of knowledge and skills through studying.

Like this study, Ajibola, (2011) found laziness to be a factor for the ill- preparedness for examinations. Fatai (2005) revealed similar findings as perceived by female students. On the causes of examination malpractice, forgetfulness was one of the reasons advanced by female students for the incidences of examination malpractice. Mustaine and Tewksbury (2005) in their study revealed mixed results regarding gender differences in examination malpractice in the academic field. They noted that gender differences are common in everyday life. The study indicated that the strongest and most often reported demographic correlate of examination malpractice is sex where more males were involved in examination malpractice than females. On the contrary, Whitley (1998) found that male and female candidates were almost equal in their desire to engage in examination malpractice. Female learners involve themselves more in examination malpractice than the male learners because females have little time to study. There are situations where a male and a female learner would be coming from the same home but apart from doing school work a female learner would also be expected to do chores such as sweeping, washing plates and cooking for a brother who may just be watching television as he is waiting for a meal to be served to him. This makes a girl child tired and failing to study, thereby engaging in examination malpractice if she is to make it.

Additionally, similar findings were reported by Adeyemi (2010) who reported that one of the causes of examination malpractice was the desire by learners to pass the examinations at all costs. This implies that the attitude towards achieving paper qualifications at all costs has assumed a great dimension in the education system at the expense of commitment to serious academic work.

Societal values which have placed a high premium on wealth and material benefits at the expense of hard work, merit and integrity has also contributed to examination malpractice. Learners have seen people gain through wrong means and they have vicariously learnt that what is important is the end product and not how they get it.

The study revealed that lack of confidence within the pupil was among the reasons for examination malpractice. This is similar to a study conducted by Achio, (2005) which revealed that a most important factor responsible for examination malpractice is lack of confidence whose root cause is lack of preparedness for examinations. This leads into candidates developing anxiety and the desire to acquire leakage by all means. Additionally, Badmus (2006) in his study also revealed similar findings where he reported that lack of confidence within learners due to inadequate preparation was a cause for examination malpractice. Similar to this study, Ajibola (2011) in his study reported that one of the reasons for examination malpractice is fear of failure due to learners' ill preparation for examinations.

One of the findings of this study on reasons of examination malpractice is frequent absenteeism. This finding is similar to the findings of Ajibola (2011). A study conducted by Ajibola in Nigeria revealed that absenteeism contributes to examination malpractice. This is because learners who abscond themselves from school always miss out on a lot of things and they become afraid to write examinations but they always want information to aid them pass so they engage in examination malpractice. On forgetfulness, Fatai (2005) revealed similar findings. On the causes of examination malpractice, forgetfulness was one of the reasons advanced by female students for incidences of examination malpractice.

5.2 Summary

Overall, the findings of the study have revealed that the main cause for examination malpractice is the desire to pass. Based on these findings, it can therefore be concluded that the desire to pass has been identified as the major factor explaining the types of examination malpractice among learners in the selected secondary schools in Kitwe District. Learners engage in examination malpractice because to enable them transition into the next level of the education system.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.0 Overview

This chapter presents the conclusion and the recommendations emanating from the findings and the discussions of the study. The objectives of the study were to: determine the nature of examination malpractice, establish the causes of examination malpractice and describe the types of schools that are associated with examination malpractice.

6.1 Conclusion

Based on the findings, the study concludes that examination malpractices do exist in Kitwe. Examination malpractices are around in almost every school. The evolution of cheating methods which have been elicited by the learners in this study; collusion, leakage, impersonation, body writing and tattooing, hiding materials in washrooms and body parts is comparable to sophisticated thefts such as motor vehicle thefts whereby the thieves are always a step ahead the car owners. In this dissertation for instance, the learners described both classic and novel cheating methods and provided ideas of how they go about doing things without any embarrassment at all. Based on these findings, the study makes the following recommendations;

6.2 Recommendations

Based on the findings of the study, the following are some of the recommendations;

- 1) Education standards officers and school managers through the school guidance and counseling teachers should intensify sensitisations to learners on the dangers of engaging in examination malpractices. Learners should be made to understand the effects of examination malpractice before the commencement of examinations so as to reduce the likelihood of engaging in examination malpractice.

- 2) The Ministry of Education, Science, Vocational Training and Early Education through the standards officers and the school managers should intensify monitoring of teaching and learning in order to ensure that teachers are doing their work and that there is quality delivery of lessons so as to develop confidence in learners to enable them face the examinations.
- 3) There is need for the Ministry of Education, Science, Vocational Training and Early Education to ensure that School Based Continuing Professional Development (SB- CPD) is enhanced so that teachers share knowledge on how to teach the seemingly challenging topics. This will help learners to learn and comprehend the learning materials and this will result in learners developing confidence to write examinations.
- 4) The Examinations Council of Zambia and the department in the Ministry of Education, Science, Vocational Training and Early Education that is responsible for managing examinations should conduct staff and student awareness campaigns and workshops to highlight the importance of the integrity of the examination system and to develop awareness about the dangers of examination malpractice. In addition, seminars and campaigns would help learners to uphold the moral values of honesty, hard work, dedication and uprightness that characterize education in Zambia.
- 5) There is need to stiffen and enforce security policies. This can be successful if there is an organizational policy on cheating which clearly states what aids are allowed to use on a specific type of examination and which ones are not. The policy has to contain directives about caught cheaters, and it should describe the teachers' and proctors' responsibilities in the case of busting a cheater. Teachers and proctors have to be trained on how to discover forbidden actions. Students have to be aware of this policy as well, so they know all the consequences of dishonest behavior.

6.3 Suggestion for future research

The study focused on the nature and causes of examination malpractice in selected secondary schools in Kitwe District, Copper belt province. The study ought to be seen as a preliminary effort in this study area. There is therefore, need for further research which may focus on issues such as;

- 1) Morality
- 2) Examination malpractice at higher institutions of learning.
- 3) The effects of examination malpractice on the learners and the economy of the country.
- 4) The subjects in which examination malpractice are more pronounced.
- 5) The challenges faced in curbing examination malpractice.

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Appendices

Appendix A: Letter Seeking Authority to Conduct Educational Research

The University of Zambia,
Directorate of Research and Graduate Studies,
P.O. Box 32379,
LUSAKA

Date:.....

TO WHOM IT MAY CONCERN

Dear Sir/ Madam

RE: FIELD WORK FOR MASTERS' STUDENT: MAHEKA GLADYS.

The bearer of this letter, **Maheka Gladys (Ms)** computer number **513801350** is a duly registered student at the University of Zambia, School of Education.

She is taking a Masters of Education in Educational Psychology. The program has a field work component which she has to complete.

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

Yours Faithfully,

D. Ndhlovu (Phd)

ASSISTANT DEAN (PG) - SCHOOL OF EDUCATION.

Appendix B: Informed Consent Form

Dear Respondent,

This serves to give you an understanding of the purpose of this research and procedures that will be followed. Further implications for your participation are explained below. Finally, you are being asked to sign this form to indicate that you have agreed to participate in this exercise.

1. Description

This exercise is an educational research; the researcher is a student at the University of Zambia pursuing a Masters of Education in Educational Psychology. This research is major requirement for the researcher to complete her program. Therefore, this exercise is purely academic.

2. Purpose

The researcher wishes to find out the nature of examination malpractices. The researcher is also interested in finding out the causes of examination malpractices. Additionally, the demographic characteristics among learners that may be prone to examination malpractices.

3. Consent

Participation in this exercise is voluntary. You are free to decline to participate in this exercise.

4. Confidentiality

All data collected from this research is treated with utmost confidentiality. Participants are assured that they will remain anonymous and untraceable in this research.

5. Rights of Respondents

All effort will be taken to ensure that the rights of participants are protected and respected. Participants are assured that they shall suffer no harm as a result of participating in this exercise. Participants are free to ask for clarification at any point of the exercise and to inform the researcher if they feel uncomfortable about any procedure in the research.

6. Declaration of Consent

I have read and fully understand this document. I therefore agree to participate in this exercise.

Signature.....

Date.....

Appendix C - Questionnaire For Learners Responding To A Research Topic On Examination Malpractice.

SERIAL No:.....

DATE OF INTERVIEW:.....

INTRODUCTION

Iam Maheka Gladys, a postgraduate student at the University of Zambia in the School of Education doing a Master of Education in Educational Psychology carrying out a research on examination malpractices in Kitwe District.

Please answer the questions to the best of your knowledge and kindly be assured that your answers will be purely for academic purposes and will be treated with confidentiality.

Thank you for your cooperation.

INSTRUCTIONS

DO NOT write your **NAME** on this document. Kindly answer ALL questions by **TICKING** and writing in the spaces provided.

Demographic and social economic characteristics

1) Type of school:	Government		Private		Grant-aided	
--------------------	------------	--	---------	--	-------------	--

1) Age	
2) Sex	M F

3) Who is taking care of you? Select one only

a) My mother	
b) My father	
c) My parents	
d) My uncle	
e) My aunt	
f) My Brother	
g) My sister	
h) Someone other than these.	

4) What is the level of education of the person(s) who is taking care of you?

a) Completed primary education	
b) Completed secondary education	
c) Completed tertiary education	

Examination malpractice

5) What do you understand by the term examination malpractice?

.....

6) Give examples of examination malpractice

.....

Forms of examination malpractice

7) Have you ever been involved in examination malpractice?

Yes [] No []

8) If yes which of the following happens very frequently in this school during examinations? Indicate by ticking as follows: 1 =Always, 2 = Rarely, 3= Never

Type of examination mal practice	1	2	3
a) Leakage – illegally getting examination questions before the examination time;			
b) Impersonation – representing and writing an examination for another fellow;			
c) Taking foreign material into the examination room.			
d) Collusion – e.g passing notes, receiving or giving assistance to other candidates in the examination room.			
e) Body writing or tattooing , writing on items such as identity cards, shirts, skirts, neckties, erasers, handkerchiefs and sheets of paper			
f) Hiding material in washrooms, pockets, private parts and pen corks to be used illegally as reference materials			
g) Taking in already answered scripts and replacing them with the answer script given to them			
h) Giraffing - stretching one's neck to copy the works of others			
i) Text messages and borrowing of stored material using cell phones			

Reasons for Examination Malpractice

Below are the reasons for learners getting involved in examination malpractice Indicate by ticking how far you agree with each statement as follows:

1= Strongly disagree, 2= Somehow agree, 3= Strongly agree

Reasons for Examination Malpractice	1	2	3
1) Learners desire to pass the examinations at all costs.			
2) Lack of confidence within the pupil.			
3) Fear of failure			
4) Worry of failing to get a certificate.			
5) The emphasis on certificate to get a job.			
6) Improper guidance by teachers to face examinations.			
7) Frequent absenteeism			
8) Laziness to study for examinations.			
9) Forgetfulness			

9) In which subject is examination malpractice common?

.....
.....

Give reasons for your answer

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

10) What happens to learners who engage themselves in examination malpractice?

.....

11) . Does the punishment given to those engaged in examination malpractice discourage other learners from engaging themselves in examination malpractice?

.....
.....

12) What measures should be put in place in order to curb examination malpractice?

.....

.....

Characteristics of learners that are involved in examination malpractice

13) With regards to age, is examination malpractice common among young learners or those that are old?

.....

Give reasons for your answer

.....

.....

.....

14) Which gender group is mostly involved in examination malpractice?

Boys [] Girls []

Give reasons for your answer

.....

.....

.....

15) Do you think examination malpractice is common among learners from low socio-economic background or among those coming from high socio- economic background?

.....

.....

Give reasons for your answer

.....

.....

.....

Types of schools involved in examination malpractice

There are different types of schools according to the Ministry of Education, Science, Vocational Training and Early Education (**MOESVTEE**) structure. These are Government schools, Private schools and grant aided schools.

16) What types of schools are mostly involved in examination malpractice?

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

Why do you think this is so?

.....
.....

THANK YOU FOR TAKING PART.

APPENDIX D- QUESTIONNAIRE FOR TEACHERS RESPONDING TO A RESEARCH TOPIC ON EXAMINATION MALPRACTICE.

SERIAL No:.....

DATE OF INTERVIEW:.....

INTRODUCTION

I am Maheka Gladys, a postgraduate student at the University of Zambia in the School of Education doing a Master of Education in Educational Psychology carrying out a research on examination malpractice in Kitwe District.

Please answer the questions to the best of your knowledge and kindly be assured that your answers will be purely for academic use and will be treated with confidentiality.

Thank you for your cooperation.

INSTRUCTIONS

DO NOT write your **NAME** on this document. Kindly answer **ALL** questions by **TICKING** in the space provided and writing in the space provided.

Demographic and social economic characteristics

1) Residence	High density		Low density		Moderate density	
--------------	--------------	--	-------------	--	------------------	--

2) Age	
3) Sex	M F

4) Your highest level of education

a) Secondary teachers diploma	
b) Bachelors degree	
c) Masters degree	

5) What can you say about what you earn from your occupation? Tick one only

a) Very low and have some challenges to meet family needs	
b) Low and have some challenges to meet family needs	
c) Just okay and have very few challenges to meet family needs	
d) High and have no challenges to meet family needs	

Examination malpractice

6) What do you understand by the term examination malpractice

.....

Forms of examination malpractices

There are a number of forms of examination malpractices that have happened in the country in the recent past.

7) What forms/ types of examination malpractice do you know?

- a.
- b.
- c.
- d.
- e.
- f.

8. Which of the following forms of examination malpractice is common here in Kitwe? Indicate by ticking as follows: 1 = Always, 2 = Rarely, 3= Never

Type of examination mal practice	1	2	3
a) Leakage – illegally getting examination questions before the examination time;			
b) Impersonation – representing and writing an examination for another candidate;			
c) Taking foreign material into the examination room.			
d) Collusion – e.g passing notes, receiving or giving assistance to other candidates in the examination room.			
e) Body writing or tattooing, writing on items such as identity cards, shirts, skirts, sheets of paper, handkerchiefs and erasers			
f) Hiding material in washrooms, pockets, private parts and pen corks to be used illegally as reference materials.			
g) Communicating orally or through gestures			
h) Taking in already answered scripts and replacing them with the answer scripts given to them			
i) Giraffing - stretching one's neck to copy the works of others			
j) Text messages and borrowing of stored material using cell phones.			

Reasons for Examination Malpractice

Below are the reasons for learners getting involved in examination malpractice? Indicate by ticking how far you agree with each statement as follows:

1= Strongly disagree, 2= Somehow agree, 3= Strongly agree

Reasons for Examination Malpractice	1	2	3
1. Learners desire to pass the examinations at all costs.			
2. Lack of confidence within the pupil.			
3. Fear of failure			
4. Worry of failing to get a certificate.			
5. The emphasis on certificate to get a job.			
6. Improper guidance by teachers to face examinations.			
7. Frequent absenteeism			
8. Laziness to study for examinations.			
9. Forgetfulness			

9. Why has examination malpractice become rampant in the recent past?

.....

10. In which subjects is examination malpractice common?

.....

Give reasons for your answer.....

.....

11. Are there some teachers who have been involved in examination malpractice?

.....
.....
.....
If yes, why.....
.....
.....

12. What measures have been put in place to curb examination malpractice?
.....
.....
.....

13. What challenges are you facing in curbing examination malpractice?
.....
.....
.....

14. What recommendations can you make in order to curb examination malpractice?
.....
.....
.....

Characteristics of learners that are involved in examination malpractice

15. With regards to age, is examination malpractice common to young learners or those that are old?.....

Give reasons for your answer.....
.....

16. Which gender group is frequently involved in examination malpractice?
.....
.....

Give reasons for your answer.....
.....
.....

17. Do you think examination malpractice is common among learners from low socio-economic background or among those from high socio- economic background?
.....

Give reasons for your answer.....
.....
.....

Types of schools that are involved in examination malpractice

There are different types of schools according to the Ministry of Education, Science, Vocational Training and Early Education (**MOESVTEE**). These are Government, Private and Grant aided schools.

18. What types of schools are mostly involved in examination malpractice?

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

Give reasons for your answer.....
.....
.....
.....

THANK YOU FOR TAKING PART.

Appendix E- Interview guide for School managers

Your school has been picked to help find out the nature and causes of examination malpractice. 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 as objective as you can possibly be in your responses.

SECTION A: BIO DATA

1. Gender: Male ☐ 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 ☐
3. Number of years in service.....
- Less than ten years ☐ between 10 and 20 years ☐ above 20 years ☐

SECTION B:

Nature of examination malpractice

There are a number of forms of examination malpractices that have happened in the country in the recent past.

1. Have learners in this school been involved in examination malpractice?
.....
2. What forms of examination malpractice is frequently reported?
.....
3. Why has examination malpractice become rampant in the recent past?
.....
4. In which subjects is examination malpractice common?
.....
5. Why do you think this is so?
.....
.....
6. Are there some teachers who have been involved in examination malpractice?

.....
7. If yes, why
.....

Reasons for examination malpractice

8. What do you think are the reasons for examination malpractice?
.....

9. What measures have you put in place to curb examination malpractice?
.....

10. What challenges are you facing in curbing examination malpractice?
.....

Characteristics of learners that are involved in examination malpractice

11. With regards to age, is examination malpractice common to young students or those that are old?
.....

Give reasons for your answer.....

12. Which gender group is frequently involved in examination malpractice?

Give reasons for your answer.....

13. Do you think examination malpractice is common among learners from low socio- economic status or among those from high socio- economic status?
.....

Give reasons for your answer.....

Types of schools that are involved in examination malpractice

There are different types of schools according to the Ministry of Education, Science, Vocational Training and Early Education (MOESVTEE). These are Government, Private and Grant- aided schools.

17. What types of schools are involved in examination malpractice?

18. Why do you think this is so?

THANK YOU FOR TAKING PART.

Appendix F- Interview guide for the Education Standards Officer.

SECTION A: BACKGROUND INFORMATION

1. Gender Male [☐] 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 [☐]
3. Years in service
 - a. 0-9 years [☐] b. 10-19 years [☐] c. 20-29 years [☐] d. 30-39 years [☐]
4. Number of years in the position that you hold.....

SECTION B:

Nature of examination malpractice

There are a number of examination malpractices that have happened in the country in the recent past.

5. Have you received cases of examination malpractice here in Kitwe District?
6. If yes, what forms of examination malpractice is frequently reported?
7. Why has examination malpractice become rampant in the recent past?
8. Are there some teachers who have been involved in examination malpractice?
9. If yes, why?.....
10. In which subjects is examination malpractice common?
11. Give reasons for your answer.....

Reasons for Examination malpractice

12. What do you think are the reasons for examination malpractice?

.....

.....

13. What measures have you put in place to curb examination malpractice?

.....

14. What challenges are you facing in curbing examination malpractice?

.....

15. What recommendations can you make in order to curb examination malpractice?

.....

Characteristics of learners that are involved in examination malpractice

16. With regards to age, is examination malpractice common to young learners or those that are old?

.....

Give reasons for your answer.....

17. Which gender group is frequently involved in examination malpractice?

.....

Give reasons for your answer.....

18. Do you think examination malpractice is common among learners from low- economic background or among those from high- economic background?.....

Give reasons for your answer.....

Types of schools that are involved examination malpractice

There are different types of schools according to the Ministry of Education, Science, Vocational Training and Early Education (MOESVTEE). These are Government, Private and Grant- aided schools.

19. What type of schools are mostly involved in examination malpractice?

20. Why is this so?

THANK YOU FOR TAKING PART.

Appendix G Focus Group Discussion Guide for the Learners Examination malpractices

1. What do you understand by the term examination malpractice?

.....

2. Give examples of examination malpractice

.....

Nature of examination malpractice

There are a number of examination malpractice that has happened in this country.

1. What forms of examination malpractice do you know?

.....

.....

2. Why has examination malpractice become rampant in the recent past?

.....

.....

3. In which subject is examination malpractice rampant?

.....

.....

4. Why is it so?

.....

5. What measures have been put in place to curb examination malpractice?

.....

6. What should be done in order to curb examination malpractice?

.....

Reasons for examination malpractice

1. Why do candidates involve themselves in examination malpractice?
2. Are there some teachers who have been involved in examination malpractice?
3. If yes, why.....

Characteristics of learners that are involved in examination malpractice

1. With regards to age, is examination malpractice common to young learners or those that are old?

.....
Give reasons for your answer.....

2. Which gender group is frequently involved in examination malpractice?

Give reasons for your answer.....

3. Do you think examination malpractice is common among learners from low socio-economic background or among those from high socio- economic background?

.....
Give reasons for your answer.....

Types of schools that are involved in examination malpractice

There are different types of schools according to the Ministry of Education, Science, Vocational Training and Early Education (**MOESVTEE**). These are Government, Private and Grant- aided schools.

4. What types of schools are involved in examination malpractice?

.....

5. Why do you think this is so?:.....

THANK YOU FOR TAKING PART

Appendix H - Research Budget

SN	ITEM	DETAILS	QTY	UNIT COST	TOTAL
				K	K
1	STATIONERY	REAMS OF PAPER	6	35	140
		PENS	6	2	12
		BOX	1	30	30
		NOTE BOOK	1	20	20
2	EQUIPMENT	TONER CATRIDGE	1	700	700
		VOICE RECORDER	1	600	600
		FLASH DISK	1	100	100
		REWRITE CDs	2	20	20
3	TRANSPORT	VISITING ALL THE SEVEN SECONDARY SCHOOLS AND DBS OFFICE	8	100	800
		LUSAKA TO KITWE	4 TRIPS	200	800
4	DSA	FOR NINE DAYS	9 DAYS	800	7,200
5	PRODUCTION COST	POSTER	1	200	200
		TYPING/PRINTING	4	100	400
		BINDING	4	150	600
	SUB TOTAL				11,622
	CONTIGENCE			10%	1162.2
	GRAND TOTAL				12,784.2

APPENDIX I - RESEARCH TIME LINE

ACTIVITY PLAN	MAR APR 2014	MAY JUN 2014	JULY 2014	AUG SEPT 2014	OCT NOV 2014	DEC JAN 2015	FEB MAR 2015	APR MAY 2015
1) Collection and review of literature	***							
2) Proposal writing		***						
3) Submission of final version of proposal			***					
4) Pilot study to test instruments				***				
5) Field visits (data collection)					***			
6) Data analysis						***		
7) Compilation of research report							***	
8) Finalizing of the report and submission								***