

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

BY

KABWE CECILIA

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**NATURE AND CAUSES OF EXAMINATION MALPRACTICE IN SELECTED
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**A Dissertation Submitted in Partial Fulfillment of the Requirement for the Award of the
Degree of Master of Science in Counseling University of Zambia in Collaboration with
Zimbabwe Open University.**

2018

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DECLARATION

I declare that the work presented in this dissertation entitled “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. In this term is dissertation contains no material that has been accepted for an award of degree or diploma by any institution and works from other authors have been fully acknowledged.

Signed.....

Date.....

CERTIFICATE OF APPROVAL

This dissertation of Cecilia Kabwe has been approved as fulfillment for the award of the Degree of Master of Science in Counseling of the University of Zambia/Zimbabwe Open University.

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Signed.....Date.....

Signed.....Date.....

DEDICATION

I dedicate this work to my family members especially my lovely sons Ian M. Chomba and Kizito Chomba, Elizabeth Kabwe, Charity Ngulube and Martha Ng'ambi Chomba. Their inspiration gave me the encouragement to reach this far. My children encouraged even in times I wanted to give up.

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The involvement of the District Education Board Secretary's office, School Managers, Teachers, Learners and Examination Council of Zambia who provided data which helped in development of this document is appreciated. I also wish to acknowledge the District Board Secretary Mr Allan Kaoma for allowing me to carry out research in eight (8) schools of Kitwe District. My profound gratitude goes to my classmates, friends whose contributions and encouragement helped to see this research process to its accomplishment and Indeed GOD the Almighty.

ABSTRACT

This study aimed at investigating Examination Malpractices in selected secondary schools in Kitwe District. Despite high premium placed on examinations, examination malpractice is still on the increase. The aim of this study was to bring out the causes, effects and solutions to the vice. A case study design was used. Methods of data collection included interview guides for Education Standards Officer at DEBS office and head teachers for each selected secondary school while group discussions were used for learners. Questionnaires were used for learners and teachers. The sample for the study was forty- four (44) and this was shared as follows twenty (20) grade twelve learners, five (5) guidance teachers, one (1) ECZ Officer, five (5) head teachers, ten (10) teachers, one (1) DESO and two (2) parents. Qualitative data was analyzed thematically. This study revealed the nature of Examination Malpractices which included body writing, leakage, impersonation, collusion, external assistance, smuggling, copying, hiding materials in toilets, taking in already answered scripts and replace them with the already answered script given to them and use of cell phones by text messages. The study also highlighting the reasons for Examination Malpractice which includes fear of failure, to pass the examination, lack of confidence, worry of failing to get a certificate to get a Job, laziness, frequent absenteeism and improper guidance by teachers to face examination. The study generally revealed that both boys and girls are culprits of Examination Malpractices and both private and government school pupils were engaged in the vice because they all desire to pass the examinations. Additionally, the study also revealed that learner from low socio – economic background and high socio – economic background were engage in Examination Malpractice, the study recommends a sound Examination policy which should be used to guide management and administration of public examination in schools.

TABLE OF CONTENT

COPYRIGHT NOTICE	i
DECLARATION	ii
CERTIFICATE OF APPROVAL	iii
DEDICATION	iv
ACKNOWLEDGEMENT	v
ABSTRACT.....	vi
LIST OF ACRONYMS AND ABBREVIATIONS.....	ix
CHAPTER 1: INTRODUCTION	1
1.1 Overview	1
1.2 Background	1
1.3 Statement of the problem	5
1.4 Purpose.....	5
1.5 Objectives	5
1.6 Research Questions	6
1.7 Significance of the Study	6
1.8 Delimitation	6
1.9 Limitations.....	6
1.10 Definitions of Terms	7
1.11 Summary of Chapter	7
CHAPTER 2: LITERATURE REVIEW	8
2.1 Overview	8
2.2 Administration and Nature of Examination Malpractices in Secondary Schools	8
2.2.1 Administration of Examinations in Secondary Schools.....	8
2.2.2 Nature of Examination Malpractice	10
2.3 Causal Factors Leading to Examination Malpractices.....	15
2.4 Measures to Reduce Examination Malpractices in Schools	18
2.5 Summary of Chapter	21
CHAPTER 3: METHODOLOGY	23
3.1. Overview	23
3.2. Research design	23

3.3 Target Population.....	23
3.4 Sample Size.....	24
3.5 Sample Procedure	24
3.6. Research Instruments	24
3.6.1. Interview Guide	25
3.6.2 Focussed Group Discussion Guide	25
3.7. Data Collection Procedure	25
3.8. Trustworthiness.....	26
3.9. Data Analysis	26
3.10 Ethical Consideration.....	27
3.11. Summary of the Chapter	27
CHAPTER FOUR: PRESENTATION OF FINDINGS	28
4.1 Overview.....	28
4.2 Research Question 1	29
4.2.1 Examination Leakages	29
4.3 Research Question 2.....	34
4.4 Research Question 3.....	36
4.5. Summary of the Chapter	37
CHAPTER 5: DISCUSSION OF FINDINGS	38
5.1 Overview.....	38
5.2 Nature of Examination Malpractice	38
5.2 Causal factors Resulting in Examination Malpractices	40
5.3 Measures Taken by Schools to Minimize Examination Malpractice.....	44
5.4 Summary of the Chapter	45
CHAPTER 6: CONCLUSION AND RECOMMENDATIONS	46
6.1 Overview.....	46
6.2 Conclusion	46
6.3 Recommendations.....	47
6.4 Suggestions for the Future Study	48
REFERENCES	49

LIST OF ACRONYMS AND ABBREVIATIONS

MOE:	Ministry of Education
DEBS:	District Education Board Secretary
ECZ:	Examinations Council of Zambia
NUPPEZ:	National Union of Public and Private Educators of Zambia
SPSS:	Statistical package for Social Sciences
ESO:	Educations Standards Officer
SB-CPD:	School Based Continuing Professional Development

CHAPTER 1: INTRODUCTION

1.1 Overview

Chapter one presents the background of this study which followed by the statement of the problem and the purpose of the study. It also discusses the objectives and research questions. It further adds significance Delimitation, Limitations, definitions of key terms before ending n the summary of chapter

1.2 Background

Education in general sense covers the whole life of an individual from birth till death or from cradle to grave. That shows that education is as old as man on earth. The formal school system is greatly influenced in its result on the lives of all who pass through it.

In Nigeeria before the 1840's there was, in existence a system of education. This was broadly traditional, occupationally orient and informal apprenticeship system. This type of education as at that time was relevant o the needs of the society.

The advents and influence of the Christian missionary activities affected and informal system of education to the western, oriented type of education. Preference was no longer for hard work but acquisition of certificate. Every achievement or goal oriented tasks a certification of schooling.

However, examinations play vital roles not only in our educational system but also in the society as a whole. The society demands from its members as a diversity of specialized functions.

In the Zambia school system various forms of examinations are notice. These are the grade 7, nine and the grade twelve examination which the senior school certificate examination and the degree or diploma examinations. Students are required to pass any forms of examinations they

partake in. But these days' students now find various means of achieving success in this examination and one of such ways is by cheating in examinations through leakage in examination papers, impersonation, external assistance, coping, smuggling of foreign materials, substitution of script and improper assignment.

The fact remains that examination malpractice has become usual practice in Zambia, examination has been recognized as forming the nucleus of education without which empiricism shows that examinations indicate the extent of factual knowledge acquired by students, predict future educational achievement and provide a means of selecting suitable candidates for certain educational courses or occupation.

One of the principal aims of examination is to assess how much learning has taken place and to what extent the educational objectives and goals have been achieved. One serious problem playing Zambian system of education today is large examination malpractice coupled with intellectual dishonesty. Our pupil's device as a daily routine, new tricks to beat genuine supervisors and examiners.

The incidence of examination malpractice is multidimensional in nature. Smuggling of prepared notes into examination hall. In Nigeria pupils insult, embarrass, threaten and even assault invigilators and supervisors who failed to cooperate with them in unholy and nefarious acts (Tambwal 2013). Cheating behaviour exhibited by the school population is a big problem to our people. School administrators are called upon to desist from helping their students to perpetrate in examination malpractice.

Individual however put the blame on lack of proper social value system the high premium attached to paper qualifications as in requisite for admission and gainful employment.

In the past the people of Zambia used to write an examination which was being prepared by the British government known as Cambridge Examinations. The papers were coming sealed from Britain. During this time, there was nothing like examination malpractices nor leakage, even the names or terms never existed. Pupils were writing their examinations basing on what they were taught by the teachers and what they read on their own. The government of the Rebuild of Zambia however, went ahead and localized the preparation and administration of public examinations in Zambia (Chifunda, 2017). The shift in the management of Examinations in Zambia has been characterized by reports of examination malpractices at grades 7; 9 and 12 levels over the years.

The government of the Republic of Zambia under the leadership of Kenneth Kaunda thought Zambians had now knowledge on how to prepare the question papers and print them for themselves. In 1991 pupils started writing examinations which were prepared (printed) in Zambia by the examination council of Zambia (Adegoke 2010). At the beginning things were fine, the rules or conditions which were put in place were followed when printing the examinations even those who were conducting the examinations conducted them and themselves well. A few years later, these examination malpractices appeared on the scene and has continued to be a major concern in the management of public examinations in Zambia (Zambia Daily Mail. November, 2016). From the time it started the governments have tried to stop or reduce this trend but it gets worse each year. As a measure to improve on management of examinations and other pupil's related responsibilities, the government appointed guidance teachers to help in guiding the children in schools. Further the government established colleges where guidance teachers can be trained. Guidance and counseling programmes were therefore introduced as part of a move to build capacity among teachers in the field of guidance and counseling. Another

reason was to help learner's information preparation for examinations and knowledge on issues linked to academic work but still the situation of examination malpractice continued to be a concern an educators and the general public. The situation has been so ever since and was becoming worse each time there is an examination, whether it is Internal or external. To make matters worse it has reached the grade (7's) who have never used examination malpractices before and were just hearing from their elders, brothers and sisters who were writing grade nine examinations and grade 12 examinations to equally join the practice of seeking leaked examination papers as a way of preparing for examinations. Nonetheless, the problem still remains as what factors have led to persistent leakages of examination papers in the Zambian education system.

From the time examinations malpractices was seen or experienced in the country people have to tried to find out the cause of this trend but no genuine reasons have come out or convincing reasons as to why pupils use leakage to answer their examinations questions (ECZ Examination, 2017). When these children are talked to about the effects of examination malpractices, they say there is no such a thing to write an exam without a leakage. To them it is a must to have a leakage in any examinations especially grade nines and twelve's. The efforts to reverse the trend is on the premises that if it is not curbed, this will destroy the strength and importance of examinations in the nation, the validity of the certificates won't be there as it is now. Outside countries regard the certificates to be very important but if examination malpractices continue we are likely to face that downfall as a country as an individual person. This person might have a good certificate but when he/ she is employed fails to perform. The study therefore explores factors that might have led to increased examination malpractices despite measures government has taken to reverse the trend in Zambian secondary schools.

1.3 Statement of the problem

The occurrence of examination malpractice at any level of educational stratum possess the greatest to the validity and reliability of any examination and consequently to the authenticity and rendition of certificate issued (Adegoke 2010). The numerous examination malpractice among secondary school pupils in Zambia particularly in Kitwe district on the copper belt of Zambia, over the years have become a growing concern since cheating is a longstanding and global problem inherent by human being. Effort should therefore be directed towards controlling cheating behaviours and also finding the possible causes of the problem among secondary school pupils in Zambia. However, less is known as to why examination malpractices have been a concern in the district despite the presence of guidance teachers in the school system. Guidance teachers are in schools to help curb the vice, yet malpractices continue to be an issue in Kitwe District.

1.4 Purpose

The purpose of this study was to investigate the casual factors leading to examinations malpractice among secondary school pupils in Kitwe district and also to find strategies for curbing the undesirable behavior in schools.

1.5 Objectives

1. To establish the nature of Examination Malpractices experienced in study district.
2. To explore causal factors leading to Examination Malpractice in the study schools.
3. To asses' measures schools were using to curb the practice.

1.6 Research Questions

1. What was the nature of Examination Malpractices experienced in the study district?
2. What are the causal factors of Examination Malpractices in the study district?
3. What measures are schools using to curb the practice?

1.7 Significance of the Study

The implementation of this findings were not only exposed to the extent to which students are involved in Examination Malpractice but would also suggest some remedies or lasting solutions to this academic dishonesty.

The study was also expected to help school administrators, teachers and guidance teachers to curb or control cheating behaviour in schools. The study was important in the sense that it availed or detected the problems as to why pupils rush into Examination Malpractices. If such courses were known solutions could be found to reduce the practice and eventually will come to an end.

1.8 Delimitation

The study was conducted in Kitwe district due to time and financial constraints on the part of the researcher. Therefore, the findings were not to be generalized to other provinces which had schools which experienced Examination Malpractice

1.9 Limitations.

The findings obtained from this study might not have been representative of all secondary schools in Kitwe due to the limited number of participating schools and respondents. The results

might have been different if the samples were to be taken in all Secondary schools in Kitwe district, as a result generalization must be done with caution.

1.10 Definitions of Terms

In view of the fact that different meanings can be assigned the following is to be applied to the following words as used in this research.

Examination: A test of capacity and knowledge. It is a determination of a learner's strength and weakness necessary for his/her academic adjustment and work life.

Malpractice: It is behavior of a person contrary to lay down code of conduct.

Secondary School: a school that is intermediate in level between primary and college.

1.11 Summary of Chapter

The chapter has discussed the background of the study, the statement of the study, the purpose of the study, objectives of the study and the research question. It has also discussed the significance of the study, the scope of the study, the terms of the study, operational definitions, ethical consideration and limitations of the study.

CHAPTER 2: LITERATURE REVIEW

2.1 Overview

The chapter reviewed available literature on examination malpractice in general, and then made reference to Zambia. The review of literature is guided by the objectives which were discussed in the previous chapter. These are: nature of examination malpractices; causal factors leading to examination malpractices and measure undertaken to reduce examination malpractices in secondary schools in Kitwe district on the copper-belt province of Zambia. The chapter ends with a summary of the main knowledge gaps arising from the cited literature to support the study.

2.2 Nature of Examination Malpractices in Secondary Schools

2.2.1 Administration of Examinations

Education is the foundation upon which physical and technological developments rest in Zambia. Education has been adopted as an instrument for national development. Therefore, governments, communities, private organizations and individual have established and committed resources to educational institutions with a view of training the citizens the development of the nation's physical and human resources. One of the objectives of education in Zambia is to prepare the young one for the future challenges and develop them to meet the nation's manpower requirement (Adegoke 2010). In doing so national curricular have been set, implemented and periodically students assessed in order to establish level of education and skills acquired. Examinations have therefore been at the centre of the evaluation of the education and training offered to students at various levels of education in Zambia.

In education institutions teaching and guidance activities are supposed to take place so that appropriate skills and knowledge can be acquired by the pupils. Furthermore, machinery through which the extent of knowledge and skill acquisition is determined at each stage of education has been set up. This is often in form of examinations which are organized in order to evaluate, assess and test knowledge and skills. Schools need to conduct examination as meristic for assessment. It is the most practical way of assessment in education (Maduka, 1993) defined examination as a way to ascertain how much of a subject matter in a particular field of study the candidate has acquired, what needs to be adjusted in the curriculum and indeed functional level of the graduate in a particular field of study. The examinations take many forms. It could be internal or external, oral or written, essay or external or objective type, theory or practical constitutes an intergral part of education process. Examples of internal examination include continuous assessment tests, terminal, semesters and annual or promotional examinations. In Zambia, examination council of Zambia (ECZ) has been mandated to conduct national examinations at grade seven (7) level, nine (9) and grade twelve (12) level every year or each year. These are subjected to security measures aimed at avoiding leakages. Often the Examinations Council of Zambia works together with Zambia Police and various security agencies to arrest the possible examination malpractices including leakages.

The examination council of Zambia (ECZ) works in collaboration with the Ministry of General education (MOGE). The outcome of the examination is used as a basis for decision making on the competencies of students and results to direct placement of the school graduates into the tertiary education institutions. Because of the increasing roles of examination results in determining the destiny of its graduates, the temptations are there for students to cheat in order to get better results in the public examinations. However, Zambia's education system like any

other country has its own problems, lapses, controversies and issues surrounding the management of examination system. Many problems confront Zambia education system and institutions and manifest themselves into prominent examination malpractices which have the potential of negatively affecting the quality of education in the Zambia.

2.2.2 Nature of Examination Malpractice

Examination malpractice is defined as a deliberate wrong doing contrary to official examination rules designed to place a candidate at fairly advantage or unfair disadvantage. Nwama (2000), observes that Examination Malpractice can be described as the massive and unprecedented abuse of rules and regulations pertaining to internal and external management of examinations. The abuse which takes the form of malpractices, may begin from the setting of examinations, processing of examination papers, management and administration of examination through the marking and processing of examination results that is abuse can offer even at marking, grading, release of the results and to the issuance of certificate itself. In the light of this definition, examination question malpractice is simply illegally obtaining an answer to an examination question from any source other than the brain of the examinee. Saalami (1994) defines examination malpractice as an improper and dishonest act associated with examination with a view to obtaining unmerited advantage over other candidates. Shorekau (1996) defines it as any act of omission or commission that contravenes the role and regulations of the examination body to the extent of undermining the validity and reliability of the test and ultimately, the integrity of the certificates issued. Oyekan (1996) also views examination malpractice as a deliberate act of indiscipline adopted by students or their privileged accomplices to secure facile success and advantage before, during and after the administration off examination. Oluyeba and Adaramora (1993) defined examination malpractice as any irregular behavior exhibited by candidate or

anybody, charged with the examination inside or outside the examination hall before, during or after such examination. Ojerinde (2002) claimed that examination malpractice is no longer a desperate candidate affair, rather school teachers and even other stakeholders are now involved in the preparation of this vice. Even with the government has now taken keen interest to find ways and means of ending the problem.

One of the issues of examination malpractices themselves, in Zambia, there are several dimensions of examination malpractice students come up with. The instances of examination malpractices vary and at different levels of examinations. These arrange from: bringing of foreign materials into the examination hall. This may involve bringing into the examination hall notes, textbooks and other prepared materials (Adegoke, 2010) aimed at aiding the candidate in the course of writing the examination. Although the extent to which type of examination malpractice is may not be known, the study sought to explore the degree to which this is in the study schools.

Another form examination malpractice is believed to offer is where assistance is sought by the candidate from educational stakeholders involved in the examination processing such as Examination stakeholders include parents, teachers, security agents, printers and staff of examination bodies who often have access to examination through their roles and responsibilities. Some parents go to any length in buying question papers for their children while (Onyeneho, Nokworo; Ifewulu & Afolayan, 2013) others even buy certificates for their children. Supervisors colluding with teachers, school headteachers or pupils by allowing teachers to come around to teach the pupils during examination period, teachers releasing question papers or giving underserved marks or allowing students to illegally re-take examination papers. Security agents, printers and staff of examination bodies also sell question papers.

Examination Leakage, which simply means that the content of examination or part of it is disclosed prior to taking the examination is believed to be common among many African examination board (Onyeneho, Nokworo; Ifewulu & Afolayan, 2013). Usually, it involves one or more of the staff members of the examination authorities, teachers; printers, proof reader, messengers personal to develop the papers (setters) or those given access to determine the suitability of the examination questions papers (moderators) and school administrators and their teachers who have to administer the examinations at school level. (Tambawal 2013). Examination papers are released to candidates prematurely at a fee resulting in a wide examination leakage (Times of Zambia, 20th November, 2010). This form of examination may be practiced in the study secondary schools hence, the need to investigate this aspect as well.

Of late, Zambia has increasingly registered issues of impersonation: An individual who is registered as a candidate takes the place of one that is registered. Usually this involves collusion between the chief examiner and the examination supervisor. A boy for example taking favour a girl friend or boyfriend or a sister. Sometimes young employees are coursed to take the examination in place of the rightful examinee (Chifinda, 2017). The issues of external assistance to individuals who are not examination candidates giving unauthorized assistance to candidates appear to be come. Usually this involves invigilators (exam room supervisors) dictating answers, writing answers on the black boards, calculating sheets of worked out answers during the course of the examination or acting as courier of material into the examination center. In some instances, entering helpers have used phones or broad cast answers.

Smuggling of foreign material is perhaps the most common form of malpractice. It relates to the introduction of unauthorized materials (e.g note books, cribe notes, charts and answers) into the

examination hall. Material is frequently smuggled in shoes, hems and bras or information is written on parts of the body. Copying: Reproduction of another candidate's work with or without permission. Collusion: Unauthorized passing of information between candidates usually by exchanging notes or scripts. Usually involves only the candidates but can be facilitated by inadequate spacing between desks and lax supervision.

In some cases, examination malpractices take the form of intimidation (Pido, 2013): Examination officials including supervisors and markers of papers are physically threatened. Usually involves people seeking support for individual candidates here also placed weapons in clear view of supervisors to intimidate them. Substitution of scripts, replacing answer sheets handed out during the course of examination. Usually involves examination office officials, invigilators and some teachers working outside the examination room.

Another form is that of improper assignment deliberate placing of candidates in centers under the supervising of corrupt officials <https://zambianwatchdog.com> 2sept, 2014. Further senior examination officers always have secret codes for exams storage banks, including the website passwords which contain all Grade 7, 9 and 12 examination papers in soft copy. These codes are circulated professionally to some senior officers in the ministry of Education including some ministers who print out these exams for their family members. Besides, these papers are sold off to some members of public in both soft and hard copies. Chemistry 5124/2 and mathematics syllabus were leaked through some senior political officials who managed to buy for their children at a certain school in Lusaka (girls) school and another at boy's school (Zambia Daily Mail, 12 December, 2009). These papers only fitter to the general commoners in the public schools through these pupils who seek help from other pupils. Besides, after writing and papers

have already been transported to Lusaka just before marking commences, some of these papers are tempered with. The pre-written papers are professionally swapped just there at ECZ. They replace the poorly written papers for their friends, relatives and customers with perfectly pre-answered.

Examination malpractices do also occur during marking of examination scripts (ECZ, 2015). Some markers convey with some people to find customers to pay them to facilitate the exchange of papers or over making of examination scripts. Even during the belt-marking system, markers still manage to sneak in pre-answered papers. It is even worse when markers are allowed to carry the papers to sleeping rooms. Customers are easily found who are ready to pay cash then given marking keys to copy there after place these papers back. This does not raise any suspicion, as there are no handwriting disparities (ECZ, 2015).

In the ECZ report on examination practices of 2014, it was observed that at times examination practices offered during exam data entry. Data operators make arrangement with candidates to change marks in exchange for money. Further the report acknowledged cheating at this stage occurring in two ways: Some team leaders do not only total up the marks after marking but also carry marked papers to the data entry operators. Therefore, some of these people deliberately enter inflated marks for some papers and data entry operators just entry the marks, which they see on the mark sheet thereby giving undue advantage to some candidates (EC, 2015). Some data entry operators change the correct figures as presented by the team leaders. This occurs mostly after the counter checking sheet has already been produced and given to the team leader. The team leader takes the marked totaled papers to the data entry operator, who enters the marks and later produce a counter – check list for the team leader to check through. Just after the

counter -check paper has been produced, the data operators offer marks of his/her interest. (<https://zambianwatchdog.com>) 2nd Spet, 2013.

This is perpetrated by examination officers and examination officers and examination officials of the ministries of General Education and representatives of examination bodies are equally to blame. They often play a significant role in the leaking of examinations knowingly or unknowingly. www.academic.ed reports that : markers malpractice deliberate alteration of marks designed to inflate or deflate a candidates original mark. This can be initiated by examination officials, by candidates (making contract with the makers) or making contracts with the candidates. At awards and certification level we see deliberate alteration of in the past usually confined to examination officials but in more recent years include printers and candidates with high level of skills in technology. Pupils continue writing the examination even when the time is over is very common during administration of examinations. It's a form of malpractices but officials pay less attention to such forms of malpractices during examinations (Nation Newspaper, 15 January, 2015).

2.3 Causal Factors Leading to Examination Malpractices

The idea that in the Zambian Education certificate is most important than the skills to deliver is what prompt most pupils into malpractice so as to have the required certificate to be there. Therefore, the following could be advanced as factors that seem to have led to increased examination malpractices in a number of African countries including Zambia.

Because of the high stakes of examinations in what good examination results can do in one life candidates are willing to pay for their access to good results. Success in an examination can have profound, immediate and long term impact on a candidate's life (Pido, 2013). In many

developing countries like Zambia examination success and secondary school graduation represents the whole avenue for poor pupils to secure a non-menial job (ECZ, 2015). Many of them are seen to resort to various practices to ensure that they pass the public final examination. This could be the contributing factors to increased leakages in examinations including study areas like Kitwe in Zambia.

Another influencing factors is the issue of teacher and school status. Teachers and school reputations depends much on the success of students in public examinations. This is particularly true where official or unofficial school position in internal examinations are published and value of the school and individual personnel are pinned to the outcome of the students' examinations. There is further complicated by the problem of prizes awarded to winning schools or individual subject teachers which triggers examination malpractice from both school administrators and teachers as a way of improving their status (Kamukamba, 2017). It is possible that examination malpractices in Kitwe in Zambia might have been influenced by teachers and schools' attempt to have their pupils perform well in public examinations.

<https://eric.ed.gov>, presents another side of examination malpractices. Personality Disposition of the learners and their teachers in terms of syllabus content leads to cheating during examinations. Some learners are more prone to cheating than others, because they fail to read and therefore, failure to prepare for the examination. In addition, some teachers waste much of pupils learning time such that learners are not adequately prepared by the time they take examinations. In case of learners many of them are laziness to read and resort to dubious means to gain access to good results. They prefer for example, watching TV programmes for hours than

to get note books and read for the exams hence, when time for examination, they resort to cheating.

Another contributing factors is that some parents would blindly want their children to get into lucrative courses like medicine, accountancy as such would collide with any person who can at all cost get their children the required credits. They may want to bribe teachers and examination officials instead of hiring a tutor to assist the child prepare adequately for the examinations (ECZ, 2015).

Other factors range from, inadequate teacher training, teacher absence from work, teaching lacking subject matter competency and shortage of text books are common features of education in developing countries like Zambia, which put questions on the quality of teaching in schools. Often this lead to parents and pupils perceiving conditions of learning to be so inadequate that they have little option than the resort to unfair means to increase the likelihood that the pupil will pass the examination (Tambawal 2013).

Maheka (2015) contributing on the same raises the issues of examination malpractice being influenced by the desire to pass the examinations, lack of confidence in candidates, fear of failure, worry of failing to get a certificate, improper guidance by teachers face examinations, to frequent absenteeism and lastingness among pupils and teachers. Both boys and girls engage themselves in examination malpractice because they all want to pass yet are surrounded by all these shortcomings. Notably, both government and private schools engage themselves in examination malpractices for their institutions to make a name. Learners from low socio-

economic background want to change their status through better results, but even high socio-economic background learners participate in examination malpractice hence have no choice but to use all means possible to pass the examinations.

Another factor relates to syllabuses of certain subjects that are too wide and difficult for most teachers to cover, especially in public schools. The situation is worsened by holidays, which further shorten the period when learners must receive all what they need for the final stage of their course. This entails inadequate preparation for exam. In other words, some teachers do not prepare learners fully for them to face public examination (UNZA home page 2002; Zambia Daily, 30 June, 2011). The alternative is to resort to cheating during examinations. On the whole, there are several factors that have led to increased examination malpractices in developing countries like Zambia which may be true for the secondary schools in Kitwe, Zambia.

2.4 Measures to Reduce Examination Malpractices in Schools

In every vice there are consequences that people involved experience. The same applies to examination malpractice, the vice undermines the credibility of the education system, affected people may end up as people with low morale and unfulfilled dreams in their careers. Hence the national's socio-economic development may suffer greatly (Zambia Daily Mail, Thursday November 2, 2017, p.5). Because of this, the initiative government have taken to arrest the issues of examination malpractices. These include:

In order to have candidates who would ordinarily have to pass exams by depending on leaked paper, teachers should adequately prepare and orient pupils for examinations. Such would minimize fraud that has been associated with examination and promote personal integrity strives for academic success (Zambia Daily Mail, Thursday November 2, 2017)

As they grow into adulthood, eventually becoming teachers and exam official, products of corrupt education system will not see anything wrong with such practices as they will simply be nothing but certificated illiterates. Chances are that they will lack the required knowledge and experience to effectively perform professional duties. Both education and the society will be catastrophic in the long run candidates who would ordinarily be working hard to pass examination will now depend on poor arrangement. Since such arrangements rarely failed, the fraud or malpractice may eventually be seen as way of academic exercise (Ngoza 2017). The study felt that governments needed to put measures that guard against have individuals attaining qualifications that are a product of fraud, (Tambawal 2013).

Examination Malpractice is a negative orientation for future leaders, who may end up bringing corrupt seed in their position of authority. If exam leakages encourage young ones to misbehave, including engaging in prostitution, then there is a lot to worry about regarding the morality of these future adults (Daily Mail, Thursday, Nov 2, 2017). Many brilliant children cannot go to college because cheating candidates have very good results and are enrolled in institutions of higher learning. But for those who cheated in the long run, cheating makes them guilty as they are haunted by the fact that they cannot prove that they truly deserve a certificate or degree. Besides, low morale and questionable ethics later in life, lack of creativity and resourcefulness are the results of Examination Malpractices. Therefore, the country's social religious, economic and political fabric are there by negatively affecting citizen's efforts towards national development (Adegoke 2010). Tambawal (2013) says that Examination Malpractice produce candidates with low morals and academic values. The products of examination malpractice always end up with unfulfilled dreams in their chosen career. Anyone who engages in

examination malpractice is building on a false foundation which can lead to serious professional errors.

Despite all these mess, some solutions can be applied to curb the vice such as calling on education authorities to ensure that they enforce all the security procedure and activities during the Examination period. This must include policing and intensifying the monitoring of examination sessions so as to ensure that the standards are not compromised. To deliver quality education must mean producing fully baked pupils who will contribute to the development and prosperity of Zambia. Chinedu (2008) said, while there is still need to emphasis on skills transfer, as opposed supremacy of certificate in the curriculum, special consideration should be given to examination setters, invigilators and supervisors. These should be well remunerated and in good time so that they do not think of taking bribes to add to their salaries. This view was supported by the National Union of Public and Private Educators of Zambia (NUPPEZ) which called upon religious leaders, parents; church worshippers and community leaders to be encouraged to remind people in society about the evils of Examination Malpractice. Examination Council of Zambia (ECZ) need also to do well to have its officials under frequent, unannounced visits to exam centres and make sure that all erring centres are punished.

Adegokr (2010) talked about high salaries for teachers. If the salary would be high enough, then there would be no need for corruption. However, this should be supported also by guidance counselors who should be trained in all schools and should be given enough time to help learners on study skills, dangers of examination malpractices and other academic requirements, properly trained teachers can cover a big part of the syllabus, so that the learners will be well prepared, a bigger number of supervisors and invigilators. More people will be able to have more control over the students and will notice any cheating. Student should be thoroughly searched before the

exam. This may be a great option that will help to avoid fraud, prohibit the use of electronic devices including cellular phones. The rigidity and timing of examination should be viewed in such a way that when a student complains genuinely that he cannot write an examination another time suitable should be organized for him/her, this will eliminate the phobia of failure which may result examination malpractice.

2.5 Summary of Chapter

The chapter has highlighted literature that has explained how quality assessment for Examination Malpractice at grade twelve level of education in selected secondary schools is in Kitwe district. This chapter has discussed nature of Examination Malpractices such as impersonation, leaking of examination papers before time of writing, hiding pre answered scripts in toilets, tattooing or body writing, collusion, swapping of answer scripts, while causal factors were to have better results, lack of confidence of facing the exams and measures such as serious sensitization on examination malpractice, stiff punishment, ought to be taken to curb Examination Malpractices. The numerous examination malpractice among secondary school pupils in Zambia particularly in Kitwe district on the Copperbelt of Zambia, over the years have become a growing concern since cheating is a longstanding and global problem inherent by human being. Effort should therefore be directed towards controlling cheating behaviours and also finding the possible causes of the problem among secondary school pupils in Zambia. Although attempts have been to curb examination malpractices in the reviewed literature, the examination malpractices continues to be factors in the administration and management of examinations in Kitwe district. However, less is known as to why examination malpractices have been a concern in the district despite the presence of guidance teachers in the school system. It is believed that the chapter would form a basis for data collection and justification to

many findings that lie ahead in the course of study. The next chapter is on methodology that was employed in the present study. The next chapter will deal with methodology of the study.

CHAPTER 3: METHODOLOGY

3.1. Overview

The aim of the study was to identify causes of Examination Malpractice among the learners at grade 12 level. This chapter was exclusively intended to provide descriptions of the research methodology used. It included explanation of the research design followed by the target population, sample produce, research instruments, and data collection procedure used to analyze the data as well as ethical consideration and chapter summary.

3.2. Research design

Parahoo (1997) describes a research design as a plan that describes how, when and where data are to be collected and analyzed. The study was carried out on the Copper-belt province in Secondary Schools. In this study a case study supported by qualitative methods was adopted as it centered on individuals and opinions. Kombo and Tramp (2009) revealed that qualitative research involves observing and asking questions and aims to describe events and persons in detail to achieve a deeper holistic understanding of Examination Malpractice studied, hence reasons for selecting the approach for this study.

3.3 Target Population

The target population is the total group of individuals from which the sample might be drawn (Brooke 2006). The target population consisted of pupils, teachers, head teachers guidance teachers, education standards officers and parents.

3.4 Sample Size

Sample size refers to the number of participants selected from the universe to constitute a desired sample (Green and Bless). The total sample for the study comprised forty four (44) participants twenty(20), ten (10) teachers, five(5) guidance teachers, five(5) head teachers, one(1) DESO, one(1) ECZ officer and two(2) parents.

3.5 Sample Procedure

According to Ogula (1998) purposive convenience sampling was used to select learner-participants selected grades in order to give the members of the sampling frame equal chances of being participants there by obtaining genuine representation of the target population and eliminating biases. Additionally, purposive or judgment sampling was used to select Education standards officers, teachers in charge of counseling Examinations Council of Zambia and parents. Purposive sampling was found appropriate because selected respondents had relevant knowledge and experience to contribute to the study (Ashley 2014).

3.6. Research Instruments

Rossmann and Marshall (1999) say that a research instrument is a tool designed to obtain data on a topic or interest from a given phenomenon. One research devices used for this study was an interview guide. The other devices were Focused Group Discussion Guide and the Questionnaires.

3.6.1. Interview Guide

The researcher used interview guides to get the information from the DEBS, ECZ, the head teachers, the ESO and the parents. Guides were administered to all participants. Question guides had included open – ended questions. Questions on the interview guide were to permit the respondents provide the much needed information in their own words. Graig and Bless (2005) state that an interview can be adapted to the ability or educational level of person being interviewed and such misinterpretation concerning questions can be avoided.

3.6.2 Focused Group Discussion Guide

The researcher used Focused Group Discussion Guides among learner respondents as it was the easiest method to collect data from the respondents.

3.7. Data Collection Procedure

After getting the introduction letter from the directorate of Distance Education at the University of Zambia, the researcher visited the provincial Education office on the copper-belt to seek for permission and interview the provincial Education officer. Upon getting permission the researcher to Kitwe District to see the District Education Board Secretary for permission and interview. It is at this point, the researcher sought for permission to go round the five chosen secondary schools. The researcher visited selected schools and met the head teacher first, and the guidance teacher was called to meet the researcher. The researcher continued with the same procedure to other selected schools in the district. The researcher proceeded to have interviews with officers from Examination council of Zambia (ECZ). Lastly but not the least the researcher went to interview the parents. Before the interview the researcher had to explain why it was important to participate. The data collection process took approximately forty minutes, all of

them were completed giving 100% return rate. The researcher ensured that she was present when the participants completed the interviews.

3.8. Trustworthiness

Research results must be more than a one of finding results and be whereat repeatable if other researchers must be able to perform exactly the same study given the same conditions and generate results (Rossman and Marshall 1999). To ensure trustworthiness of the study, a number of measures were taken into consideration. There was transparency in the data collection system from participants. To also check validity a focus group with a sample of participants reached a consensus on whether the data collected represented what it was supposed to. Further, use of a mixture of data collection tools helped to prove the data. A pilot study was done and a mixture of data collection instruments were used to provide trustworthiness of data.

3.9. Data Analysis

Qualitative data collected was analyzed qualitatively using inducting content analysis method. This is involved coding and categorizing the emerging them relation to the study. Stemper (2006) states that inductive content analysis that researcher use to develop theory and identify themes by studying documents, recordings and other printed and verbal material. As the name implies, inductive content analysis lies on inductive reasoning, in which themes emerged from raw data through respected examination and comparison. Qualitative data was analyzed thematically. The questionnaire questions which were open – ended were read through carefully. Then a cording scheme was developed with different themes for the question categories. Once data had been coded and categorized and explanation about the subject themes was done. After, analyzing the responses and identifying the major patterns and trends, a summary was written.

3.10 Ethical Consideration

Ethical concerns were key in the provision of conducive atmosphere required for participants to answer questions with free and open mind. To facilitate smooth collection of data, as per requirement in research, permission to conduct this study was sought from relevant person for educational purposes, only and that they did not need to write down their names on the research tools. Participation in the study was voluntary and consent was sought from participants. Participants were also assured of mortaring high confidentiality for the information given was anonymous as no person details such as names and places of residence were included on the questionnaire.

3.11. Summary of the Chapter

The Chapter explained in detail the research design, target population, sample size of the study. Sampling procedure and the research instruments adopted in the study stated as interview guide and Focused Group Discussion guide. The chapter further discussed the data collection procedure and also highlighted clearly on issues of trustworthiness and Analysis and Ethical Consideration. The next chapter presents the findings of the study.

CHAPTER FOUR: PRESENTATION OF FINDINGS

4.1 Overview

This chapter presents the finding of the study which sought to investigate the examination malpractice and the causal factors at grade twelve level in Kitwe district. The study had a sample of sixty-six (66) selected respondents who were drawn from various places on the copper belt in Kitwe district. The sample group comprised of thirty (30) pupils from six schools, guidance teachers four (4), teachers four (4), head teachers four (4), one officer from the examination council of Zambia(ECZ), Education standards officer (DESO), and two (2) parents. To find out the appropriate causal factors of examination malpractice the chapter was divide in three parts with themes derived from the study questions, qualitative methods were used to address all the three study questions, hence responses from all respondents under different category characteristics are grouped together under each study questions. The findings of study are arranged according to research questions:

- 1) What is the nature of Examination Malpractice experienced in study schools?
- 2) What are the causal Factors of Examination Malpractices experienced in schools?
- 3) What measures are Schools using to curb Examination malpractices in study schools?

4.2 Research Question 1: What is the nature of Examination Malpractice experienced in the study schools?

The study explored the nature of examination malpractice experienced in study schools in Kitwe district a review of interview with head teachers, guidance teacher, District Education Standards Officer (DESO), teachers and learners revealed that there were different types of Examination Malpractice that were occurring in the study schools. These included impersonation, collusion and leakages of examination paper. Other forms of examination malpractice included tattooing or body writing, hiding information in toilets pre-answered scripts, text messages using cell phones.

4.2.1 Examination Leakages

The study showed that there was leakage experienced in the study schools during examinations. This was supported by a female grade twelve pupil that had this to say on leakages; *Leakage is ever there iya cishinka (genuine) and we use them because who ever finds them uses them and takwaba ificitika whether they are caught or not. So why should I be studying when leakages are there and we have seen people use them, go to colleges again use them until they finish. And we have seen them with good jobs.* One female head teacher during interview revealed that leakage was common during Examination pupils (candidates) had knowledge of Examination questions before the day of examination. A female head-teacher from one of the schools in Kitwe stated that; *Last year most pupils entered their examination rooms with leaked original paper which they were writing. Some had answers, I mean correct answers as they appear on the marking key it is really sad.*

4.2.2 Colluding During Examinations

The study revealed that colluding was experienced in study schools. One pupil was asked whether they are able to collude during Examinations, one male pupil said this; *'if you work alone it can't work, what we do as a group. If my friend's piece of paper with answer written on them was grabbed by the invigilator and still had mine I will use mine and when I finish I will pass it to my friend without the invigilator noticing, but some can see you but just look at you'*. During interview one head-teacher explained the types of examination malpractice that we experience at this school is those where by learners come with pre-written answer into examination room. Hiding materials, pockets, pen corks and private parts is also common form of examination malpractices reported. It also involves writing answers on a piece of paper and them in the toilet, pen and private parts by the candidates. One female pupil reported this; *'us when we were writing grade nine examinations the teacher who was invigilating us told us to be putting kalusangu on the table as we entered the exam room then she allowed us to use our papers where we wrote answers. When she told us she stood by the door to see who are coming and asked us to hide the small paper. So all the papers I did very well. I wish he was our invigilator for grade twelve. One school head teacher from the interview revealed that during examinations pupils hide pieces of paper with answers on them in toilets. I don't lie examination period, it hell during examinations because the story of leakage is all you can listen to it is even in toilets. We find papers big and small with answers on them. (A female head teacher)'*. In 2016 we found the real (actual) paper in toilet which the candidates were writing in the girls toilet. They were going to the toilet one after another so we became suspicious and we went into the toilet we found a lot of papers even the actual that they were writing that very day. We wonder where these children get the scripts and who answers for them. We always find them on

candidates when we search them by the door before they enter the examination room. (A male head teacher)

4.2.3 Tattooing or Body Writing

It was revealed that tattooing or body writing was practiced in the study schools. One female pupil had revealed about tattooing or body writing; *'answers are written where you think it is easy to read, answers can even be on the palms for us girls even on the thighs because us we wear dresses and skirts, so for us it is easy to see the answers but with boys who wear trousers cannot write on thighs because invigilators can see them as they pull their trousers up'*.

Interview with the head teachers revealed that pupils write answers on their body parts, especially girls who go to the extent of writing on the thighs. One head teacher narrated;

'I was going round the classes last year, 2017, at a distance I saw a girl fighting, I went near, I made sure she didn't see me. Through the window I saw the girl had removed a skirt as she copied answers from her thigh on to the answer sheet. It is really sad.'

4.2.4 Copying

This is the reproduction of another candidate's work with or without permission. One teacher said;

'These pupils who do not read and study are the ones who like copying from their friends. At school where I invigilated last year, pupils were copying from each other like no man's business. If one fails it means even the other one will fail even if you were supposed to pass if you had used your min.'

A male pupil said, *'Eco tufwaila mu school hall madam' (that's why we want to be in a school hall). In the school hall you can pip on your friend's paper mu class. In the school we sit close to each other than 'fyakosa kulengelapo' (when it's difficult you pip)*

4.2.5 Text Messages Using Cell Phones

The findings revealed that text messages were one of the forms examination malpractice took as evidenced by one pupil who said *'we text messages and borrow stored material using cell phones if we want to let our friends know what we will be writing. For instance, if I buy leakage here in Kitwe and then I have a friend or relative who is not in 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 phone numbers, when they access the leakage they send to us on our phones.*

4.2.6 Swapping Answer Scripts

The study also revealed that swapping answer scripts was one of the forms of Examination Malpractice. One teacher explained on swapping saying *"These children swap answer script, especially friends and relatives. I witnessed one incident at the time of collecting answer sheets because they are collected according to numbers. This candidate wanted to give to the owner so that hands into the invigilator, that when he was seen. We swap papers and it works well in school hall where we sit close to each other. When your friend checks your answers he or she gives the paper after copying answers. Some invigilators can see you but don't say anything especially those we pay money".* The researcher managed to have one officer from ECZ who said *examination malpractice has been there since inception of ECZ in 1948.* Because of many type of malpractices people didn't know which type of examination malpractices were taking

place then. She added that the malpractice they were fighting now as an organ were smuggling of material also and impersonation, other forms of examinations malpractice were not as serious as those mentioned one teacher explained and said. *'Examination malpractice started with the Indian community who used to buy Cambridge paper at the airport then give one of the teachers to provide answers unknowing and give the teacher money at the end.'* The researcher wanted to find out who were involved in examination malpractices. Teachers had their voices to add or contribute about malpractice in Kitwe district one of the teachers said *"pupils were losing interest in learning earlier during their secondary education, hence hoping for other means and malpractice is the first option"*. It was discovered by the study that teacher participate in examination malpractice. One teacher had to say; *"teachers participate in examination malpractice by stealing question paper, writing for candidates, show answers to candidates as they write, they scan them and post online to clients, some allow candidates to copy from pieces of paper"*.

Pupils also had to reveal these; *"people who are in charge and accountable with examination papers are the ones who steal question paper"*. Comment from a grade twelve pupil. *"Examination council of Zambia is involved"*. There so many sources of examination malpractice but the major one is where the examination papers are prepared and teacher who are involved in Examination Administration, private tuition in centres were also sources of malpractices. Another pupil added this, *"According to my own understanding the source can be lazy teachers who do not teach the pupils up to the standard. They create room for examination malpractice."*

Another pupil commented

“The source is the Examination Council of Zambia madam! Is it not them who are responsible of the exams?kanshi nga nifyo bakapeleko bambi (maybe give to other people) the responsibility over the ministry .”

Other places were mentioned which included DEBS, police, HODS and CBU for cheating by providing fake papers. But the worst condemned were teachers, followed by the ECZ.

4.3 Research Question 2: What are the causal factors of examination malpractices in secondary schools in Kitwe District?

The Causal factors for Examination Malpractices at grade twelve level varied from learner to learner and from one school to another .The study revealed several causal factors for examination malpractices at grade twelve level .These included increasing employment opportunities with good certificates, to have better results, poverty, laziness in academic work, lack of preparation, syllabus not completed, fear of failure, lack of confidence, absenteeism and have no access to practical materials as well as high competition.

To support the results above one teacher’s comment was, *“pupils are not taught enough by teachers, some pupils are lazy to sit down and study, with them to sit down is to watch movies and poverty by the teachers who need money desperately.”*

One head teacher added the information and said;” *unpreparedness of learners for the exams, desperation by parents to find places in public universities which is very competitive, thus forcing pupils to engage into Malpractice”*

Guidance teachers had theirs to say on causal factors;” *most learners are not serious with studying, they lack discipline, teachers do not prepare them well, lack of confidence, pupils have taken examination malpractice as a normal thing, absenteeism is rampant in schools, attitude learners have towards learning or school also contributes a lot.*”

Teachers also had their own causal factors they had this to say; “*Pupils lack confidence to face Examination classes, incompleteness of syllabi by subject teachers, most learners do not study they waste their time on social media, watch movies, lazy teachers all contribute and lack of learning facilities.*”

The other head teachers gave reasons they thought were the causal factors for Examination Malpractice in Kitwe district these included economic challenges, laziness, poverty, and incompleteness of syllabi by teachers, lack of confidence by candidates, poor reading culture which were seen to contribute to Examination Malpractice.

When the education officers were interviewed reasons for increase in examination malpractices in the recent past. These findings were supported with one female DESO who said that “*It was a requirement for one to be employed or promoted, in politic circles so people are in a hurry in wanting to be employed out of desperation so to meet the requirements they will use all sorts of means to get better grades.*”

The study revealed that sensitization of all stakeholders, candidates and parents-community at large should work to improve on examination malpractice. Encourage pupils to refrain from such vices. Parents should be warned to do other businesses other than destroying their generation.

4.4 Research Question 3: What measures should be taken to minimize cases of Examination Malpractice in Kitwe district?

The study revealed several measures to curb examination malpractices in Kitwe district at grade twelve level. These included sensitization of stakeholders, stiffening punishment, promote good reading culture, proper security, reduce syllabus, only those ready should write the exams and study hard.

Guidance teachers suggested that early sensitization on the dangers of Examination Malpractice, they also suggested that ECZ should introduce an allowance to all those handling examinations including invigilators to reduce on Examination anxiety. They also added that guidance teachers and trained examiners at school level given the mandate to handle the examination papers,

Another supporting point from a teacher said that;

“Stiff punishment must be given to individual’s involved and rotate responsibilities or still put qualified personnel. Mass and vigorous sensitization to the public and encourage learners to study hard, schools should compete with one another by having quiz in all the subjects. That way the reading culture will improve.”

Some of the comments from the pupils are as follows;

” Making sure that the teachers they finish all the syllabi in time and pupils are having enough time to revise and give pupils school materials (ifiswati) for free.”

Another pupil commended and said

“They should make sure there is security to safeguard the papers because leakage starts with the people from the source who are in front. Malpractice affects us very much even our future.

Maybe the ministry should reduce the syllabus, limbi lyena baticha bakalakwanisha.” (maybe teachers will be managing)

Other pupils echoed that;

“The ministry must make sure that they monitor the examination papers strictly through strict teachers and some stakeholders and also putting up stiff laws to any private tuition centre which is found engaging itself in this vice. Community (parents) must be sensitized on the effects of examination malpractices to their children.”

The study revealed that the trend was not coming to an end because people who were arrested for malpractice were released without being punished, and now it has become an economic venture and people take it to be normal, it has become a tradition. The answers the studies got recommended that whoever is caught involved in examination malpractice must be fired immediately and jailed and the pupils involved must be disqualified.

4.5. Summary of Chapter

The chapter ably presented nature and causes of examination malpractice collected from the field of different sample category characteristics respectively. The sample category characteristics involved teachers, pupils, DESO, ECZ, Guidance teachers and parents as well as head teachers. The study investigated the nature of examination malpractice which included impersonation, collusion, leakage, text messages using cell phones, swapping answer scripts, copying, tattooing or body writing. The study revealed the causal factors of examination malpractice included learner’s laziness in academic work, fear of failure, lack of confidence and suggested best practices such as proper security and seriousness in the examinations at grade twelve level in Kitwe district. The next chapter discusses the findings of the study.

CHAPTER 5: DISCUSSION OF FINDINGS

5.1 Overview

This chapter discusses the findings of the study. The discussion of the study focused on casual factors of examination malpractices. The discussion took into account the literature reviewed. The findings of the study have been discussed in line with the set of objectives and these were:

- (i) To establish the nature of the examination malpractice
- (ii) To explore the casual factors leading to examination malpractices in secondary schools
- (iii) To determine measures schools take to minimize cases of Examination Malpractices.

5.2 Nature of Examination Malpractice

According to the findings of the; study, examination malpractices exists in secondary schools in Kitwe district. Examination malpractice is done in almost all secondary schools. The development of cheating ways or methods which have been found by learners in this study; leakages, collusion, tattooing or body writing, impersonation, smuggling, hiding materials in toilets, copying, swapping papers, phone messages and cheating. It is critical to stop it from spreading. The consequences can be horrible. We will have a society of lazy, unproductive people that are ready to forget about their morals to get what they want. It may be hard to stop students from misconduct but there are ways to do it. On October 16, 2014 teachers condemned rioters Kitwe pupils. The secondary school's teacher's union of Zambia (SESTUZ) condemned pupils from some copper belt schools for rioting over fake leaked examination papers. The union was disappointed by the behavior adding that the riot was uncalled for. The union condemned the archaic and irrational behavior by pupils. The union further said that it appeared that pupils got used to attaining qualifications they did not deserve to get to grade 12. The union through its

chairman Mr. Mukanda said it was sad that parents were conspicuously silent over the behavior of their children when they should be in the forefront of discouraging examination malpractices. Mr. Mukanda urged parents to remain resolute and committed in guarding jealously the pride of their profession. Some three schools in Kitwe run wild throwing stones and burning vehicle tyres after discovering that they had fake leaked examination papers.

Hiding materials in toilets, pockets, private parts and pen cokes to be used illegally as reference materials is a form examination malpractice that was also reported at Kenyatta University in Nairobi. The Kenyatta university (2011/2013) catalogue stated that the sitting arrangement in the examination hall is usually done during the day time. Prior to the learners arriving for the paper the following day. However, if the examination room was not locked, candidates would get into the hall and jot down short hand notes about the course content on the desks or on the walls closer to where they plan to sit. Apart from these they would also write short notes in their palms, handkerchiefs, toilet paper, helms of their clothes or even petty coats and refer to them to cheat while in examination hall. Fagbemi (2001) also found that there were radio transmitters concealed in pens, personal stereo loaded with prerecorded tapes and programmable calculators packed with data that has been smuggled into examination hall.

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 learners to defeat examination regulations and works well where a candidate has a prior arrangement with the examiner or invigilator and has his or her possession the examination questions. Such candidates will have answered all necessary questions in a separate booklet which is smuggled into the examination hall to be handed in with

the rest of the collected scripts. It was not expected that learners could use body parts to write answers on them 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 parts writing and tattooing is consistent with the findings of Onuka and Durowoju (2011) who found that the nature of examination malpractice includes microchip which is writing on sheet of paper and some body parts.

5.2 Causal factors resulting in Examination Malpractices

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

The study also revealed that societal values which had placed a high premium on wealth and material benefits or academic success at the expense of hard work, merit and integrity had contributed to examination malpractices in the school systems seen people gain access to wealth through wrong means and they have vicariously learnt what was important was end product of the academic life and not how they get it hence saw examination malpractice as a way out. Similar findings were reported by Adeyami (2010) who reported that one of the causes of examination malpractice was the desire by learners to pass the examinations at all costs. This

meant that the attitude towards achieving the paper qualifications at all costs had assumed greater dimension in the education system at the expense of commitment to serious academic work. This contributed to increased examination malpractices.

Like this study, Ajibola (2011) found laziness to be a factor for ill preparedness for examinations. Fatai (2005) revealed similar findings as perceived by female learners.

Developing an attitude which is negative towards studies basing on their analysis of the values of the society. Our society places a lot of emphasis on certificates to allow for admission into the next of the education system and obtain better jobs and has ignored the acquisition of knowledge and skills through studying.

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 female 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 is watching television as he waits for meal to be served to him. This makes a girl child very tired such that she fails to study, there by engaging in examination malpractice, if she is to pass or qualify.

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 learners do not mind the means through which they

obtained good results, what matters most to them are the good results that they obtain at the end of the examination period.

Eric-education <http://eric.ed.gov> reports that Nigerian educational system suffers from the examination malpractices for a long time. It is said that Nigerian academic certificates are worthless are no more valuable than the paper they are printed on. Examination malpractice is illegal and can ruin a student's life.

Going in an examination hall with pre-written answers is also a concern in an education system emphasis or family system that places exceptionally strong emphasis on goal achievement, without a corresponding on institutionalized means of achieving these goals, is bound to exert pressure on some members of 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 means to the end occurs in many societies where the two components of the social structure are not highly integrated.

Other factors are employment and economic venture contemporary Zambia society places on success and wealth without a corresponding emphasis on legitimate means and avenues to be used in achieving success. If the scourge of examination malpractice is not curbed or stopped, the society may run or face the risk of being founded on faulty education, politically, economically, physically and socially environment that cannot produce a better tomorrow. The country can be affected with social and economic ills such as moral decadence, embezzlement, social injustice and corruption. With the prevalence of examination malpractice, it may become a custom for the education system to decorate miscreants, scam artist's knaves and violators of national honors with national trust.

The results show that there is a difference in terms of what actually teachers see and what learners do. The minimum variations in terms of the type of examination and malpractice and the reasons for examination malpractice seem to suggest that learners are well above their teachers in terms of the process of cheating though examination malpractice have not been studied extensively in Zambia, the existence of examination malpractice has become endemic in educational system.

Another factor of examination malpractice is the desire to pass and have better results. Examination malpractice and anomie is conceived as a break down 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 behavior and non conformity which is the symptom of dissociation between culturally prescribed goal and socially prescribed means for realizing these goals.

Absenteeism was one of the findings of casual factor of examination malpractice. Frequent absenteeism contributes to examination malpractice. This finding was similar to that of Ajibola (2011) which led to pupils resorting to other ways for them to pass the examinations. A study in Nigeria which revealed that absenteeism contributed to examination malpractice. This was because learners who abscond themselves from school always miss out on a lot of things and they become afraid to write examinations hence always wanted information to aid them pass the exams, so they engage in examination malpractice, on forgetfulness, Fatai (2005) revealed similar findings . Forgetfulness was one of the reasons advanced by female learner for incidences of examination malpractice. They were not able to remember most things learnt thus saw illegal access to examination malpractice a way of passing.

A report from examination council of Zambia (ECZ) said that examination malpractice has been there since the inception of the examination in 1949. People didn't know the types of examination malpractice then because to them it was not there. As ECZ they are fighting impersonation and smuggling as these were the most dangerous and common in schools.

5.3 Measures Taken by Schools to Minimize Examination Malpractice

Here in Zambia serious measures have therefore been taken to address the issue of examination malpractice in secondary schools.

Here in Zambia serious measures, have therefore; be taken to address the issue of examination malpractice failure to curb examination malpractice may result in producing graduates whose result may not be a true reflection of their abilities and may impact negatively on our economy. The ministry of general 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 Zambian future generation.

Another measure was that stiff punishment must be given to individuals involved in examination malpractice, so that others would see the seriousness of examination malpractice. The study showed that the trend was not coming to end because people who were arrested for malpractice were released without being punished, and now it has become an economic venture and people take it to be normal, it has become a tradition. The answers the study got recommended that whoever is caught involve in malpractice must be fired immediately and jailed and the pupil must be disqualified.

The ministry should make sure that they monitor examinations papers strictly through strict teachers and up stiff, laws to any private tuition center found engaging itself in the vice should be closed.

ECZ and the ministry of education should make sure there is security to safe guard the papers because examinations malpractice starts with the people with the source who are in front and setters; in short those who handle question papers before the actual day of examination.

Another measure was that since examinations malpractice has become an economic problem, the ECZ should introduce an allowance to all those handling the examinations including invigilators to reduce on examination anxiety and early sensitization on the dangers of examination malpractice. They suggested that guidance teachers and trained examiners at school level handle examination papers.

5.4 Summary of the Chapter

The chapter discussed the nature of Examination Malpractice, the casual factors and the measures to be taken to minimize cases of Examination Malpractice in secondary schools in Kitwe. The next chapter discusses the conclusion, recommendation and suggestions for future study.

CHAPTER 6: CONCLUSION AND RECOMMENDATIONS

6.1 Overview

This study investigated examination malpractice at grade twelve level. The causal factors of the study encompassed inappropriate methods of examination administration. Therefore, this final chapter of the study presents the conclusion recommendation and direction for future research

6.2 Conclusion

According to the findings, the study concludes that examination malpractice exists in secondary schools in Kitwe district. Examination malpractice is done in almost all secondary schools. The development of cheating ways or methods which have been found by learners in this study. Leakage, collusion, tattooing or body writing, impersonation, smuggling, hiding material in toilets, coping, swapping papers, phone messages, and pre written foreign materials as well as cheating.

Examination malpractice is the current problem of education system. It affects not only students or teachers but the system. It is also critical to stop it from spreading. The consequences can be horrible. We will have a society of lazy unproductive people that are ready to forget about their morals to get what they want. It may be hard to stop students from misconduct but there are ways to do it. Below are the recommendations of the study.

6.3 Recommendations

Based on the findings, the following recommendations were made:

- (i) For significant improvement in the administration and management of Examination Council of Zambia, the teachers, Guidance teachers, service and security wing should be made accountable during examinations.
- (ii) Education Standards Officers and School Head Teachers and guidance and counseling teachers should intensify sensitization to learners about the dangers of engaging themselves in examination malpractice. Learners should be helped to understand the effects of examination malpractice before the beginning of the examination in order to reduce the likely hood of engaging in examination malpractice.
- (iii) The education authorities in the country should ensure that they enforce all the security measures in place. Any pupils who are found wanting should be dealt with according to the stipulated Examination Council of Zambia Guidelines if we are to fight the vice successfully
- (iv) The Ministry of Education through the standards officers and head teacher should intensify monitoring of teaching and learning in order to make sure proper teaching and learning so as to develop confidence in the learners to face the examination.
- (v) If a teacher is found involved in examination malpractice, his or her practicing license should be withdrawn, pupils must be disqualified immediately and be readmitted after five years and if not a Zambian, no readmission in the future Examinations should be made.

6.4 Suggestions for the Future Study

Since the study on casual factors of examination malpractice was covered in selected secondary schools in Kitwe district only, it is important that other studies are carried out; in other regions or districts in order to make comparisons on the issue of examination malpractice as this has the potential of assisting policy makers, other stake holders, teachers, educational administrators and Examination Council of Zambia (ECZ) in curbing examination malpractice.

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APPENDICES

APPENDIX 1; INTERVIEW GUIDE FOR DESO

1. Being the highest office in the ministry of education that handles examinations in the district what do you think are the causal factor of examination malpractice in the district?

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

2. Are people who assigned to carry out responsibility of examination capable to do the work?

(a)Yes (b) No

3. Are there loopholes in the security of examination paper?

(a)Yes (b) No

4. What are these loopholes?

.....
.....

5. What measure do you intend to put in place to seal those loopholes?

.....
.....

6. When do you think examination malpractices started?

.....
.....

7. Which place experienced the first examination malpractices?

.....
.....

8. What is the first province/district experienced examination malpractice?

.....
.....

9. Do guidance teacher have a role to play to curb examination malpractice?

(a)Yes (b) No

10. If yes what is that role?

.....
.....

11. If no, who has the role to curb the vice?

.....
.....

12. For how long are exam papers kept before the released for exam?

.....
.....

13. Do you think your institution is responsible for exam paper leakage?

(a)Yes (b)No

14. If yes state the reason

.....
.....

15. If no who do you think is the responsible?

.....
.....

16. What are you planning to do as an institution to curb examination malpractices?

.....
.....

17. What do you think will make your plan or strategy in question 16 work?

.....
.....

APPENDIX 2; INTERVIEW GUIDE FOR TEACHERS

1. What are the causal factors loading to examination malpractices in Kitwe district?

.....
.....

2. As a guidance teacher what are your views about the examination malpractices particularly in Kitwe district?

.....
.....

3. What role do you play as a guidance teacher to mitigate examination malpractice in your school?

.....
.....

4. What measures do you think should be taken to minimize or stop cases of examination malpractice in your school?

.....
.....

5. Suggest the right people to handle the examination papers at schools and district level?

.....
.....

6. Who do you think should handle the examination papers at provincial level?

.....
.....

7. Do you have an idea how examination malpractice started?

(a)Yes (b) No

8. If yes, how did examination malpractice start?

9. IF yes state the reason

.....
.....

10. If no do you think is responsible?

.....
.....

11. How can How long does it take ECZ to formulate and set exam papers for forth coming exams?

.....
.....

12. What are you planning to do as an institution to curb examination malpractices?

.....
.....

13. What do you think will make your plan or strategy in question 12 work?

.....
.....

APPENDIX 3; INTERVIEW GUIDE FOR TEACHERS

1. What are the causal factors loading to examination malpractices in Kitwe district?

.....
.....

2. As a guidance teacher what are your views about the examination malpractices particularly in Kitwe district?

.....
.....

3. What role do you play as a guidance teacher to mitigate examination malpractice in your school?

.....
.....

4. What measures do you think should be taken to minimize or stop cases of examination malpractice in your school?

.....
.....

5. Suggest the right people to handle the examination papers at schools and district level?

.....
.....

6. Who do you think should handle the examination papers at provincial level?

.....
.....

7. Do you have an idea how examination malpractice started?

(a)Yes (b) No

8. If yes, how did examination malpractice start?

9. Is the community involved in examination malpractice in Kitwe district?

(a)Yes (b)No

10. If yes who are those involved?

.....
.....

11. How can you help the community involved in examination malpractice to stop the vice?

.....
.....

12. Why are the examination malpractices not coming to an end despite all the measures that have been put in place?

.....
.....

APPENDIX 4; INTERVIEW GUIDE FOR PUPILS

1. Which schools are always involved in examination malpractice in Kitwe?

.....
.....

2. Are teachers involved in examination malpractice in Kitwe district?

(a) Yes (b) No

3. If yes how are they involved?

.....
.....

4. Why do the learners resort in examination malpractice in Kitwe district?

.....
.....

5. Which is the source of examination malpractice?

.....
.....

6. What do you think can be done for pupils to stop the vice?

.....
.....

7. What measures can be put in place for learners to stop the trend?

.....
.....

8. Who else are involved in examination malpractice in Kitwe district?

(a).....(b).....
(c).....(d).....

9. What do think can be done to the people in question 8 to stop the vice?

.....
.....

10. Where does examination malpractice begin in Kitwe district?

.....
.....
11. Is the community involved in examination malpractice?

(a) yes (b) No

12. If yes how is it involved?

.....
.....
13. What do you think can be done to the pupils who are caught red-handed with examination malpractice paper?

.....
.....
14. What do you think can be done to help the community to stop the vice?

APPENDIX 5; INTERVIEW GUIDE FOR ECZ

1. You prepare national examinations what measures do you put in place to avoid manipulation of exam papers?

.....
.....

2. This time technology has grown people move with phones how do you monitor that it is not exploited for examination malpractices?

.....
.....

3. How do you feel when you hear there is a lot of leakage in a district or province for example Kitwe district?

.....
.....

4. Do you have anyone in mind that could not do well in their work of settling exams?

.....
.....

5. People in the community say examination malpractices acts started when you are preparing the examination papers what measures have you put in place to avoid such accusations in future?

.....
.....

6. Who is involved in the preparation of the examinations?

.....
.....

7. For how long is an exam paper kept before it is released for an exam?

.....
.....

8. Do you think your institution is responsible for exam paper leakages?

(a)Yes (b) No

9. If yes state the reason

.....
.....
10. If no who do you think is responsible?

.....
.....
11. How long does it take ECZ to formulate and set exam papers for forth coming exams?

.....
.....
12. What are you planning to do as an institution to curb examination malpractices?

.....
.....
13. What do you think will make your plan or strategy in question 12 work?

APPENDIX 6; INTERVIEW GUIDE FOR HEADTEACHER

1. What are the causal factors leading to examination malpractice in secondary schools in Kitwe district?

.....
.....

2. To what extent has examination malpractices reached?

.....
.....

3. Do you have any idea how examination malpractice started?

.....
.....

4. Do teachers participate in examination malpractices?

(a)Yes (b)No

5. Do you also take part in these activities?

(a)Yes (b) No

6. Do teachers who participate in examination malpractices what do you think can be done to help them stop the trend?

.....
.....

7. Which stakeholders do you think participate in examination malpractice?

.....
.....

8. What do you think can be done to stakeholders to stop the trend?

.....
.....

APPENDIX 7: INTRODUCTORY LETTER



UNIVERSITY OF ZAMBIA – ZIMBABWE OPEN UNIVERSITY (UNZA-ZOU)

Telephone: 26021-1-291777-78 Ext. 3500 0978772249
Telegrams: UNZA LUSAKA
Telex: UNZALU ZA 44370
Email: director-ide@unza.zm

P.O. Box 32379
LUSAKA, ZAMBIA

Date: 5TH MARCH, 2018
THE PEO
COPPER BELT PROVINCE
NDOLA

Dear Sir/Madam

RE: CONFIRMATION OF STUDY

Reference is made to the above subject.

This serves as a confirmation that the above mentioned person of NRC No: 158029/4111 and computer number 715807177 is a bonafide student of the University of Zambia in collaboration with Zimbabwe Open University (UNZA-ZOU).

The student is pursuing a Master of Science in Counselling and that he/she will be doing internship/carrying out a research on

EXAMINATION MALPRACTICE IN SELECTED
SECONDARY SCHOOL IN KITWE DISTRICT

Any assistance rendered to him/her will be greatly appreciated.

Yours faithfully


Dr. D. Ndhlovu
ASSISTANT DIRECTOR (PG)
INSTITUTE OF DISTANCE EDUCATION

21st March, 2018.

APPENDIX 8: INTRODUCTORY LETTER

All Correspondence to be addressed to the
District Education Board Secretary

Tel/Fax: +260 212 228 391



In reply please quote
No.....

REPUBLIC OF ZAMBIA
MINISTRY OF GENERAL EDUCATION
KITWE DISTRICT EDUCATION BOARD

Office of the District Education Board Secretary
P.O. BOX 20560
Kitwe - Zambia

21st March, 2018.

The Headteacher

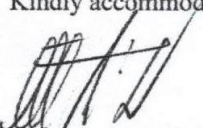
.....
KITWE

RE: INTRODUCING MS KABWE CECILIA NRC# 158029/41/1
COMPUTER NUMBER: 715807177

The above subject matter refers.

Ms Kabwe a student with the University of Zambia-Zimbabwe Open University is pursuing a Master of Science in Counseling. She would like to do internship/carry out a research in "Examination Malpractice in Zambia and Secondary Schools especially in Kitwe District", in your school.

Kindly accommodate her accordingly.


Allan Kaoma (Mr)
District Education Board Secretary
KITWE DISTRICT

