

**EXPLORING CURRICULUM-RELATED BARRIERS TO THE TEACHING AND  
LEARNING OF ANTI-CORRUPTION EDUCATION IN SELECTED SECONDARY  
SCHOOLS IN ZAMBIA**

**BY  
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**A dissertation submitted in partial fulfilment of the requirements for the award of the  
degree of Master of Education in Sociology of Education of the University of Zambia**

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## CERTIFICATE OF APPROVAL

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## ABSTRACT

This study aimed to explore the curriculum-related barriers in the teaching and learning of anti-corruption education in selected secondary schools in Zambia. The study sought to identify the challenges teachers encountered in their quest to deliver Anti-Corruption Education (ACE) while also exploring barriers learners faced in the learning of anti-corruption content and values. It further examined the perceived views of teachers and learners about the purpose of anti-corruption education in the curriculum in selected secondary schools in Zambia.

The study sample consisted of fifty-two respondents and used sampling techniques such as convenience and expert purposive sampling techniques. The data were collected using questionnaires on teachers, focus group discussions with pupils and semi-structured interview guides with administrators and technocrats. The data collected was then analysed thematically.

The research employed a qualitative exploratory multiple case study design to investigate this topic and covered the two provinces of Lusaka and Northern provinces. The research findings shed light on a plethora of issues hindering the effective delivery of anti-corruption education including the lack of specific training in value impartation skills for teachers, the limitation of anti-corruption education content coverage and the delayed induction of learners into integrity education through the curriculum.

Moreover, the study among other challenges also identified insufficient teaching and learning resources on anti-corruption education, the absence of dedicated forums for teachers of anti-corruption education carrier subjects. Lack of real-life role models and double standards by some teachers, coupled with a constrained censure of the vice by key figures in society.

The study showed that a radical modification to the curriculum is needed. It recommended the introduction of a comprehensive stand-alone subject on integrity education or at the very least an increment in the depth, provision of a continuum and higher number of carrier subjects which have been identified by this and other researchers as being suitable for further insertion of anti-corruption education such as business studies and language subjects. Training programs should also be developed to equip teachers with the necessary skill set for effective anti-corruption value impartation and delivery in learners. Furthermore, monitoring and evaluation mechanisms need to be established to assess the impact and effectiveness of anti-corruption education initiatives in the curriculum.

**Key Words:** *Anti-Corruption Education, Carrier Subjects, Impartation Skills, Monitoring and Evaluation*

## **DEDICATION**

First and foremost, I would like to dedicate this dissertation to my Lord and Savior Jesus Christ for the inspiration, strength and encouragement through the entire process. I also dedicate it to every member of my household for putting up with the prolonged periods of time I had to be away at school in this academic pursuit.

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## LIST OF ABBREVIATIONS

ACC.....	Anti-Corruption Commission
ACE.....	Anti-corruption Education
CED.....	Civic Education
DEBS.....	District Education Board Secretary
DEC.....	Drug Enforcement Commission
PEO.....	Provincial Education Office
GCE.....	General Certificate in Education
ICAC.....	Independent Commission Against Corruption
KICAC.....	Korea Independent Commission Against Corruption.
MoE.....	Ministry of Education
MoGE.....	Ministry of General Education
NGO .....	Non-Governmental Organisation
R.E.....	Religious Education
SOSTAZ.....	Social Science Teachers Association of Zambia
USAID.....	United States Agency for International Development
UNESCO.....	United Nations Scientific and Cultural Organisation
MESVTEE.....	Ministry of Education, Science, Vocation Training and Early Education

## TABLE OF CONTENTS

<b>AUTHOR’S DECLARATION</b> .....	iii
<b>CERTIFICATE OF APPROVAL</b> .....	iv
<b>ABSTRACT</b> .....	v
<b>ACKNOWLEDGEMENTS</b> .....	vii
<b>LIST OF ABBREVIATIONS</b> .....	viii
<b>CHAPTER ONE</b> .....	1
<b>INTRODUCTION</b> .....	1
1.0 Overview .....	1
1.1. Background .....	1
1.2. Statement of the Problem .....	3
1.3. Purpose of the Study .....	3
1.4. Research Objectives.....	4
1.5. Research Questions.....	4
1.6 Significance of the Study .....	4
1.7. Theoretical Frameworks.....	5
1.9. Limitations of the Study .....	9
1.10. Operational Definition of Terms .....	10
1.11. Chapter Summary .....	11
1.12. Organization of the Dissertation.....	11
<b>CHAPTER TWO</b> .....	13
<b>LITERATURE REVIEW</b> .....	13
2.0. Overview .....	13
2.1. Education Holds Leadership Accountable .....	13
2.2. Lack of Multi-Faceted and Comprehensive Approach in Cultivating Values .....	14
2.3. Best Practices; Participatory Approaches (The Problem Based Model of Teaching Ace).....	18
2.4. Independent Commission Against Corruption And Other Asian Models .....	21
2.5. Model Of China .....	23
2.6. Model of the United States: The Open Classroom Environment Approach .....	24
2.7. European Models: The Democratic Approaches of Teaching Ace in Europe .....	26

2.8. Model Of Hungary .....	27
2.9. Model of Lithuania .....	28
2.11. Model of Indonesia .....	30
2.12. Model of Finland .....	31
2.13. Model of the United Kingdom.....	32
2.14. Rwanda: Peace and Integrity Building through Education .....	33
2.15. Zimbabwe: The Advocacy for Primary to Tertiary Integrity Education.....	35
2.16. Zambia.....	36
2.18. Chapter Summary .....	38
<b>CHAPTER THREE .....</b>	<b>39</b>
<b>RESEARCH METHODOLOGY .....</b>	<b>39</b>
3.0 Overview .....	39
3.1. Research Paradigm .....	39
3.2. Research Design .....	39
3.3. Study Sites.....	41
3.4. Target Population.....	41
3.5. Sampling Procedures .....	41
3.6. Sample Size .....	43
3.6. Research Instruments .....	44
3.6. Data Collection Procedure .....	47
3.7. Quality Control.....	49
3.8. Validity.....	49
3.9. Reliability .....	49
3.10. Trustworthiness.....	50
3.11. Credibility;.....	50
3.12. Dependability.....	50
3.13. Transferability.....	50
3.15. Data Analysis.....	50
3.16. Ethical Considerations .....	53
3.17. Informed Consent .....	53
3.21. Chapter Summary .....	54

<b>CHAPTER FOUR</b> .....	55
<b>PRESENTATION OF RESEARCH FINDINGS</b> .....	55
4.0 Overview .....	55
4. 1. Lack of Specific Training in Value Impartation Skills for Teachers.....	55
4. 2. Lack of Monitoring and Evaluation Systems .....	56
4. 3. Limitation of Ace Content Coverage. ....	59
4. 4. Passive Attitudes in Learners towards Carrier Subjects .....	60
4. 5. Insuffecient Teaching and Learning Materials on Ace .....	61
4. 6. Lack of Dedicated Forums for Teachers of Ace Carrier Subjects.....	62
4. 7. Dormancy of the Anti-Corruption Clubs in Schools .....	63
4. 8. Shortage of Real-Life Models And Double Standards by Some Teachers. ....	65
4. 9. Lack of Emphasis on Integrity by Key Figures in Society .....	66
4.10. Delayed Induction of Learners to Integrity Education in the Curriculum. ....	66
4.11. Chapter Summary .....	68
<b>CHAPTER FIVE</b> .....	69
<b>DISCUSSION OF FINDINGS</b> .....	69
5.0. Overview .....	69
5.1. Lack Of A Specific Skills Set For Values’ Impartation In Teachers At Tertiary Or In-Service Training. ....	69
5.2. Absence of Evaluation and Support Systems .....	71
5.3. Limited Content Coverage of Anti-Corruption Education in Curriculum.....	73
5.4. Passive Attitudes of Learners towards Social Science Carrier Subjects.....	74
5.5. Insuffecient Teaching and Learning Resources on Anti-Corruption Education. ....	76
5.6 Lack of Peer Networks and Platforms for Ace Teachers.....	78
5.7. Dormant Anti-Corruption and Integrity Clubs in Schools.....	79
5.8. Double Standards and Lack of Role Models.....	81
5.9. Lack of Emphasis on Integrity by Key Figures in Society .....	83
5.10. Delayed Induction of Learners to Integrity Education in the Curriculum .....	84
5.11 Chapter Summary .....	87
<b>CHAPTER SIX-</b> .....	89
<b>CONCLUSION AND RECOMMENDATIONS</b> .....	89

6.0. OVERVIEW .....	89
6.1 CONCLUSIONS .....	89
6.2 Recommendations.....	90
6.3 Suggestions for Further Research.....	92
<b>REFERENCES</b> .....	93
<b>APPENDICES</b> .....	103

# CHAPTER ONE

## INTRODUCTION

### 1.0 Overview

This chapter presents the background to the study, statement of the problem, purpose of the study, objectives and research questions, significance, delimitations and limitations of the study. It also presents the theoretical frameworks and operational definitions of terms used in the study.

### 1.1. BACKGROUND

The curriculum is one of the most potent tools at the disposal of any society whenever there is a need to bring about a paradigm shift on any matter that collectively affects a nation (Pattanaik et al., 2015; Moonga et al., 2018). For a country that scored 33 out of 100 points on a scale of Zero being the most corrupt and hundred denoting the least corrupt on the transparency corruption index of 2022, much requires to be done in Zambia's anti-corruption crusade (Zambia Corruption Index, 2022; ZBPI Report, 2022).

Corruption is a significant obstacle to economic development and progress and has the potential to undermine every other positive stride made by a country. Curbing the vice of Corruption requires multifaceted efforts targeted at both the supply and demand sides of

Corruption. One such effort is providing anti-corruption education at an early age to develop a strong moral compass for the young (OECD, 2018; MoGE, 2013). This study will therefore investigate the barriers of teaching and learning anti-corruption education content in the curriculum to highlight any challenges and hindrances that may be obtaining in the process of learning and teaching anti-corruption education content.

In Zambia alike, when there has been any significant change of course for the nation, the curriculum has been used to set the foundation for such. For instance, when the multi-party system replaced the one-party state and when free-market policies replaced the old socialist policies, there was an alteration to the curriculum to reflect this change (CDC, 2013; MoGE, 2013; Moonga et al., 2018). Therefore, with the emergent problem of Corruption, society has tried to respond through the curriculum. However, it is this response that seems to fall short by far, leading to a negligible footprint on the curriculum and thereby having a minimum effect on values and attitudes (MoGE, 2013; Mzumara & Ndhlovu, 2021; Kalimaposo, 2022).

According to educational sociology, Curriculum is organized so that it can help in the achievement of social aims. The curriculum should be chosen based on society's problems and needs (Pattanaik et al., 2015; Moonga, 2021).

Various stakeholders and countries around the world now agree that one of the most effective and efficient means of curbing the scourge of Corruption wherever it occurs is through the institution of education (ACC 2015; Effendi & Windari, 2020; UNDOC, 2015:2; OECD, 2017; 2018). It is believed that for such an intervention to be not only far-reaching but also sustainable, it must be mainstreamed and anchored on the curriculum (OECD, 2018; UNDOC, 2017; Sakala and Kalimaposo, 2018)

The role of teachers in cultivating the desired values cannot be over-emphasized, but yet, in Zambia; it is difficult to find evidence of any effort being made either by government agencies or stakeholders to empower teachers with value impartation skills either through teacher training or through continuous professional development workshops (Sakala, 2016; Magasu et al., 2018; Moonga, 2021). This presents a stark contrast when compared with other parts of the world, such as Finland, Estonia, or Hong Kong, where seemingly a high premium has been placed on value impartation in young people through the institution of education to the extent that civil society often takes up the costs and logistics of either training teachers in this area. In some cases, civil society takes up the role of value impartation as opposed to just leaving it for educational institutions (Beros, 2022; Munroe & Kirya, 2020; Su, 2019; Mundende, Mubita, Milupi and Kalimaposo, 2023).

Different countries have attempted to implement such education-based measures against Corruption using different approaches whose results have also tended to vary based on the approach used (Munroe & Kirya, 2020; Nyaude, 2018).

Young people must be the main agents of change in every society's quest to lay the correct foundation for integrity (Wong, 2018). The OECD (2019), citing Ainley, Schulz, and Friedman (2011); Fraillon, Schulz, and Ainley (2009), states that 'incorporating integrity education into school curriculum is a key tool, as it equips young people with the knowledge and skills needed to face the challenges of society, including Corruption. Evidence has found that civic education programs can increase the likelihood of young people rejecting Corruption in government when they grow up and begin to take up decision-making roles, as well as diminish their likelihood of accepting or participating in law-breaking activities (European Commission, 2017; OECD, 2019). This study, therefore, argues that Corruption is, to an extent, a systemic problem to which the institution of education offers a viable

alternative by tackling it systematically from its root causes (United Nations, 2019; Okonjo-Iweala, 2019; Phiri, Musi, Munkoyo, Kalimaposo, Mubita and Milupi, 2023).

## **1.2. STATEMENT OF THE PROBLEM**

Corruption is a worldwide problem, and it is particularly serious in developing countries. Corruption harms development because it is a major obstacle to democracy and the rule of law; it depletes national wealth, denies communities of investment and necessary services, undermines trust in social institutions, and can harm the environment through a lack of enforcement of regulations. This also jeopardizes national and global aspirations in terms of the goals of the National Anti-Corruption Policy and sustainable development goals, particularly SDG 4 and SDG 16, since combating Corruption underpins all efforts to achieve these two goals (United Nations, 2019). Corruption involves the abuse of public office for personal gain and includes such practices as bribery, kickbacks, coercion, and related activities that provide an unfair advantage to one party (Sims et al. 2012).

In the Zambian context, some collaboration between the Curriculum Development Centre (CDC) and Anti-Corruption Commission (ACC) has taken place, but the footprint of integrity education material on the curriculum remains negligible. Anti-corruption materials only appear as single topics in Civic Education and Religious Education at the senior secondary level (CDC, 2013; MoGE, 2013). The teaching of these topics is left to the teacher's discretion since there are no compulsory topics in social sciences. The current approach of streaming anti-corruption education across the curriculum and distributing it across different subjects is not evaluated and its impact on learners remains unknown. Corruption seems to be on the upswing in Zambia, hence the need to educate learners in schools about its evils. It appears anti-corruption education in Zambia does not seem to have a dedicated platform from which it can be taught comprehensively in a manner that ensures continuity to inculcate lasting change in attitude change against the vice. It is against this background that the study set out to explore curriculum-related barriers to the teaching and learning of anti-corruption education in selected secondary schools in Zambia.

## **1.3. PURPOSE OF THE STUDY**

To explore the curriculum-related barriers in the teaching and learning of anti-corruption education in selected secondary schools in Zambia.

#### **1.4. RESEARCH OBJECTIVES**

1. To explore the obstacles teachers encountered in their quest to deliver Anti-Corruption Education (ACE)
2. To identify the barriers learners face in the learning of anti-corruption content and values.
3. To examine the perceived views of teachers and learners about the purpose of anti-corruption education in the curriculum in selected secondary schools in Zambia.

#### **1.5. RESEARCH QUESTIONS**

1. What curriculum barriers relate to the teaching of anti-corruption education in secondary schools in Zambia?
2. What barriers do learners face in the learning of anti-corruption content and values?
3. How do teachers and learners perceive the purpose of anti-corruption education in schools?

#### **1.6 SIGNIFICANCE OF THE STUDY**

It is envisaged that the findings of this study might stimulate debate among curriculum specialists, educational practitioners, and other stakeholders on the integration of anti-corruption education in the school curriculum. It has been reported that Corruption is now endemic in Zambian society, a retrogressive practice that affects socio-economic development. If Corruption is to be fought in our country, its evils should be taught in schools. Anti-corruption education has a crucial role to play in curbing the problem of Corruption by cultivating the right attitudes which are averse to vice, especially in the young generation. When the gaps in the current approach to anti-corruption education are identified, it will be easier to narrow them and align the curriculum in a manner that is consistent, sustainable, and effective in entrenching values of integrity in the learners.

Further research into this phenomenon will empower decision-makers with the right information about which areas of the curriculum in Zambia can either be strengthened, modified, or altered to fully harness the potential that the institution of education has to contribute to the national goal of curbing Corruption. This research will endeavor to highlight the current limitations that act as barriers to the effective teaching and learning of anti-corruption education in Zambia. The empirical data generated might enable policymakers and stakeholders to decide which part of the Zambian education system may require streamlining or modification for it to adequately deliver anti-corruption education. Furthermore, the data generated may add to the literature on the matter, which can benefit future academic undertakings in this direction.

## **1.7. THEORETICAL FRAMEWORKS**

The theoretical framework is a foundational review of existing theories that serve as a roadmap for developing the arguments you will use in your work (Vinz, 2022). This study was guided by John Macrae's Game Theory (1982) which falls under the critical tradition and Albert Bandura's Social Learning Theory which falls under the interpretive strand (1977).

### **1. The Game Theory**

Game theory is a branch of mathematics that deals with the study of strategic interactions among rational individuals. Developed by John Von Neumann and Oskar Morgenstern in 1944, it has become applicable in many fields, including economics, political science, psychology, and sociology (Hankins & Vanderschraaf, 2021; Science Direct, 1982). In 1982, Donald Macrae published a book, "The Game of Business," which presents a new way of thinking about corporate strategy, leadership, and decision-making. This study explored how Macrae's game theory could explain the perpetuation of Corruption in society.

Corruption is a phenomenon that has been around for centuries and is a significant obstacle to economic and social development. By using Macrae's game theory, we could understand the underlying incentives that promote corrupt activities and how it becomes accepted and perpetuated over time. (Hankins & Vanderschraaf, 2021; Nyaude, 2018; Science Direct, 1982).

Game theory provides a framework for analysing the behaviour of individuals and institutions when they are placed in situations where the outcome of their actions depends on the actions of others. In game theory, players make decisions based on their own interests and expectations of how others would behave. The outcome of the game is determined by the actions of all players, and each player's payoff is influenced by the choices of others. The concept of a "payoff" is essential in game theory; it is what players gain from their actions in a game. The payoff could be in the form of money, status, power, or any other benefit that the player values (Katharina. Kiener-manu, n.d.; Nyaude, 2018).

Corruption is a barrier to economic and social development because it undermines the rule of law, creates an uneven playing field for businesses, and results in a decrease in public trust. It can arise from various factors, such as greed, lack of transparency, and weak institutional frameworks.

In the context of game theory, Corruption can be seen as a rational decision by individuals or institutions to gain a personal advantage at the expense of society. The cost of getting

caught and punished for corrupt activities is factored into the decision-making process, and this is where the perpetuation of Corruption comes into play.

Game theory can explain the perpetuation of Corruption in society by analyzing the incentives and behaviors of those involved in it. If we take a hypothetical scenario where a government official is offered a bribe by a contractor in exchange for awarding a contract, we can apply game theory to understand the situation better.

Macrae's (1982) game theory suggests that Corruption may persist in society even when it is inefficient or harmful to the overall welfare of society. According to his theory, individuals engage in corrupt behavior because they perceive that doing so will increase their personal gain or advantage, regardless of the negative impact on others or society.

Macrae further suggests that Corruption can become self-reinforcing, as individuals who benefit from it gain more power and influence to maintain their position, while those who do not benefit from it become marginalized and powerless. This creates a vicious cycle that perpetuates Corruption and inequality in society.

Unfortunately, Macrae's theory does not exhaustively explain how the phenomenon of Corruption can be transmitted to the younger generation.

Therefore, the theory of Social Learning by Albert Bandura (1977) will also be used to explain the prevention or perpetuation of corruption at an early stage in the learners' life

Both these theories complement each other, but the primary goal of using the two of them in one research is so that the other can bridge any weakness that may be present in the other. The game theory, for example, sufficiently explains why people in decision-making positions may be tempted to engage in Corruption but does not explain why a young person may sympathize with the vice of Corruption. The social learning theory, however, comes in to adequately explain the source of such sympathies and how, when sufficiently exposed to the right values, learners can internalize and adopt them.

Macrae argued that Corruption is part of a very rational calculus, integral and deeply rooted method that makes actors engage in it (Macrae, 1982; Nyaude, 2018). Individuals face a "prisoner's dilemma," which can result in conflict between individual and group rationality (Macrae, 1982; UNODC, 2021). Some individual fears being disadvantaged if they abstain from Corruption, while others do not do so in a similar situation (Nyaude, 2018).

Given the topic under study, it can be argued that the game theory is perpetuated by individual fears that while someone may choose to do what is right and based on integrity, they risk being mocked for not taking advantage to enrich themselves when they have control of public resources. This may be against a backdrop of their predecessors having accumulated

considerable assets through manipulating and siphoning public resources without ever being held accountable before the law.

These tendencies naturally replay themselves in successive generations of leaders who ascend to leadership because this outlook does not ever get a credible and sustainable challenge either from the government or society (Fajar & Muriman, 2018; Wong, 2018; Nyaude, 2018; Mzumara & Ndhlovu, 2021).

However, Macrae's theory tends to be inadequate, especially on the part where learners or young people also end up adopting sympathies for Corruption even if they are not among the participants of the game theory. It does not sufficiently explain how corrupt attitudes among adults can later manifest in children at a later stage in life when they grow up and become decision-makers. Therefore, the social learning theory by Albert Bandura (1977) shall also be used alongside Macrae's game theory to deal with any gap that may not be fully covered by the game theory.

## **2. The Social Learning Theory**

The social learning theory (1977) which falls under the strand of the interpretive tradition, will also be used to show not only how the vice can be passed on to the young but how it can equally be prevented from having a negative their impact on them by using the platform of educational institutions

In 1961 and 1963, Albert Bandura conducted a series of experiments to determine whether aggression could be learned by imitation and observation. These experiments collectively came to be known as the Bobo doll experiments, which showed that children emulate behavior that they see in those they consider as models (Coco et al., 2001). According to Bandura (1977), most human behavior is learned observationally through modeling by observing others, and one forms an idea of how certain new actions are performed, and on later occasions, this coded information serves as a guide for action (Coco et al., 2001).

Social learning theory posits that social behavior is learned by observing and imitating the behavior of others (Bandura, 1977; Coco et al., 2001).

Therefore, the theory of social learning comes in to explain how learners can grow up viewing Corruption as a norm if surrounded by adults such as teachers and parents who are corrupt. Since the game theory is critical, the study will also use the social learning theory, which comes from the interpretive tradition, to have a more balanced view of the corruption phenomenon. For example, pupils may witness situations where learners with below-average results are granted places at schools that are supposed to be for the intellectually gifted simply because their parents are financially affluent or influential in society. Similarly, young people

who may grow up seeing their parents getting away with traffic offenses simply because they can pay a bribe to authorities are likely to behave similarly when they grow up because such responses were the norm in the environments of their upbringing (Fukuyama, 2018; Abdullah & Rubaiy, 2015).

According to Albert Bandura's social learning theory (1977), individuals learn through observation and modelling of the behavior of others, as well as through consequences that follow those behaviors. Based on this theory, Corruption can be perpetuated in young people through the observation and modelling of corrupt behaviors of others, along with the reinforcement of such actions with rewards and incentives. Young people who grow up in environments with the little rule of law, an absence of ethical role models, and a culture of impunity are more likely to engage in corrupt behavior (Fukuyama, 2016; Rahastri, 2019)

On the other hand, Corruption can also be prevented in young people by exposing them to positive role models and creating a culture of transparency, accountability, and ethical behavior. Young people can be taught the importance of moral values such as honesty, integrity, and fairness through positive reinforcement and recognition of good behavior. It is also important to provide education and training that promotes transparency and accountability in institutions and systems (Bandura, 1977; Abdullah & Rubaiy, 2015; Fukuyama, 2016; Rahastri, 2019).

According to Bandura's social learning theory, it is essential to provide a conducive environment for young people to learn and adopt ethical behavior through observation, modelling, and reinforcement. Therefore, efforts to prevent Corruption among young people must involve the creation of a culture that promotes transparency and accountability, education and training, and positive role modelling by authority figures. Research shows that young people are influenced by their environment and the behavior they observe from others. There is evidence that people learn by observing and imitating the behavior of others and that the consequences of behavior can affect the likelihood of that behavior being repeated (Bandura, 1977; Abdullah & Rubaiy, 2015; Fukuyama, 2016; Rahastri, 2019).

With regard to Corruption, this theory suggests that young people may learn corrupt behavior from observing and imitating others who engage in corrupt activities. For example, if a young person observes a family member or authority figure engaging in bribery, they may learn to engage in similar behavior to achieve their own goals (Abdullah & Rubaiy, 2015; ). Additionally, if corrupt behavior is normalized and not punished, young people may be more likely to engage in it themselves (Fukuyama, 2016; Kalimaposo, Nalubamba, Kaumba, Mulubale, and Daka, 2023).

Research also suggests that young people can be encouraged to engage in ethical behavior. Observing positive role models who engage in ethical behavior can influence young people to imitate similar behavior (Rahastri, 2019; Abdullah & Rubaiy, 2015; Fukuyama, 2016). Additionally, positive reinforcement for ethical behavior can also encourage young people to continue engaging in ethical behavior (Fukuyama, 2016).

Bandura's social learning theory emphasizes the importance of the environment in shaping behavior. To prevent Corruption in young people, it is vital to create an environment that promotes ethical behavior and discourages corrupt behavior. This can be achieved through positive reinforcement of ethical behavior and the punishment of corrupt behavior. In addition, providing positive role models and education about the negative consequences of Corruption are also important preventative measures (Abdullah & Rubaiy, 2015; Sibajene, Mubita, Milupi and Kalimaposo, 2023).

### **1.8. DELIMITATION**

Delimitation is used to address how the study is narrowed in scope and covering several factors on which the researcher does not have control at all (White 2003). While acknowledging that there may be other sources of information on curriculum barriers to the teaching and learning of Anti-Corruption education, the scope of this study was narrowed to the Provincial Educational officers in Lusaka and Northern Province, the social science subject specialist at Curriculum Development Centre, the Educational Officer at the Anti-Corruption Commission headquarters in Lusaka, two headteachers along with two heads of department in Lusaka and two headteachers along with two other social science heads of department in four secondary schools spread between Lusaka and Northern Province. Technocrats from the ACC education department were chosen because of the significant role they have in the development of the Anti-Corruption content in the Zambian curriculum.

### **1.9. LIMITATIONS OF THE STUDY**

The Anti-Corruption Commission did not allow any recording devices in their offices and this created a limitation in the data collection process which needed to be remedied. To address the restriction on audio recordings in the exploratory qualitative multiple case study covering Lusaka and Northern Provinces, the researcher enhanced note-taking techniques. This involved employing shorthand methods to capture verbatim quotes, observing and jotting down non-verbal cues, and summarizing key insights promptly post-interview. The

researcher prioritized thoroughness and accuracy in note-taking to ensure the richness and depth of the qualitative data collected for analysis and interpretation.

One of the respondents in Northern Province at provincial office level also opted out of scheduled interviews after declaring interest and invoking their right to withdraw from the study at any time. In the face of the withdrawal of a respondent at the provincial level in the Northern province of Zambia, the researcher employed measures to ensure the maintenance of validity, credibility, and reliability in the qualitative exploratory multiple case study involving 51 participants across two provinces.

Firstly, the researcher conducted a thorough review of existing data and literature pertaining to the Northern province to compensate for the absence of the withdrawn respondent helping to mitigate the impact of the missing data point.

Moreover, the retention of the provincial official from Lusaka province, along with other participants such as technocrats from relevant institutions like the ACC and CDC, learners, teachers, heads of departments, and headteachers, provided a robust foundation for the study's credibility and reliability. Their continued participation ensured a comprehensive examination of the research objectives from multiple vantage points, helping to strengthen the overall validity of the findings.

Overall, through a combination of thorough data triangulation, stakeholder engagement, and rigorous analysis techniques, the researcher was able to navigate the withdrawal of a respondent from the Northern Province while upholding the integrity and robustness of the study's findings.

#### **1.10. OPERATIONAL DEFINITION OF TERMS**

**Carrier subjects:** subjects in the Zambian school curriculum that are used as a platform for embedding Anti-Corruption Education material to learners

**Graft:** Refers to the exploitation of one's official position or influence for personal gain, especially financial gain

**Integrity Education:** Refers to Anti-Corruption Education

**Real Life Model:** Refers to a person with exemplary morals whose moral standing can be used as a standard to aspire to especially for the young

**Vice:** Refers to immoral conduct or practices harmful or offensive to Society

### **1.11. CHAPTER SUMMARY**

This chapter outlined the background to the problem, the statement of the problem, purpose of the study, the research objectives and research questions, significance and limitations of the study. It also covered the theoretical frameworks, delimitations of the research and the operational definitions of terms.

### **1.12. ORGANIZATION OF THE DISSERTATION**

Chapter one introduces the study by giving the background to the problem. The motivation of the study being that the researcher wanted to investigate any possible challenges in the teaching and learning of Anti-Corruption Education content from both the teacher's perspective and the learner's viewpoint. The chapter also outlined other prominent aspects such as the statement of the problem, purpose of the study, research objectives and questions, significance and limitations of the study. It also covered the delimitations of the study, the theoretical frameworks and the operational definition of terms.

Chapter two presents a review of literature related to the problem under investigation. The literature review is presented under the following sub headings; Education holds leadership accountable, Lack of multi-faceted and comprehensive approach in cultivating values, Best practices, ICAC and other Asian models, Model of the United States, the Democratic approaches of teaching ACE in Europe, Peace and integrity building through education in Rwanda, Zimbabwe and the advocacy for primary to Tertiary integrity education and Obstacles to Anti-Corruption Education in Zambia. The chapter then concluded with a summary.

Chapter three deals with the methodology which includes the research design, target population, sample size and the sampling procedure. It also covers research instruments, data analysis, ethical considerations, credibility, and trustworthiness of the study. The chapter further deals with informed consent, anonymity and confidentiality, voluntary participation and reciprocity.

Chapter four deals with the demographic information of the participants and emerging themes from the qualitative data which was collected from the field. Ten major themes arose from research data and the chapter concludes with a general summary on the collected data.

Chapter five contains the discussion of the findings from field collected data. The discussions are done taking into account factors highlighted by the literature review and in connection with the two frameworks of Macrae's Game Theory (1982) and Albert Bandura's Social

Learning theory (1977). The chapter concludes with a summary of the main points brought up in the discussion.

Chapter six presents the conclusion and recommendations based on the findings of the study. The conclusion summarises the study while the recommendations also provide suggestions that could inform policy makers and highlight areas suitable for further research to stakeholders in the fight against corruption.

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.0. OVERVIEW

This chapter reviews literature on curriculum related barriers to the teaching and learning of anti-corruption education from different regions of the world. It looks at prevailing challenges identified by other scholars in Zambia and other parts of the world and also points out some of the gaps that were not addressed by existing literature on the topic of interest.

#### 2.1. EDUCATION HOLDS LEADERSHIP ACCOUNTABLE

One of the most important social services a state can provide to its citizens in its quest to curb Corruption is education (Uslaner, 2017; Frost, 2021; Charron et al., 2022). According to Frost (2021), Individuals with higher cognitive ability and more knowledge are more likely to identify corrupt and incompetent politicians. Research shows that a well-educated and informed citizenry leads to improved accountability, and this combination creates good settings for battling Corruption. Countries with higher levels of education in the past are also said to have lesser Corruption today (Uslaner, 2017; Leighton & Nielsen, 2020; Frost, 2021). Uslaner (2017), citing Uslaner (2008) and you (2015), make the connection between equality and lower levels of Corruption apparent.

Frost (2021), further states that education provides the foundation for ordinary people to take part in their governments and for citizens to take power away from corrupt leaders.

Research also shows that several existing practices and evidence from various education programs suggest that the education system is indeed a key institution through which society's norms and values can be introduced and nurtured to maturity (Frost, 2021; Charron et al., 2022). OECD (2020) found also that the results of civic education programs can have a positive impact on young people.

There is also evidence that education programs can increase young people's rejection of Corruption and diminish the likelihood that they will tolerate or participate in law-breaking activities in the first place (European Commission, 2020; OECD, 2020; Angelia et al., 2022). Various approaches to educating for integrity in primary and secondary schools have been rolled out in different countries. Ethics and integrity education can be introduced in the core curriculum or as an extracurricular component, or conducted as a special school-wide event. Technology can facilitate the inclusion of ethics and integrity in schools using apps, interactive games, videos, or online courses (Frost, 2021; Charron et al., 2022).

Strictly speaking, cultivating integrity in the learners is a form of enculturation and cannot entirely depend on academic content that students may be taught in the classroom context but also on what they see and witness in the day-to-day lives of role models (Raiker et al., 2020; Charron et al., 2022). It is important to bear in mind, therefore, that teachers and administrators are role models by default, and their conduct, whether positively or negatively, is bound to affect the adoption of morality by the pupils (Hoskins & Janmaat, 2019; Raiker et al., 2020; OECD, 2020; Angelia et al., 2022).

Corrupt administrators, for instance, can undo a lot of the work that anti-corruption education may accomplish because of the inconsistencies that their practical lives may portray. It is, therefore, necessary to have, first and foremost, teachers and administrators in school environments who have credible reputations. Of particular importance is the character and integrity of any teacher who takes any part in anti-corruption education (UNESCO, 2014; Edaño & Meer, 2021). If their lessons are to resonate with the learners, their conduct and integrity should not be one that can easily be brought into question.

A teacher who may be openly compromised by Corruption cannot effectively teach any aspect of integrity education because their conduct may very well undermine the principles which can make the enculturation of pupils into integrity and honest living possible (Raiker et al., 2020; Edaño & Meer, 2021)

## **2.2. LACK OF MULTI-FACETED AND COMPREHENSIVE APPROACH IN CULTIVATING VALUES**

Angelia et al. (2022) posit that it is undeniable that the importance of inculcating an anti-corruption attitude in students through citizenship education is one of the most crucial tasks of civic education itself. They also show that many of the learning models of civic education or other social sciences which are being utilized often manage to cultivate certain specific competencies and values but none have been able to convincingly impart permanent anti-corruption attitudes (Hoskins & Janmaat, 2019; Angelia et al., 2022).

They argue that various approaches including such models as the Think-Pair-Share Model, the Community Learning Model, constructivism learning models, and the cultural value model, have all relatively delivered positive results in imparting certain values and competencies but all prove insufficient and fail to accommodate the need to increase students' anti-corruption attitudes. Angelia et al. argue, for instance, that the Think-Pair-Share model and the constructivist learning model emphasize more on student learning outcomes more (p.466).

Also, the practice model is seen to place more emphasis on citizenship skills in general, while the cultural values model is believed to emphasize more on inculcating community culture in students, and the learning community model focuses more on the results of learning reflection. As a result, these models are not able to optimally accommodate increasing students' anti-corruption attitudes (Almeida et al., 2017; Magasu et al., 2018; Hoskins & Janmaat, 2019; Raiker et al., 2020; Angelia et al., 2022).

The recommended participatory methods of teaching and learning include field visits, discussions, question and answer sessions, debates, brainstorming, and lecture methods (Fernando & Marikar, 2017; Almeida et al., 2017; Fernando & Marikar, 2017). The lecture method is predominantly used in social sciences because of the opportunity that it gives to the teacher to cover large quantities of content over a comparatively small space of time. While this is a participatory method of instruction with its merits, it also has some disadvantages. Among its main disadvantages is that it is likely to lead to boredom and, therefore, disengagement from anti-corruption education, which is offered through social sciences. The bulky nature of the social sciences may dictate that such a method of delivery is used more often than others. Apart from the risk of boredom, other pitfalls abound, which the lecture method creates (Fernando & Marikar, 2017; Almeida et al., 2017; Fernando & Marikar, 2017; Edaño & Meer, 2021; Kalimaposo, Chidakwa, Mubita, Mulubale and Kaumba, 2023). Since it is presented as a monologue, it does not take into account the individual needs, feelings, or interests of students, and it does not encourage feedback from the students; usually, it does not give the students a chance to express their feelings and attitudes and therefore effective assessment, and whether learning has taken place and to what extent is not easy to determine in the short term (Almeida et al., 2017; Fernando & Marikar, 2017; Edaño & Meer, 2021).

Fernando & Marikar (2017) quote the Malawi Institute of Education making the following suggestion to make the participatory learning method more effective;

- i) varying the atmosphere of the lecture by using interest-arousing teaching aids such as pictures and diagrams;
- ii) organizing the presentation well so that the students can follow the lesson;
- iii) varying the stress of voice when lecturing to indicate essential points;
- iv) using transition words, phrases, sentences or statements to make the students follow what the teacher is saying and to help them realize that one point is finished and next point is beginning;
- v) asking questions during the lecture and creating deliberate opportunities for the students to ask their questions and express their ideas.

Weaknesses in the lecture method apply to all social sciences and any other field where they may be applied, and therefore, any improvement suggestions that are found to be effective elsewhere can equally improve the learning process, even in integrity education (p.3).

Also, research by Almeida et al. (2017) shows that future teachers in tertiary institutions, even in Europe, were eager to have a teacher training curriculum in the area of values 'education where empathies are put to promote active, participatory teaching approaches associated with child-centred and attitude-based teaching.

The emphasis should, however, be placed on learning processes and methods that involve the learners as participators to permanently inculcate values through learning through participation.

Pupil disengagement is another barrier to the teaching of anti-corruption content (Komalasari & Saripudin, 2015; Safder & Hussain, 2018). To deal with such an obstacle, there are several other approaches to teaching anti-corruption education which can ensure that the risk of disengagement is minimized. There are various alternative ways of delivering values education in a manner that is likely to keep students effectively engaged in the subject content because of the varied manner in which it is presented. One such method of delivery in the context of anti-corruption, which has been put forward, is; The work-based approach. Here, students use workplace context to learn school-based subject material and the way such material is re-used in a workplace and various activities are integrated with subject material for the student's interest (Komalasari & Saripudin, 2015; Safder & Hussain, 2018; Edaño & Meer, 2021).

According to the European Training Foundation (2018), Work-based learning refers to learning that occurs when people do real work. This work can be paid or unpaid, but it must be real work. By using such strategies, the learners are carried along and given a sense of participation and shown the practical side of the theory they learn in class, and this can aid permanent learning as well in the process (Komalasari & Saripudin, 2015; Safder & Hussain, 2018; European Commission, 2019; Edaño & Meer, 2021)

In the anti-corruption education context, therefore, teachers must seek to connect pupils to practical scenarios even as they teach them the theory aspects in class. For example, groups of pupils can be brought along on talk shows on radio and television to share their views about the destructive impact of Corruption on society. They could as well be used to appeal to society and decision-makers to think of future generations bearing in mind that misuse of public resources for personal gain is stealing from the very future that the young are told to look forward to (Wong, 2018; ETC, 2018; European Commission, 2019).

In the case of anti-corruption bodies holding mass rallies to educate the public about the importance of integrity, reasonable numbers of pupils should be carried along to involve them in simple but practical ways of taking part in the fight, maybe giving them fliers and brochures to distribute at such events. Such practical engagements can go a long way in inculcating value and appreciation for honesty in the young (Komalasari & Saripudin, 2015; ETC, 2018).

Hoskins et al. (2019) cite their own work (2012) in a quantitative study which showed that when the theory of communities of practice is applied, knowledge and skills about democracy and participatory attitudes are learned through the process of meaning-making in discussion with parents and friends about politics, discussion inside the classroom and through social participation in school councils. They, therefore, concluded that students, through social interactions and participation in events like elections of school councils, could bring participating students to the centre of the school participatory community, and this process has supported and reinforced their learning of knowledge and skills regarding democracy and their participatory attitudes (Wong, 2018; Safder & Hussain, 2018; Kalimaposo and Kaumba, 2023).

Given the above, it is clear that one of the biggest obstacles to learning anti-corruption education concerning the Zambian scenario seems to be that it also lacks a practical angle to it for pupils to effectively develop the values and competencies of honesty and integrity. Even simple anti-corruption debates organized at the national level with sufficient media attention are a rare feature whether sponsored by schools or the anti-corruption commission (Hoskins & Janmaat, 2019; Mzumara & Ndhlovu, 2021).

There is overwhelming evidence involving both cross-sectional and longitudinal studies which show that participatory methods of learning are effective in delivering the inculcation of civic values, which encompass honesty and, therefore, anti-corruption values. Youth participation activities are said to lead to the development of skills such as deliberation, compromise, public speaking, expressing one's opinion, learning to work in groups, and assimilating other people's opinions. In addition, they are also argued to provide greater awareness of issues in their communities and build the efficacy needed to become involved in creating the changes (Keating and Janmaat, 2016; Fernando & Marikar, 2017; Hoskins & Janmaat, 2019).

### **2.3. BEST PRACTICES; PARTICIPATORY APPROACHES (THE PROBLEM BASED MODEL OF TEACHING ACE)**

Hoskins & Janmaat (2019) postulate that evidence weighs more heavily on the success of the participatory approaches to learning political engagement. This means that using a participatory approach to learning political knowledge is more likely to result in political action later on (p.33). Therefore, since experimental design research has shown that participatory learning inside citizenship education classes is effective, we can infer that among the inadequacies in the approach to teaching integrity education in Zambia is that participatory elements such as taking learners on tours which can help them see and appreciate the positive gains that programs like the social cash transfer can have on rural communities in Zambia should be part of the integrity education curriculum. Such field trips can invigorate young people to be passionate about such funds reaching the intended beneficiaries because they would have seen first-hand the good that such social programs can do, and conversely, they can also be able to appreciate the destabilizing effects of having such resources misappropriated for personal and selfish gains of a few individuals.

Angelia et al. (2022) argue that there needs to be a model for civic education based on anti-corruption education that adequately combines civic education with anti-corruption education. This is especially true because the civic education curriculum tends to be quite wide in its coverage, the component of integrity education is isolated and inconsistent (CDC, 2013; Angelia et al., 2022, p.477). Empirical evidence from the latest research on the effectiveness of the problem-based learning model supports claims that it can impart corruption-averse attitudes in the students than other previously used models which gave positive results for different objectives other than anti-corruption values ((Norman & Schmidt, 2000; Safder & Hussain, 2018; Edaño & Meer, 2021; Angelia et al., 2022).

The early results of collaborative research in this model of teaching anti-corruption education through the problem-based model look quite promising and may just prove to be as effective in the social sciences as they have been in the medical field, where the model, to a large extent, is used as the standard and norm of teaching medical students. Logic dictates that when this approach is used for delivering anti-corruption education, learners are likely to be persuaded to adopt the values of integrity because they would be able to see the direct benefits that these can bring to themselves and society at large. An interesting case in point in the fight against Corruption on the Zambian scene involves the recovery of over sixty-five million Kwacha from suspected proceeds of Corruption and crime which were channeled to funding university student loans for over 2000 students who would have otherwise been left

out of the government loan scheme due to insufficient national resources (Africa News, 2022).

The problem-based model is bound to permanently inculcate value for the virtue of integrity if they are helped to see the damage that Corruption can do societies and the challenges that can be solved and avoided altogether if Corruption is eradicated (Norman & Schmidt, 2000; Safder & Hussain, 2018; Edaño & Meer, 2021). A similar example of corruption-related problems which could have been avoided altogether in Zambia involved the purchasing and paying for expired drugs, including contraceptives, by the Ministry of Health under the then-incumbent government of the patriotic front. The public outcry which arose from there was effectively suppressed because reports of the company at the center of the scandal were connected to one of the ministers in government at the time. Such clear-cut cases offer an opportunity to show the gravity of the problem of Corruption and how such problems of a national scale and proportion can be avoided altogether by society adopting integrity as a national value (Angelia et al., 2022; Africa News, 2022).

Cultivating integrity in the learners can be said to be a form of enculturation and cannot entirely depend on academic content that they may be taught in the context of the classroom but also on what they practically see and witness in the lives of role models including their teachers and administrators (Safder & Hussain, 2018; Edaño & Meer, 2021). It is important to bear in mind, therefore, that teachers and administrators are role models by default, and their conduct, whether positively or negatively, is bound to affect the adoption of morality by the pupils.

Corrupt administrators, for instance, can undo a lot of the work that anti-corruption education may accomplish because of the inconsistencies that their practical lives may portray. It is, therefore, necessary to have, first and foremost, teachers and administrators in school environments who have credible reputations (UNESCO, 2014; Safder & Hussain, 2018; Edaño & Meer, 2021). Of particular importance is the character and integrity of any teacher who takes any part in anti-corruption education. If their lessons are to resonate with the learners, their conduct and integrity should not be one that can easily be brought into question. A teacher who may be openly compromised by Corruption cannot effectively teach any aspect of integrity education because their conduct may very well undermine the principles which can make the enculturation of pupils into integrity and honest living possible (UNESCO, 2014; Safder & Hussain, 2018; Raiker et al., 2020; Munro & Kirya, 2020).

Service Learning is an educational approach where a student learns theories in the classroom and, at the same time, volunteers with an agency and engages in reflection activities to consolidate their understanding of what is being taught (Elmhurst University, 2019).

According to the European Commission (2018), service is also an important component of the development of good values. It can be taught explicitly through looking at public institutions and voluntary groups and can be implicitly developed through encouraging students to engage actively on their own in voluntary work (Elmhurst University, 2019). If pupils can learn to appreciate giving what is of value to them, including time to the cause and wellbeing of other individuals at no cost and of their own free volition, the odds of a person with such values turning around to abuse public resources when they come into positions of authority would be rather low given that they have been exposed to an upbringing that places more importance on the welfare of others before their own (European Commission, 2019; Elmhurst university, 2019).

The European Commission (2018) cites its work (2017) states that by 2017, eight out of twenty-eight countries in the European Union Member States included top-level recommendations to include voluntary work e.g. work with community-based organizations in the curricula at International Standard Classification of Education (ISCED) level ISCED1, nine countries at ISCED2 and twelve countries at ISCED3 level. Arthur et al. (2017), however, advocate the teaching of values to pupils through spreading content over various subjects in the curriculum, and this tends to have its shortfalls, such as the inherent weakness in that approach of not having any specific teacher among the various subjects to evaluate whether the objectives of integrity education topics have been achieved independent of the general objectives of the carrying subject. This is a position that seems to be supported by participatory theories, including critical pedagogy, especially through the work of Paulo Freire (1970).

Keating (2009), cited in Leighton & Nielsen (2020), posits that it is the case that educational initiatives are often used to develop ties between political institutions and their citizens and that education has fulfilled that function to a greater or lesser extent since the inception of mass education (p.12). To that effect, if the political will is present much of what is regarded as barriers in the curriculum against the teaching of integrity education can certainly be surmounted. Education has been highly valued from a societal perspective especially beginning in the 20th century to the present day, because of its redistributive function between social classes in society. It is favourable not only to development but is also

necessary for the maintenance of democracy and accountability among those who hold power in society (Wong, 2018; Su, 2019; Lawrence, 2021).

## **2.4. INDEPENDENT COMMISSION AGAINST CORRUPTION AND OTHER ASIAN MODELS**

### **THE ICAC MODEL: HONG KONG**

The case of Hong Kong and ICAC is known to be one of the most successful approaches in the fight against Corruption by anti- corruption authorities (Wong, 2018; Su, 2019; Lawrence, 2021). The ICAC carries out a robust education function under its Community Relations Department (CRD). (Wong, 2018). The CRD develops programs in close collaboration with teachers so that the anti-corruption material is aligned with the curriculum. ICAC infuses anti-corruption material in the learning to go side by side and in support of curriculum content up to tertiary education to include colleges and universities. The Independent Commission Against Corruption (ICAC) model, as exemplified by Hong Kong's approach, stands as a beacon in the fight against corruption, particularly through its robust education initiatives aimed at young learners (Wong, 2018; Su, 2019; Lawrence, 2021).

While the ICAC's efforts are commendable, there are gaps in the strategy that hinder its effectiveness in fully utilizing classroom subjects to cultivate anti-corruption values.

One significant limitation of the ICAC approach is that integrity education materials are not examinable, thus not contributing to learners' academic credentials (Baharuddin & Samad, 2019). Despite the integration of anti-corruption content into the curriculum, the absence of examination credit diminishes its perceived importance in the eyes of students, educators, and educational institutions. This gap underscores the need to bridge the divide between anti-corruption education and formal academic recognition.

Also, the ICAC model predominantly relies on traditional methods of delivering anti-corruption education, such as classroom teaching and shadowing programs, overlooking the potential of technology (Su, 2019). The absence of technological integration restricts the reach, engagement, and effectiveness of anti-corruption initiatives, especially among digitally savvy young learners.

The ICAC's emphasis one-way delivery of anti-corruption messages falls short of harnessing the power of interactive and participatory learning (Chui, 2019). Engaging learners in co-creation and collaboration processes fosters a deeper understanding of ethical values and encourages active involvement in the fight against corruption.

While the ICAC's shadowing programs offer glimpses into the workings of anti-corruption agencies, they lack the practical, real-life experiences necessary for comprehensive learning (Munro & Kirya, 2020). Practical exposure, facilitated through technology, could immerse learners in simulated scenarios, enabling them to witness and understand the consequences of corruption first hand.

One way of leveraging the technology gap would be the introduction of internet-based integrity education courses and lessons which could offer a flexible and accessible learning experience for students (Fajar & Muriman, 2018). Online platforms allow for the integration of multimedia resources, interactive modules, and self-paced learning, enhancing engagement and retention of anti-corruption principles.

Also, transitioning to computer-based examinations would enable instant feedback and promote continuous learning and assessment (Munro & Kirya, 2020). Additionally, examinations administered online could be held at convenient times, accommodating learners' schedules and reducing logistical constraints.

Participatory learning could be facilitated by using technology based approaches such as artificial intelligence and CCTV footage, which could provide learners with practical insights into corruption detection and prevention efforts (Adam & Fazekas, 2021). Interactive simulations and virtual experiences empower students to actively participate in anti-corruption initiatives, fostering a sense of ownership and responsibility.

Technology-mediated platforms can facilitate transparent communication and reporting mechanisms between citizens and anti-corruption authorities (Transparency International, 2013). By promoting public scrutiny and accountability, technology strengthens the collective effort against corruption and empowers citizens to play an active role in governance.

Overall, the ICAC model has made significant strides in promoting anti-corruption values among learners. However, there are evident gaps that hinder its effectiveness. By leveraging technology and adopting innovative approaches, such as internet-based learning platforms and participatory learning experiences, anti-corruption education can be enhanced to cultivate a generation of ethically conscious citizens. Embracing these advancements would not only strengthen the fight against corruption but also empower young learners to become active agents of change in their communities.

## **2.5. MODEL OF CHINA**

The Chinese model of integrity education, structured around the United Nations Convention Against Corruption (UNCAC) obligations, presents a comprehensive approach to instilling anti-corruption values in learners. However, despite its commendable efforts, there exist gaps and potential barriers to the effective impartation of these values.

One prominent concern that comes to the fore upon examination of the Chinese model is the inadvertent normalization of corruption among learners. The Organization for Economic Co-operation and Development (OECD) warns that constantly portraying corruption as a societal problem may lead individuals, especially children, to believe that corruption is pervasive and inevitable. This can inadvertently lower the moral burden associated with engaging in corrupt practices, as individuals may come to view corruption as the norm rather than the exception (OECD, 2018).

The challenge lies in striking a balance between promoting integrity and raising awareness about the consequences of corruption. While emphasizing positive messages and ideal role models is essential, explicit elaboration of the evils of corruption can also play a crucial role in fostering a strong anti-corruption stance among learners. Understanding the tangible consequences of corruption, such as the deprivation of essential resources due to embezzlement or mismanagement, can evoke a stronger rejection of corrupt behaviors (Mbao, 2011).

Mbao (2011) advocates for a holistic approach to combating corruption, one that goes beyond mere rhetoric and involves the active participation of all segments of society. While integrity education is a vital component, it must be complemented by broader societal measures aimed at tackling corruption at its roots. Merely promoting integrity without addressing the systemic issues that facilitate corruption may not suffice in fostering a corruption-free society (Mbao, 2011).

It's also crucial to consider the cultural and political context within which integrity education operates in China. President Xi Jinping's emphasis on moral education as a means to counter perceived Western influences underscores the political motives behind integrity education initiatives. While promoting traditional Chinese values and culture, as defined by the Communist Party, can serve as a tool for ideological control, it may also limit the scope of integrity education by reinforcing a narrow set of values (Wong et al., 2018)

While China has implemented various integrity education programs across different educational levels, ensuring their effectiveness remains a challenge. It's essential to continuously evaluate and refine these programs to ensure they resonate with learners and

translate into tangible changes in behavior. Moreover, incorporating integrity education into the curriculum should not be seen as a tick-box exercise but as an ongoing commitment to instilling ethical values in the younger generation (Tang & Wang, 2021).

Overall, while the Chinese model of integrity education represents a commendable effort to combat corruption through education, there exist significant gaps and challenges that need to be addressed. Balancing the promotion of integrity with raising awareness about the consequences of corruption, considering the cultural and political context, and ensuring the effectiveness of integrity education are key areas that require attention. By addressing these gaps, China can further strengthen its efforts to impart anti-corruption values in learners and contribute to building a more ethical and transparent society

## **2.6. MODEL OF THE UNITED STATES: THE OPEN CLASSROOM ENVIRONMENT APPROACH**

In the United States, various approaches are employed to teach anti-corruption education with the aim of cultivating values of integrity and honesty in learners. The open classroom environment approach, as advocated by U4 Anti-Corruption (2020) and Martens and Gainous (2013), is recognized for its effectiveness in fostering empathy, critical thinking, and objective decision-making among learners. However, while this approach holds promise, it also faces challenges and limitations giving rise to a number of gaps.

To start with it encourages student input thereby fostering open dialogue which empowers learners and promotes active citizenship and engagement. This approach allows students to use their knowledge and experiences to inspire action and contribute meaningfully to their communities (Munro & Kirya, 2020).

The teaching methods employed focus on issues directly relevant to students' lives and are therefore more successful in cultivating active citizenship than abstract or disconnected approaches. By addressing real-world concerns, educators are able to enhance students' understanding of civic responsibilities and promote values of integrity and honesty (Munro & Kirya, 2020).

The model of the United States however is likely to give rise to a number of weaknesses especially when replicated in less affluent regions of the world including Zambia. The first challenge to arise would be connected to resource constraints. Implementing the open classroom environment approach requires adequate resources, including time, training, and support for educators. Without sufficient investment, schools may struggle to effectively incorporate student engagement and dialogue into the curriculum (Munro & Kirya, 2020).

While effective on a small scale, the open classroom approach may have challenges with scalability and be difficult to implement consistently across diverse educational settings. Variations in student demographics, institutional culture and school resources can impact the feasibility and sustainability of this approach (Martens & Gainous, 2013; Munro & Kirya, 2020).

Evaluation and assessment challenges are also likely to arise. Measuring the impact of the open classroom environment approach on anti-corruption education poses challenges. Traditional assessment methods may not capture the complex outcomes associated with active citizenship and values cultivation. Developing robust evaluation frameworks that account for qualitative changes in student attitudes and behaviors is essential for assessing the effectiveness of this approach (Munro & Kirya, 2020; OECD, 2021).

Extracurricular activities, such as service learning however tend to provide opportunities for reinforcing anti-corruption education outside the classroom. By combining academic instruction with civic engagement and community service, educators can enhance students' understanding of integrity and honesty while promoting pro-social behavior and academic achievement (Munro & Kirya, 2020). Engaging community organizations and stakeholders in anti-corruption education efforts can broaden the impact of curriculum initiatives. Collaborative projects and partnerships can provide students with practical experiences and real-world connections, reinforcing the values of integrity and honesty learned in the classroom (OECD, 2020).

Naturally, implementing innovative pedagogical approaches, such as the open classroom environment, may encounter resistance from educators, administrators, and policymakers accustomed to traditional teaching methods. This is bound to apply whether in the United States or Zambia. Overcoming institutional inertia and fostering a culture of experimentation and adaptation are essential for promoting meaningful change in anti-corruption education (Munroe & Kirya, 2020; OECD, 2020).

Leaders in the educational sector should also be careful to guard against political influence. This can especially be a problem in an African kind of set up where politicians may find it easy to interfere in educational policy. The politicization of education can undermine efforts to teach anti-corruption values in schools. Political pressures may influence curriculum content, teacher training, and funding priorities, potentially compromising the integrity of educational initiatives (OECD, 2021).

While the open classroom environment approach holds promise for teaching anti-corruption education and cultivating values of integrity and honesty in learners, it faces challenges

related to resource constraints, scalability, and evaluation. However, by leveraging opportunities such as extracurricular activities and community partnerships, educators can enhance the effectiveness of anti-corruption education initiatives and promote a culture of integrity and transparency in young people especially if considered for countries like Zambia.

## **2.7. EUROPEAN MODELS: THE DEMOCRATIC APPROACHES OF TEACHING ACE IN EUROPE MODEL OF GREECE**

Among the perceived strengths of the Greek model is its emphasis on Education in Anti-Corruption Efforts. The Greek government's National Anti-Corruption Action Plan (NACAP) recognizes education as a key tool in combating corruption. This highlights a strong commitment to integrating anti-corruption education into the curriculum and emphasizes the importance of teaching young people to respect the law and develop moral consciousness from an early age.

The Greek model also enjoys the support of the general public while it also receives research Support. Greek public opinion overwhelmingly supports the education of young people to create defenses against corruption. Research, such as the International Civic and Citizenship Education Study (ICCS) Asian Report, suggests that higher levels of civic knowledge among young people are associated with less acceptance of corrupt practices.

However, there are certain external factors such as family backgrounds which could still undermine its positive impact on the learners. This is an external reality which reformers have to grapple with even in Africa and Zambia in particular. Family backgrounds can act as an obstacle to the adoption of integrity among young people. Double standards and the glorification of embezzlement within families and communities can lead to conflicting attitudes towards honesty and integrity among students. This suggests a gap in addressing the influence of familial and societal norms on the development of anti-corruption values in learners.

The behavior of role models, including parents, community leaders, and national leaders, can influence students' attitudes towards corruption. The normalization of corruption within these spheres can lead to passive acceptance of corrupt practices among young people. Addressing this gap requires strategies to challenge and change perceived norms surrounding corruption at all levels of society.

While the NACAP emphasizes the importance of education in combating corruption, there is a need for a comprehensive approach that goes beyond curriculum integration. Efforts should focus on addressing the root causes of corruption, including societal attitudes and institutional practices, to create a more conducive environment for the cultivation of anti-corruption values in learners.

Overall, while the Greek model recognizes the importance of education in combating corruption and enjoys public support for this approach, there are significant gaps related to the influence of family background, role modeling, and the need for a comprehensive anti-corruption strategy. Addressing these gaps is crucial for effectively teaching and learning anti-corruption values through the curriculum in Greece.

## **2.8. MODEL OF HUNGARY**

Among the strengths of the Hungarian model is its integration of anti-corruption education content into the Curriculum. Hungary has successfully mainstreamed integrity education and anti-corruption values into the school curriculum for elementary and secondary school students. By incorporating anti-corruption topics into the ethics curricula for Grades 5 to 12, Hungary ensures a continuum of learning from an early age through high school. This approach promotes sustainability and consistency in cultivating values of integrity and anti-corruption attitudes among learners. This is a much needed but lacking feature in the Zambian model that policy makers and curriculum designers need to attend to locally as it shows in the section covering the Zambian approach. The Hungarian approach provides options for students to choose between the ethics curriculum and the religious curriculum. This flexibility allows students to align their educational choices with their personal beliefs and preferences.

However, it's worth noting that there is a gap in the religious curriculum as it does not explicitly address corruption-related topics.

While students have the option to choose the religious curriculum, there is no mention of corruption within this curriculum. This omission limits the exposure of students who opt for religious education to anti-corruption values and undermines the holistic integration of anti-corruption education across all educational pathways.

Another gap which is revealed in the Hungarian model is the underutilization of Integrity Clubs. Despite the potential of integrity or anti-corruption clubs to engage students and build interest in anti-corruption content, they have generally been underutilized in Hungary. Lack of support from school administrations and relevant authorities has led to the demise of many

integrity clubs. Addressing this weakness requires greater support and resources to sustain integrity clubs as effective platforms for engaging students in anti-corruption initiatives.

Also, while civil society organizations (CSOs) play a significant role in promoting integrity and anti-corruption values among learners, their programs tend to be time-bound and project-based. This lack of continuity poses a challenge to sustaining anti-corruption initiatives beyond the lifespan of individual projects. Such well-intentioned but short-lived initiatives have the capacity to undercut their intended goals and tend to be common in Africa and Zambia in particular where integrity building efforts in especially government institutions tend to be predominantly donor funded. Finding ways of incorporating such initiatives into the educational curriculum could provide a more institutionalized and sustainable approach to anti-corruption education.

While Hungary has made significant strides in integrating anti-corruption values into the school curriculum and providing options for students therefore, there are weaknesses that remain pertaining to the lack of coverage in the religious curriculum, underutilization of integrity clubs, limited continuity of CSO programs, and dependency on external support. Addressing these weaknesses is essential for Hungary to effectively teach and learn anti-corruption values through the curriculum and foster a culture of integrity among learners.

## **2.9. MODEL OF LITHUANIA**

Lithuania is yet another example where the quest to teach anti-corruption to the young has been taken to higher heights and in a practical manner that is meant not only to build in capacity in the pupils to identify practices bordering on Corruption but also to ignite a passion in them against the vice. Students in Lithuania teamed up with local non-governmental organizations (NGOs) and municipal governments to apply anti-corruption knowledge in the most tangible way. This was done by introducing students to areas which were prone to Corruption within the local administration and the municipality's plans to address the risks. The students were allowed to inspect employee logs as a government official would to check for irregularities and potential areas of abuse. High-risk areas, such as usage of government vehicles during stipulated hours and fuel cards, were reviewed (Lithuania – ERCAS, n.d.: Munro & Kirya, 2020). Unsurprisingly, such proactive steps have begun to yield fruit in that country. It has managed to construct good constraints to Corruption both on the side of government and civil society, a good public accountability mechanism net, as well as good access to information.

Participatory learning methods could be put to good use here in Zambia as well to make the teaching and learning of anti-corruption more practical with the permission of parents and having sufficient safeguards built into the program. The Zambian approach tends to have a bias towards the theoretical side and this has often been cited as a source of monotony in the learners (Martens & Gainous, 2013). Recently there have been various reports in the media about government vehicles being used to run personal errands for those allocated such for official government business on government fuel and time (Zambia: Ministry of Works and Supply Concerned with the Misuse and Abuse of Government Vehicles, 2017; Times of Zambia | Dealing with Cancerous Abuse of Government Vehicles, 2022). Such tasks are fairly easy and present minimum risk to pupils assuming they were tasked to document evidence of abuse of government vehicles on personal errands or other clearly visible abuses.

#### **2.10. MODEL OF ESTONIA**

The case of Estonia gives practical insights into how to value inculcation can be approached from an all-inclusive approach which takes into account and brings on board all stakeholders, including school administrators, parents, non-governmental organizations, local authorities, and teachers. A summer academy in the Baltic region trains teachers to teach human rights education and education for democratic citizenship and history learning (Munro & Kirya, 2020). The program does not literally focus on integrity and anticorruption skills, but it, however, serves as a useful example of how integrity and anti-corruption training could be modeled. This kind of broad involvement makes it possible for cooperation to be strengthened between teachers and the wider community. The training model included elements such as how to handle sensitive topics (e.g., historical events) in the classroom; creating increased awareness about human rights in the school; developing a democratic culture; and handling the multicultural dimension in the day-to-day life of learners (European Commission, 2017; Munroe & Kirya, 2020; Beroš, 2022).

Estonia offers yet still more valuable insights on approaches to value impartation in learners through the proper training of the teaching personnel to make them effective for the said task. Beroš (2022) shows civil society in Estonia has taken up the task of providing teachers with training to make them proficient in delivering the objectives of civic education because the objectives of the subject align with the objectives of civil society itself. In addition to the educational system, stakeholders of civil society have the most important role in the professional development of teachers for the implementation of Citizenship education, and they organize various forms of professional development training for teachers and provide

the necessary support. Civil society in Estonia plays an important role in the actual process of teachers' professional development for the implementation of the Citizenship Education. In cooperation with various civil society stakeholders, training for teachers is conducted and conferences are organised aimed at teacher professional development for the implementation of the subject (European Commission, 2017; Beroš, 2022).

## **2.11. MODEL OF INDONESIA**

The Indonesian approach to imparting anti-corruption values in learners through the curriculum demonstrates several strengths but also reveals some gaps that need to be addressed for more effective delivery and implementation.

Clearly, early Intervention is one of its strengths. By targeting junior secondary school learners, the Indonesian model aligns with social learning theories and moral development theory, which emphasize interventions during impressionable stages of life. This early intervention increases the likelihood of ingraining anti-corruption values in learners from a young age (Effendi & Windari, 2020).

The Indonesian model is also comprehensive in that it incorporates a whole society approach by designing a program of monitoring and evaluation for anti-corruption education. This approach involves legislative support, such as Regent Regulation Number 40 of 2019 on Anti-Corruption Education, which mandates integrity education as mandatory rather than optional (Effendi & Windari, 2020). Such comprehensive efforts ensure that the fight against corruption is taken seriously and integrated into the education system.

The Indonesian approach not only targets pupils with anti-corruption education but also provides tailored teacher training to equip educators with the necessary competencies to effectively impart these values. This ensures that teachers are adequately prepared to deliver anti-corruption content and support students in adopting attitudes of honesty and integrity (Effendi & Windari, 2020).

However, among the gaps that become apparent upon close examination of the model are methodological limitations (Parji & Chasanatun, 2020; Beroš, 2022). Research suggests a lack of sufficient exposure and appreciation for outcome-based methods in many developing countries, including Indonesia. Teachers often do not receive training in methodologies specifically aimed at transmitting anti-corruption values to learners or it tends to be limited in depth and scope when an attempt is made to orient teachers in this subject matter. (OECD, 2018; Magasu et al., 2018; Effendi & Windari, 2020). There is a need for teacher training

programs to prioritize the teaching and evaluation of anti-corruption attitudes as distinct objectives.

Even with adequate training, educators need to be resourceful in providing insights to students about corruption and fostering a culture of accountability. Practical examples, such as demanding receipts for government services or reminding parents to request receipts for traffic offenses, can help students understand the importance of transparency and integrity in everyday life (Sakala, 2016; Magasu et al., 2018; Mzumara & Ndhlovu, 2021).

The Indonesian approach to imparting anti-corruption values through the curriculum has a number of strengths, including early intervention, a comprehensive approach, and some teacher training, there are also notable gaps, such as the lack of emphasis on methodological approaches, evaluation and measurement, and practical application. Addressing these gaps is essential for the continued effectiveness of anti-corruption education initiatives in Indonesia and other similar contexts.

## **2.12. MODEL OF FINLAND**

The Finnish model of imparting anti-corruption values through the curriculum showcases several strengths while also highlighting some gaps that need to be addressed for more effective delivery and implementation.

One of the strengths of the Finish model is that it incorporates values education, including anti-corruption values, into its Citizenship Education curriculum. This ensures that students are exposed to these values from an early age and are provided with opportunities to understand and appreciate concepts such as social justice, democracy, and equality (National Core Curriculum for Basic Education, 2014).

The model also has a crucial component of teacher training and professional development. Munroe and Kirya (2020), referencing Berkowitz, Althof, and Jones (2008), emphasize the importance of providing teachers with substantial professional development opportunities to effectively implement character education programs. In Finland, teachers receive specialized training in delivering Citizenship Education, enabling them to guide students in ethical matters and develop their understanding of the impact of corruption on society. This ensures that educators are equipped with the necessary skills and knowledge to effectively impart anti-corruption values to their students.

The model of Finland further uses a whole Society Approach. Similar to Estonia, Finland adopts a 'whole society' approach to anti-corruption education, involving various stakeholders in the fight against corruption. This approach ensures a comprehensive strategy

that addresses the issue from multiple angles, including education, awareness-raising, and the development of skills and competencies (Collier, 2017; Munroe & Kirya, 2020). By engaging teachers, administrators, and civil society, Finland creates an environment conducive to promoting integrity and combating corruption at all levels of society.

However, one of the gaps that the model presents is that it does not make provision for the use of real-life models from outside the school system that young people may aspire to emulate. While Finland emphasizes the importance of teachers as role models for students, there may be a lack of emphasis on providing students with exposure to real-life figures who exemplify integrity and ethical behavior. Incorporating examples of individuals who have stood against corruption and upheld ethical standards can enhance the effectiveness of anti-corruption education by providing students with tangible role models to aspire to (OECD, 2021). Another challenge which may arise with the Finnish model of using teachers as models is that if any teacher fell short of the expected standards of integrity, it would end up sending a wrong message to the young people who are supposed to emulate what they see in their supposed role models. Maintaining consistency in messaging is crucial in ensuring that students internalize anti-corruption values. Teachers and administrators must be mindful of the signals they send to students and strive to maintain consistency in their actions and behaviors. This includes avoiding mixed signals that may undermine the message of integrity and ethical behavior conveyed in the curriculum (OECD, 2021).

Therefore, the Finnish model of teaching and learning anti-corruption values through the curriculum demonstrates strengths in curriculum integration, teacher training, and a whole society approach. However, gaps in providing real-life role models and maintaining consistency in messaging need to be addressed to enhance the effectiveness of anti-corruption education in Finland. Addressing these gaps will contribute to the development of a more robust and comprehensive strategy for promoting integrity and combating corruption in Finnish society.

### **2.13. MODEL OF THE UNITED KINGDOM**

The cultivation of values, particularly integrity, through education is crucial for the holistic development of learners and the socio-economic progress of nations.

Among the strengths of United Kingdom's model include a mandatory Citizenship Education. The UK's commitment to citizenship education since 2002, mandated for learners aged 11 to 16, demonstrates a proactive approach to instilling values early in students'

educational journeys (Eurydice Report, 2017). This structured framework ensures consistent exposure to values-based learning throughout the formative years.

Further, this model provides for a flexible Implementation approach. The UK's approach allows schools flexibility in delivering citizenship education, whether as a standalone subject, cross-curricular theme, or whole-school initiative (Hoskins & Janmaat, 2019). This adaptability accommodates diverse teaching methods and promotes comprehensive value dissemination.

The UK's commitment to fundamental values, such as respect, freedom, and democracy, aligns with broader European ideals (European Union Declaration). By prioritizing these values in education, the UK fosters inclusive societies and equips learners with essential civic competencies.

However, there are a number of areas in this approach which may be viewed as weaknesses which firstly include the scope of integrity education. While citizenship education covers fundamental values, including integrity, the depth of anti-corruption education may vary. A comprehensive curriculum addressing the nuances of corruption and ethical decision-making could enhance the effectiveness of integrity education.

The evaluation and impact assessment component of the UK's approach is also not clear. There is a need for robust evaluation mechanisms to assess the impact of integrity education on learners' attitudes and behaviors. Longitudinal studies and feedback mechanisms can provide insights into the effectiveness of the curriculum in fostering ethical conduct. In the Zambian context, this is a matter that would also require adequate attention to ensure that the evaluation and assessment aspect is built into its approach which is lacking in its current form. It can also build and improve upon the perceived weaknesses of the UK's approach by ensuring a robust evaluation and impact assessment component. Zambia can also learn to navigate potential challenges of uniformity in implementation by prescribing a standard uniform route of implementation for the entire country to ensure a uniform process of implementation for the whole country.

## **AFRICA**

### **2.14. RWANDA: PEACE AND INTEGRITY BUILDING THROUGH EDUCATION**

In the pursuit of building a society resilient to corruption, nations have increasingly turned to education as a foundational tool for instilling integrity and anti-corruption values in their youth. Rwanda stands out as a poignant case study, with its innovative approach rooted in its

cultural ethos and values. Bosabose (2019) underscores the belief in Rwanda that promoting anti-corruption values among children can imbue them with the resilience to resist corruption later in life. Central to this endeavor is the concept of "Ubupfura," a term encompassing positive values deeply ingrained in Rwandan culture, including integrity, honesty, and commitment to doing good.

Among the strengths of the Rwandan model is that it has Cultural Relevance. The Rwandan model is distinguished by its cultural relevance, with the Ubupfura project grounded in Rwandan values and traditions. By aligning integrity education with cultural norms, the program becomes more relatable and meaningful to learners (Bosabose, 2019).

Another strength of the model is that it has a holistic Approach. Bosabose (2019) advocates for a holistic approach to corruption eradication, emphasizing the role of education in transforming societal mindsets. The Rwandan model recognizes the multifaceted nature of corruption and addresses it through comprehensive integrity education.

Civic engagement is another aspect of the model which is a strength. By incorporating co-curricular activities such as community projects and awareness campaigns, the Rwandan model bridges the gap between classroom learning and real-world application, fostering a deeper understanding of integrity values among learners.

The Rwandan model also demonstrates a sense of national commitment. Rwanda went on to establish National Itorero Commission (NIC) in connection with its value systems which also champion integrity. This underscores Rwanda's commitment to promoting positive values and citizenship. Through initiatives like Ubupfura which is supported by NIC, the government actively fosters a sense of responsibility and service among citizens (Bosabose, 2019).

Despite being an elaborate values program especially targeted at the young people, the Ubupfura project has its limitations. First among its limitations include the weakness of not being incorporated in the examinable subjects for learners in class. Despite its merits, the Ubupfura project primarily operates as an extracurricular activity, conducted outside normal class hours (Bosabose, 2019). Integrating integrity education into the mainstream curriculum remains a challenge, limiting its reach and impact.

It may also be beset with engagement Challenges because it does not fall within the scope of examinable subjects. Hmelo-Silver (2004) highlights the issue of student disengagement as a significant obstacle to effective integrity education. Disengaged students may not fully

benefit from anti-corruption initiatives, necessitating strategies to enhance student involvement and motivation.

Also, while the Rwandan model espouses the ideals of integrity and anti-corruption, practical challenges such as funding constraints and limited manpower for oversight pose barriers to effective implementation (Bosabose, 2019).

The Rwandan model of cultivating integrity and anti-corruption values in learners through the curriculum demonstrates both strengths and gaps. While the program benefits from its cultural relevance, holistic approach, and national commitment, challenges such as limited curricular integration and student engagement persist.

## **2.15. ZIMBABWE: THE ADVOCACY FOR PRIMARY TO TERTIARY**

### **INTEGRITY EDUCATION**

Nyaude (2018) advocates for the integration of anti-corruption and integrity education into the formal curriculum in Zimbabwe as a powerful strategy in combating corruption. He underscores the importance of mainstreaming anti-corruption and integrity education from early childhood development to tertiary level. By integrating anti-corruption programs into the formal curriculum, Zimbabwe aims to raise awareness about ethics and corruption among young people, instilling values of integrity and resistance to corruption.

Nyaude (2018) highlights the role of the Zimbabwe Anti-Corruption Commission (ZACC) in influencing the school curriculum by mainstreaming anti-corruption studies in the civic education syllabus at both primary and secondary school levels. The emphasis on ZACC's credo of 'refuse, resist, reject, and report corruption' aims to engage students in the fight against corruption and cultivate a culture of integrity.

The Zimbabwean model demonstrates a comprehensive approach to anti-corruption education by integrating integrity education across all levels of schooling. By exposing students to anti-corruption messages from an early age, Zimbabwe aims to influence their attitudes and behaviors towards corruption (Nyaude, 2018).

The emphasis on action-oriented strategies, such as refusing, resisting, rejecting, and reporting corruption, empowers students to actively participate in the fight against corruption. By encouraging students to take a stand against corruption, Zimbabwe seeks to foster a sense of responsibility and civic duty among learners (Nyaude, 2018).

Despite being a formidable approach to anti-corruption education, the effort is blunted by systemic weaknesses. Despite laudable efforts to mainstream anti-corruption education, weak enforcement mechanisms undermine the effectiveness of these initiatives. Delayed

punishments and questionable acquittals for corrupt offenders erode public trust and interest in anti-corruption efforts (Nyoni, 2017).

One of the biggest challenges to any anti-corruption effort in Zimbabwe has been the normalization of corruption in that country (Nyoni, 2017; Nyaude, 2018). In societies where corruption has become normalized or celebrated, efforts to promote integrity and ethical behavior face significant challenges. Low conviction rates and suspicious acquittals for corruption suspects dampen public zeal and interest in the fight against corruption, leading to passive acceptance of corruption as the norm (Fajar & Muriman, 2018; Fernando & Marikar, 2017).

The Zimbabwean model of cultivating values in learners through anti-corruption education demonstrates strengths in its comprehensive integration and emphasis on action-oriented strategies. However, challenges such as weak enforcement mechanisms and the normalization of corruption pose significant obstacles to its effectiveness.

## **2.16. ZAMBIA**

### **OBSTACLES TO ANTI-CORRUPTION EDUCATION IN ZAMBIA**

Ndhlovu's (2020) article sheds light on the challenges faced by teachers in implementing anti-corruption education in Zambian schools. The author highlights the lack of proper teacher training and support, limited resources, and the absence of a holistic approach to teaching anti-corruption policies. These challenges significantly hinder the effectiveness of anti-corruption education programs in schools.

One of the main gaps in the article is the insufficient emphasis on the need for comprehensive teacher training programs. While Ndhlovu briefly mentions the lack of training, the article does not delve into the specific skills and knowledge that teachers require to effectively teach anti-corruption education. In order to address this gap, it is essential to develop comprehensive training programs that equip teachers with the necessary pedagogical skills, knowledge of corruption-related issues, and strategies for engaging students in critical thinking and ethical decision-making.

Another gap in the article is the limited discussion on the role of curriculum design in teaching anti-corruption education. The article briefly mentions the incorporation of anti-corruption policies into the curriculum but fails to provide a comprehensive analysis of how the curriculum can be structured to maximize the impact of anti-corruption education. A well-designed curriculum should include age-appropriate content, interactive teaching methods, and opportunities for students to apply their knowledge in real-life situations. Moreover, the

curriculum should foster a whole-school approach, involving all stakeholders, such as students, teachers, parents, and the community, in combating corruption.

Furthermore, the article overlooks the importance of creating a supportive school environment that promotes integrity and ethical behaviour. Teachers alone cannot address the challenges of teaching anti-corruption education; a collaborative effort involving school administrators, policymakers, and the wider community is crucial. The article fails to explore the role of school leadership in creating a culture of integrity, promoting transparency, and establishing mechanisms for reporting corruption.

Ndhlovu's (2020) article therefore provides valuable insights into the challenges of teaching anti-corruption education in Zambian schools. However, it falls short in addressing comprehensive solutions to these challenges. To effectively tackle the issue of corruption in schools, a multi-faceted approach is needed, including comprehensive teacher training programs, well-designed curricula, and the creation of supportive school environments. By addressing these gaps, Zambia can take significant strides towards instilling a culture of integrity and combating corruption from an early age.

In Zambia, the footprint of anti-corruption education in the curriculum is marginal and leaves both the teacher and the student oblivious to the intentions of certain anti-corruption topics, which may occasionally appear perhaps in an English comprehension passage or composition question. The opportunity to drive the point home is lost on both the pupil and the teacher, who have equally not been oriented to the purpose of such material if it gets included (CDC,2013; Moonga,2021). Given the above, one of the biggest obstacles to learning integrity education on the learners' side is an inbuilt weakness in the curriculum because it does not go far enough in terms of content and objectives with regard to the inclusion of anti-corruption material (CDC, 2013; Moonga, 2021).

Civic education, which is expected to carry the most content on integrity education Supposed to transmit relevant knowledge, instill values, and develop dispositions. Civic Education in Zambian secondary schools is anchored on the desire to have an emphasis on education that positively impacts on the learners in order to advance national interests in a fair manner (Magasu et al., 2018). Pedagogical challenges may be said to be the biggest obstacle to the teaching of anti-corruption content in Zambia today. This is because the effective impartation of values in the learners demands the utilization of participatory learner methodologies, which are seemingly not put into practice on the ground. Research seems to suggest that the crucial requirement of using practical teaching methods in social sciences, such as civic education or religious education, which carry some anti-corruption themes, is largely

overlooked. In some cases, teachers may not just fully grasp why it is necessary to use participatory learner methods when teaching content that is supposed to bring about the adoption of values.

These inadequacies, more often than not, can also be traced back to the type of training teachers may have undergone at teacher training institutions (Magasu et al., 2018). The integrity education component clearly demands a practical participatory kind of pedagogy, and yet, in real terms on the ground, it is taught under a theoretical approach. This undermines the objective of effectively cultivating anti-corruption values in learners because the prevalent one-way lecturing type of teaching methodologies simply cannot effectively deliver results where value adoption is concerned (Sakala, 2016; Magasu et al., 2018).

## **2.18. CHAPTER SUMMARY**

This chapter on literature review looked at various academic works by other scholars on the topic of interest in order to gain an understanding of the existing research and identify gaps. The literature showed how education holds those in leadership accountable and the lack of a multi-faceted thrust in some approaches. It covered the best practices of various countries in teaching the values of honesty and integrity while also looking in detail at pronounced Asian models such as ICAC's approach to using the education platform for instilling values in the young people of Hong Kong. It also covered several other Asian models before turning to approaches taken by the United States and Europe. Finally, some African models from Rwanda, Zimbabwe and Zambia itself were reviewed.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.0 OVERVIEW**

This chapter presents the research paradigm, research design, target population, sampling techniques, sample size, research instruments, data collection techniques, data analysis and procedures which were used by the researcher. Research methodology according to Kazdin (1992) refers to the principles, procedures and practices that govern the research.

#### **3.1. RESEARCH PARADIGM**

A research paradigm “is an assumption a researcher makes about reality, how knowledge is obtained and the methods of gaining knowledge” (Creswell & Plano Clark, 2011:21). There are four proposed components of the paradigm, which include ontology, epistemology, methodology, and methods (Scotland, 2012). The ontological position of this study is relativism as was consideration of the fact that people perceive the nature of reality differently (Wahyuni, 2012). The epistemological position that was be taken was on subjective and contextual realities. Therefore, the study relied more on an interpretive paradigm because people interpret events differently, leaving multiple perspectives of an incident for the sake of understanding facts and explaining it (Mack, 2010).

#### **3.2. RESEARCH DESIGN**

Research design is a conceptual structure within which research is conducted; it constitutes the blueprint for the collection, measurement, and analysis of data. It follows that the central role of research design is to minimize the chance of drawing incorrect causal inferences from data (Kothari, 2014). Kombo and Tromp (2006) also describe a research design as a plan on how a study will be carried out or a detailed outline of how the research will take place (Achola & Bless, 1988).

This research used the qualitative explorative multiple case study design because it allows for a comprehensive exploration and understanding of the complex barriers to teaching and learning anti-corruption content in the curriculum. According to Baxter and Jack (2008), a multiple-case study permits a researcher to explore similarities and differences between and within cases, so as to be able to replicate findings across cases. By examining multiple groups of pupils and involving educational specialists, a case study approach enables researchers to gather in-depth insights and observations that could uncover the intricate dynamics and context-specific factors that hinder anti-corruption education.

Yin (2018), also posits that case studies are particularly suitable when the aim is to investigate a contemporary phenomenon within its real-life context. In this study, the barriers to teaching and learning anti-corruption content are a contemporary phenomenon that needs to be understood within the specific educational settings and experiences of the participants. Furthermore, Merriam (2009) highlights that case studies provide an opportunity to delve into a specific issue in great detail. In the present study, the complexity of barriers to teaching and learning anti-corruption content necessitates a detailed examination of the various factors that contribute to these challenges. By conducting a case study, researchers can thoroughly explore the attitudes, behaviours, and experiences of the participating pupils and educational specialists, contextualizing the barriers to anti-corruption education. Moreover, Stake (1995) emphasizes that case studies enable researchers to gain multiple perspectives and capture the uniqueness of a particular context. By including different groups of pupils and educational specialists, this study can capture a range of experiences, viewpoints, and interactions related to teaching and learning anti-corruption content. This comprehensive perspective can enhance the validity and reliability of the findings, ensuring a thorough exploration of the barriers.

A case study design is therefore convenient and suitable for this study because it allows researchers to investigate barriers to teaching and learning anti-corruption content in the curriculum in a comprehensive and context-specific manner. The methodology is particularly suited for exploring contemporary phenomena, delving into issues in detail, and capturing multiple perspectives. Through the application of a case study approach, researchers can gather in-depth insights and observations that contribute to a deeper understanding of the barriers faced by teachers and students in this domain.

This study used the qualitative explorative multiple case research design. In understanding the empirical investigation, the researcher used a qualitative research method as the approach gives a clear understanding of the participants' views and experiences and captures participants' perceptions as they occur naturally (Kalimapos, 2010). In addition, the qualitative approach allows the researcher to gather information and rich data through face-to-face interviews with principals, teachers, parents, and learners with a lengthy and deep involvement in the natural settings, which includes the selected four (4) public secondary schools (2 in Lusaka and 2 in Mbala Northern province Zambia). Qualitative research refers to the research which deals with people's real words and meanings and is statistics-free

(Miles and Huberman, 2010). According to (Patton, 2007; Kalimaposo, 2010), Qualitative research can be credited for its ability to provide data that is rich and contextual in detail.

### **3.3. STUDY SITES**

This study was conducted in two provinces and districts of Zambia, namely, Lusaka province and district and Mbala district in Northern Province. It involved (4) public secondary schools (two from Lusaka and two from Mbala district Northern Province). The two areas were purposively selected to be able to ascertain whether anti-corruption agencies and NGOs actively had any on-going or previously conducted education based anti-corruption strategies in either urban or rural provinces or both. Lusaka was purposively sampled because of its being a decision-making centre for most of the institutions that this study involved including the curriculum development centre and the anti-corruption commission among others.

Lusaka was also chosen because of the location of the Anti-Corruption Commission headquarters in order to get the commission's views on its collaboration efforts with the Ministry of Education. Northern province was selected to find out whether different provinces may put more or less emphasis on the anti-corruption content of social sciences in the curriculum and whether teachers in some provinces may have been oriented to the intended civic competence of integrity and honesty that is targeted to be imparted in learners by the teaching of the topic of corruption in both religious education and civic education.

### **3.4. TARGET POPULATION**

A population is defined as a group of individuals, objects from which samples are taken for measurement (Kasonde & Ng'andu, 2013). It can also be viewed as a complete set of elements (persons or objects) that possess some common characteristics defined by the sampling criteria established by the researcher (Msabila and Nalaila, 2013). The targeted population in this study consisted of a focus group of eight (8) grade 12 pupils taking both Religious Education and civic education subjects, one (01) Civic Education teacher, one (01) Religious Education teacher and two administrators at each of the four schools. It also included one social science specialist from the curriculum development centre and a technocrat from the education department at the anti-corruption commission. Two officials from the respective provincial educational offices were also scheduled to take part.

### **3.5. SAMPLING PROCEDURES**

The study used convenience sampling for the learners and expert purposive sampling technique was used for administrators, teachers and technocrats because it required access to key informants in the field who could help with identifying information-rich cases for study

(Suri, 2011). Ary et al (2014) defines purposive sampling as “a non-probability sampling technique in which subjects/units to be representatives of the population are included in the sample”. The samples were drawn from two (2) districts of Lusaka from Lusaka province and Mbala district in Northern Province. Four (4) public secondary schools (the sites), two from each district, were selected.

## **SCHOOLS**

Four schools were purposively selected. Two (02) from the heart of Lusaka, which also happens to be the capital city, and therefore, all institutions of interest to this study, including the curriculum development centre and the anti-corruption commission, are both headquartered there. Two schools were selected from Northern Province. Various studies suggest that anti-corruption bodies are often handicapped to initiate most education-based integrity-building programs due to resource limitations (Street et al., n.d.; Norad, 2011; UNODC, 2018). Therefore, assessing whether teachers had been oriented by the technocrats from ACC to the integrity teaching and learning materials could first be done with learning institutions closest to them and later investigate whether teachers in outlying provinces like Northern province and Mbala district in particular have had a chance to be oriented to the goals of the integrity education materials which have been inserted across the curriculum.

## **ADMINISTRATORS**

The role of administrators in the successful implementation of any changes or additions to the curriculum cannot be overemphasised. They play an important role in the implementation of any curriculum as they carry out various roles such as supervisory, monitoring, keeping records of the events happening in schools, the motivation of teachers, and provision of teaching and learning resources. Expert purposive sampling was used to select four head teachers, one from each selected school. The researcher specifically used expert purposive sampling because it ensures selection of administrators with rich insights, adequate experience in the educational sector and reflecting diverse perspectives and experiences. Their expertise aids in-depth exploration of educational leadership phenomena, enhancing the study's credibility and validity within the specific context of participating schools.

The subject Curriculum Specialist was selected using the same expert purposive sampling as they are the custodians of the curriculum, and naturally, any alterations or additions which might have happened over time to accommodate the insertion of anti-corruption materials would most certainly require their consent and input. The social science education Curriculum Specialist was also of great value because they would have taken part in

designing, orienting teachers, production, and placement of teaching and learning materials based on integrity education into the curriculum.

### **TECHNOCRATS IN THE EDUCATION DEPARTMENT AT ACC**

The technocrats at the anti-corruption commission under the education department played an invaluable role not only in sharing their insights on how much has been implemented, what support programs they had carried out to supplement what the curriculum had been able to accommodate and also share the roadmap if any that they ought to make in order for the curriculum to be more responsive to embracing anti-corruption education.

### **LEARNERS**

The learners in both Lusaka and Mbala Northern Province were sampled using convenience sampling. Grade twelve pupils were the target sample in both civic education and religious education because they have accumulated almost five years of being in secondary school.

Convenience sampling was suitable for selecting grade 12 pupils due to its practicality and accessibility within the selected secondary schools across Lusaka and Mbala districts in the Northern and Lusaka provinces. Given the exploratory nature of the study and its broad geographic scope, convenience sampling allowed for efficient data collection from readily available participants, facilitating a comprehensive understanding of educational experiences and perspectives across diverse contexts. Convenience sampling aligns with the study's exploratory objectives, providing valuable insights into the educational landscape of multiple schools and provinces within the constraints of time and resources. Additionally, it enabled the inclusion of a sufficient number of participants from different backgrounds, enriching the qualitative data and enabling the exploration of various factors influencing educational outcomes in both urban and rural settings across the two provinces and districts.

This gave a total sample of eight learners that were sampled in each school and thirty-two (32) learners from the four sampled schools.

### **3.6. SAMPLE SIZE**

Sample size is the number of individuals or objects from a population containing elements representative of the characteristics found in the entire group (Kombo and Tromp 2006). Kothari (2011) also simply defines sample size as the number of participants selected from the population. The sample should be accessible, have the characteristics and the know-how to help in the study under investigation.

### Demographic information of participants

From among members of staff, there was a total of Sixteen Secondary school teachers spread between Lusaka and Northern Provinces including head teachers, the heads of department for social sciences as well as one subject teacher for Religious Education, and Civic Education each. There was a total of eight pupils per school who were requested to take part in the focus group discussion, one curriculum specialist from the curriculum development centre, one officer under the education department from the Anti-Corruption Commission, one senior education standards officer and one Provincial Education Officer. The pupils' ages ranged from 16 to 22 years of age. They were picked from various grade 12 classes at their respective schools. In total, the whole research involved a total of fifty-two (52) participants

Table

Institution	Category of Participant	Sample Size	Sampling procedure
CDC	Social Science specialist (social sciences).	01	Expert purposive sampling
ACC	Technocrat under Education Department	01	Expert purposive sampling
PEO	Senior Education Standards Officer (SESO) Social Sciences.	02 (One each from Lusaka and Northern province)	Expert purposive sampling
Four secondary schools	Head teachers	04 (one from each school)	Expert purposive sampling
Four secondary schools	Social science H.O.Ds	04 (One from each school)	Expert purposive sampling
Four secondary schools	Subject teachers (Civic Education and Religious Education)	08 (two from each school)	Expert purposive sampling
Four secondary schools	Learners	32 (eight from each school)	Convenience sampling
Total number of participants		52	

### 3.6. RESEARCH INSTRUMENTS

This research utilized questionnaires, interview guides, and focus groups. The use of these three research instruments allowed triangulation of collected data and was used to collect

qualitative data. These instruments were used to triangulate data as a way of ensuring validity and reliability of the study.

### **QUESTIONNAIRES.**

According to Kombo and Tromp (2006), the advantage of using questionnaires is that they could be used to gather data over a large sample and it saves time. Questionnaires can also be thoroughly checked by the supervisor before piloting them. Questionnaires were therefore used to collect information from teachers of civic education and religious education. Each questionnaire had an introductory remark that introduced the study and participants were assured of their confidentiality. Questionnaires in a qualitative multiple case study offer structured data collection, ensuring consistency across diverse groups and locations. In this study, they provided a broad understanding of common themes, supplementing insights gained from discussion groups. By incorporating responses from various schools and districts, questionnaires enhanced the study's depth, enabling the researcher to triangulate findings and derive comprehensive conclusions from the diverse perspectives gathered

### **QUESTIONNAIRES FOR TEACHERS**

The questionnaires for teachers comprised of four sections. In the first section, demographic data of the participants was collected. The second section focused on finding out if the teachers had been equipped with the know-how on how to evaluate pupil internalization and adoption of anti-corruption values. The third section sought to find out if teaching and learning resources on anti-corruption content could be deemed sufficient to alter attitudes in favor of honesty and integrity in learners. The fourth and last section attempted to ascertain if there was any obligation on the part of teachers to ensure that the topic on corruption was taught even when circumstances arose that could reduce contact time between teachers and pupils. The fourth section of the questionnaire also had questions to find out if there was any specific oversight from superiors either at school, district or provincial level on delivery of integrity education content. Taking into account that this was a qualitative research design, most of the questions in the questionnaire were structured as open-ended questions so as to give a yield of responses which would be qualitative in nature. Only question 8 (a) and 15 (b) were structured in table format so as to simplify the answering for respondents by giving them an option of placing a tick in the tick box next to the question.

## **INTERVIEW GUIDES**

Interviews are a system of inquiry, that when conducted, are able to reveal a wealth of information (Sapsford, 2007). Interviews accord the opportunity for the interviewer to elicit more information from the participants in the interview through probing. The interviewer is also at liberty to cross-check the information he is given by the participants. A semi-structured interview does not have a standard format, but there is an agenda that is used as a reminder to ensure that all the basic points are covered (Sapsford, 2007). With the permission of participants, interviews could also be recorded to ensure that every detail is captured.

### **SEMI-STRUCTURED INTERVIEW GUIDE FOR CURRICULUM SPECIALIST**

A semi-structured interview guide was designed and used to conduct interviews by the researcher. This was to collect information from the Subject Curriculum Specialist for both Civic Education and Religious Education, both of which have a topic in corruption in their course outline. The content of the interview guide was based on the research questions. The Civic and Religious education Subject Curriculum Specialists was asked to give their views about the extent to which the curriculum was modified to insert anti-corruption material. The researcher also endeavoured to find out which other subjects integrity education material had been streamed across, if any, apart from just Religious and Civic education, which each have the topics of corruption. Using a semi-structured interview guide the study wanted to find out if the CDC had a clear strategy for advancing the agenda of integrity education through the curriculum to a greater degree over time or whether the measures undertaken so far were deemed enough. Through the semi-structured interview guide, the researcher would find out from the subject specialists for Civic and Religious education if there was any mechanism at CDC or, indeed, the Ministry of Education which was designed to follow up and monitor whether the anti-corruption materials that had been inserted across the curriculum were yielding the intended results of planting anti-corruption values in the learners.

### **SEMI STRUCTURED INTERVIEW GUIDE FOR SENIOR EDUCATION STANDARDS OFFICERS (SESOS).**

Standards Officers use inspection tools to collect data on the performance of teachers to ensure that they adhere to the laid down procedures for curriculum implementation. Therefore, the researcher used the semi-structured interview guide to find out to which extent the integrity education component had consciously been taught and evaluated with the objective of planting the values of integrity in mind by teachers under their jurisdictions.

### **SEMI-STRUCTURED INTERVIEW GUIDES FOR HEAD TEACHERS**

The researcher used the open-ended questions to find out from the Head Teachers if they had been aware and had knowledge about anti-corruption education content having been inserted into the curriculum across various subjects. It would also be used to find out if there was any conscious effort being implemented to ensure that the anti-corruption education component was actually being taught to pupils across different subjects in their schools. The semi-structured interview guide would also help the researcher to find out if teaching and learning materials were available for effective implementation and also ascertain if monitoring and supervision of the implementation of the anti-corruption component was carried out.

### **SEMI-STRUCTURED INTERVIEW GUIDES FOR HEADS OF DEPARTMENTS**

A semi-structured interview guide was used to collect information on whether teachers understood the purpose of having anti-corruption content in their subjects and knowledge of strategies for implementing and evaluating the content. The semi-structured interview guide helped to find out if teachers held meetings of CPD to look at approaches to delivering anti-corruption content and if the department had adequate materials to implement the anti-corruption education component in the curriculum. It also sought to find out how often they monitored and supervised progress in curriculum implementation with respect to anti-corruption content.

### **FOCUS GROUP**

According to CDC (2018), a focus group is a group interview of approximately six to twelve people who share similar characteristics or common interests. Based on a set of predetermined topics, a facilitator guides the group. They are useful in gaining insight into a topic that may be more difficult to gather through other data collection methods. The focus groups was used by the researcher to gather the opinions of learners about the extent to which they had been exposed to anti-corruption content in the curriculum and if the quantity and quality of the material was sufficient to affect their attitudes towards the problem of corruption generally. There was one focus group for both subjects and each school comprising of eight members each. The researcher therefore guided and facilitated four focus group meetings in four secondary schools.

### **3.6. DATA COLLECTION PROCEDURE**

The researcher was granted ethical clearance from the University of Zambia Humanities and Social Sciences Ethics Committee before data was collected. Then the researcher obtained an introductory letter from the Assistant Dean, Postgraduate, and School of Education at the

University of Zambia, to facilitate collection of data in the field. This was done in order for the researcher to be given permission to freely interact with the selected participants without abrogating any procedure. Consent was also sought from all participants. The researcher first distributed the teachers' questionnaires in order to gather insights and then facilitated focus group meetings with the grade twelve (12) learners from the two (2) two participating secondary schools in the Northern Province. Convenience sampling was used to select learners from grade twelve classes and the learners were seated in a separate room which was arranged specifically for the focus group discussions.

Audio recordings were a standard feature of the interviews to ensure that any point which would have been omitted on the researcher's notes would certainly be captured in the audio recording. The participants were clearly informed in advance that the interviews would be recorded and they were told not to mention their names to avoid any breach of research ethics and to ensure confidentiality. Immediately after these interviews were conducted, the researcher proceeded to transcribe the audio files to come up with hardcopies of the interviews.

This was followed by conducting semi-structured interviews with the heads of department and head teachers of the two (2) selected participating secondary schools in Northern Province. Thereafter, the researcher conducted an interview with the social sciences provincial Senior Education Standards Officer (SESO) in Northern Province. The same procedure would be repeated for the other two selected participating schools in Lusaka for the two (2) head teachers, two (2) social science heads of department, four (4) teachers, and eight (8) pupils. The researcher then proceeded to conduct semi-structured interviews with the anti-corruption commission technocrat under the education department at the Anti-Corruption Commission offices.

This was followed by another interview at the Curriculum Development Centre with the specialist in charge of social sciences. This interview like all the other interviews was first recorded on a digital recording device and later on, these audio files were transcribed into hardcopies. The exception to this was at the Anti-Corruption Commission headquarters where no recording devices are allowed beyond the reception at the entrance of the premises. On this instance the researcher had to rely on hand written notes which were being noted down in point form in the researcher's notebook. These notes were also later expanded by adding details which had emerged from the same interview with the Education Officer who was assigned to respond to the researcher's interview questions

### **3.7. QUALITY CONTROL**

Validity, reliability, and trustworthiness are very important features to consider for the credibility of research findings. It is for this reason that the researcher considered the three qualities to ensure the quality of the research findings.

### **3.8. VALIDITY**

According to (Drost, 2011), Validity is concerned with the meaningfulness of research components. When researchers measure behaviors, they are concerned with whether they measure what they intended to measure. Simply put, research findings are said to be valid if the research carried out depicts and brings out what it is purported to bring out. In order to validate the findings in this study, the researcher asked for permission from the participants to record the interviews as a way of counter-checking some of the information given. The researcher compared the findings from the interviews, questionnaires, and focus group discussions in order to check whether the data represented the topic under study. The validity of this study was achieved through the use of different data collection methods known as triangulation. Data triangulation not only increases the validity of the findings but Provides a clearer picture of the problem and Creates innovative ways to understand a phenomenon (Drost, 2011). Validity was also achieved through expert checking of the instruments to see if the grammar was appropriate and if it would enable the researcher to collect the intended information from the participants.

### **3.9. RELIABILITY**

Reliability is defined as the extent to which measurements are repeatable when different people perform the measurement on different occasions, under different conditions, supposedly with alternative instruments which measure the construct or skill (Drost, 2011). In other words, the reliability of a method refers to the extent to which, were the same study to be repeated, it would produce the same results. Reliability was achieved using a pre-test technique through a pilot. This was done through a pilot study that was Conducted in a different school other than the ones sampled. The exercise helped the researcher to check if the questions phrased could draw the correct response from the participants and if the sentences read well, as well as transmitted the same message to the participants. After the piloting exercise, the questionnaires were evaluated and corrections were made to come up with a good questionnaire. The results obtained after piloting were then compared to ensure consistency in the instruments that would be used for data collection.

### **3.10. TRUSTWORTHINESS**

The trustworthiness or rigor of a study refers to the degree of confidence in data, interpretation, and methods used to ensure the quality of a study (Victoria et al., 2022). Qualitative data collected should be as truthful as possible for it to be credible, dependable, and confirmable. In this study, trustworthiness was ensured through triangulation, member checking, and recording interviews. Trustworthiness also includes credibility, dependability, and transferability.

### **3.11. CREDIBILITY;**

Credibility can be defined as the credence involved in establishing the results of the research findings. This ensures that the research findings are correct and explicit (Kombo and Tromp, 2007). Various methods of data collection were used in this study to ensure credibility.

### **3.12. DEPENDABILITY**

Dependability has been defined as the stability of findings over time (Bitsch, 2005). Dependability ensures that the research findings are consistent and could be repeated. This implies that each process to be used can be described in detail so that further research on the same subject can yield similar results. Dependability in this study was maintained by ensuring that the results were fully explained and every detail given. Inquiry audits helped to ensure that the findings were consistent and repeatable.

### **3.13. TRANSFERABILITY**

Transferability is the degree to which the results of qualitative research can be transcribed to other contexts with other participants – it is the interpretive equivalent of generalisability (Baidauf and Kaplan, 2004). In this study, transferability was demonstrated by using a detailed description to show that this study's findings may be applied to other similar contexts, circumstances, or situations. Data triangulation in the research also involved collecting data from both Lusaka and the Northern Province, ensuring diverse perspectives. By gathering information from two distinct geographical locations, the researcher could compare and contrast findings, enhancing the validity of the study. To ensure transferability, consistent data collection protocols were implemented across both provinces. This approach facilitated the identification of common themes or patterns, making the findings applicable beyond the specific contexts of Lusaka and the Northern Province.

### **3.15. DATA ANALYSIS**

Data was analysed qualitatively, this being qualitative multiple case study design. Data analysis is examining what has been collected in a survey or experiment and making

deductions and inferences (Kombo and Tromp, 2006). Data was analyzed separately and then triangulated before drawing a conclusion. According to Bogdan and Biklen (2012), data analysis is defined as a process of systematically searching and arranging interview transcripts and other relevant data accumulated during the research process. Data analysis as a form of knowledge management is a matter of managing analytical processes to transform data into information and information into knowledge and knowledge into wisdom. (Chenail, 2012). The role of data analysis is to supply evidence which justifies claims that the research changes beliefs or knowledge and is of substantial value. The researcher processed the data gathered using individual semi-structured interviews. Focus group interviews and qualitative questionnaire analysis were done to identify common trends, themes, and patterns that would assist in answering the research questions. Therefore, this study gathered qualitative data and analyzed it by identifying emerging themes or recurring themes as recommended by Dooley (2010). According to Eisenhardt and Sull (2010), data analysis usually involves reducing accumulated data to a manageable size developing summaries and looking for patterns. In this study, therefore, data was transcribed, categorized, and systematically coded to provide explanations of a single phenomenon. Also, the technique of comparing and contrasting gathered data was used. For purposes of this study, data processing commenced during data collection since qualitative research data analysis is a simultaneous and recursive process which starts at the stage of data collection.

In this qualitative exploratory multiple case study, data was collected through multiple sources, including focus group discussions, questionnaires, and interviews. The questionnaires for teachers mostly included open ended questions. Questionnaires were used to gather qualitative data mostly in this research because the questions themselves were mostly open ended in nature to allow qualitative responses. This enabled the researcher to explore the teachers' preferred teaching approaches and their perspectives on the oversight that their immediate supervisors provided in regard to ACE delivery in class among other issues. In this study, data from questionnaires was typically analyzed through thematic analysis. Responses were coded, categorized, and interpreted to identify patterns, themes, and insights across cases. This approach allowed the researcher to explore complex phenomena, understand participant perspectives, and derive rich, contextualized findings within the study's multiple case contexts.

The first step in the analysis process was to read through all the responses in order to achieve familiarisation with the data. The data was then organized into meaningful units, which were

the individual responses from participants. This process was repeated for each data source, including answered questionnaires, focus group transcripts and interview transcripts.

Next, the data was coded. This involved assigning labels or codes to the units of data based on the content. For example, responses that discussed a particular teaching approach were coded as "teaching approach" and those that mentioned outdoor learning activities were coded as "outdoor learning."

After coding the data, the researcher began to identify themes across the datasets. This involved looking for patterns or similarities between codes. A coding manual was used to guide the interpretation of the data and identify common themes. For example, the codes "teaching approach" and "outdoor learning" were grouped together under a broader theme of "innovative teaching methods." As the researcher identified themes, any differences or discrepancies in the data were noted. This allowed the researcher to incorporate different perspectives and sources of data in the findings.

Additionally, triangulation was then used to compare and combine data from different sources. This involved looking for similarities and differences in the data from focus groups, questionnaires, and interviews. Triangulation helped to strengthen the validity of the findings and provide a more comprehensive understanding of the research topic.

The thematic analysis method was finally applied to the data collected from focus groups, questionnaires, and interviews in this qualitative exploratory multiple case study. By organizing, coding, and identifying themes in the data, the researcher was able to gain insight into the perspectives and experiences of participants regarding inbuilt curriculum limitations, teaching approaches, and external hindrances to the effective impartation of values in learners through the curriculum. The incorporation of different sources of data and the use of triangulation helped to strengthen the validity and reliability of the findings.

The four Secondary schools which were sampled between Lusaka and Northern provinces were coded as school A and B for the two schools in Lusaka. For the two schools in Northern Province, they were coded as school C and D. Administrator A stood for Head Teacher or Deputy Head Teacher at school A while administrator B stood for Head Teacher or Deputy Head Teacher at school B. The same codes apply for school C and D. Heads of Departments were assigned the codes HOD1A to denote the social sciences Head of department at school A and HOD1B to denote the social sciences Head of department at school B. Similar codes apply for Heads of Department for Schools C and d The teachers were distinguished by the letters as Teacher A1 to imply to imply teacher of Civic Education at school A and Teacher A2 to imply the teacher of Religious Education at school A. The same codes applied for

schools B, C and D. For the learners in Focus Group Discussions, they were assigned codes LP1A to LP8A to signify Learner Participants number 1 to 8 from school A. The same codes applied for schools B, C and D.

### **3.16. ETHICAL CONSIDERATIONS**

Ethical considerations in research can be defined as a collection of principles and values that should be followed while doing human affairs. The ethical considerations ensure that no one acts in a way that is harmful to society or an individual (Bhasin, 2020). Wellington also (2000) advanced that an ‘ethic’ is a moral principle or a code of conduct that serves as a guide to what people do. Certain behaviour in research, such as causing harm to others, breaching confidentiality, improper use of information, and introducing bias, is all regarded as unethical. This study, therefore obtained ethical clearance from the ethics committee of the University of Zambia before going out for data collection. The researcher being aware of the fact that this study would also involve pupils proceeded to obtain permission at district level to not only interview teachers but pupils as well in the two schools per district as per research design. Responses in this study were treated with maximum confidentiality as the data was purely be used for academic purposes and the information collected was used with the utmost caution to ensure that the participants rights and safety were not compromised in any way. Since the researcher used interview guides as one of the instruments for data collection, care was taken when dealing with sensitive questions, and the participant’s identity and information given were not in any way exposed. When the researcher opted to record any interviews, participants were promptly notified and informed of their right to withdraw from the interviews if they felt uncomfortable to continue answering questions. They were further, reminded of the need to avoid mentioning their names during the interviews so as to maintain the principal of anonymity.

### **3.17. INFORMED CONSENT**

Informed consent can be described as the process of telling potential research participants about the key elements of a research study and what their participation would involve. The informed consent process is one of the central components of the ethical conduct of research when dealing with human subjects (Informed Consent Guidelines & Templates | Research Ethics & Compliance, n.d.). Permission was sought from relevant authorities such as CDC and the PEO for the researcher to have access to subject specialists and the Senior Education Standards Officer (SESO) in particular. Permission was also sought from PEO Lusaka and Northern Province to interact with both the teachers and pupils.

Participants who did not wish to respond to a question were free to remain silent and were not forced to answer, while participants were informed that the interview would take approximately 1 hour for individual interviews and no more than three days for all the lined-up interviews at each school. The participants were informed that these interviews would only be held at a place and time which was convenient to them and they would also be free to withdraw from the interview if they felt uncomfortable with the proceedings. For questionnaires, participants were given ample time, approximately one week, to complete filling them in and dropped them at the secretary's desk upon completion, where the researcher would collect them. Lastly, participants were informed that they were free to withdraw from the study whenever they felt so. All participants in this study were provided with consent forms which they signed with only their signatures after being informed of their right to withdraw at any stage of the research. In the case of learners, consent was obtained at district level where the DEBS office issued an introductory letter which covered consent matters over the learners' participation in the study through focus group discussions.

### **3.18. ANONYMITY AND CONFIDENTIALITY**

According to (Patton, 2002), it is the duty of every researcher to ensure that the privacy of research participants is guaranteed and upheld). In this study, participants were told not to write their names or that of their schools on the research instrument. This was done to ensure that participants were not easily identifiable in a research project and as a way of minimizing repercussions on the participants in light of the results from any study, particularly if the results led to some controversial and sensitive findings. Therefore, every response concerning the study was treated with a high level of confidentiality and only used for the study, but the researcher revealed his full identity to them.

### **3.21. CHAPTER SUMMARY**

This chapter contained the methodology that was employed in this study. Under methodology, the following items were covered: research paradigm, the research design, target population, sampling techniques and sample size, research instruments, data quality assurance, data collection procedure, data analysis, and ethical issues.

## CHAPTER FOUR

### PRESENTATION OF RESEARCH FINDINGS

#### 4.0 Overview

This chapter presents the findings of the study on barriers to the teaching and learning of anti-corruption education content in the Zambian secondary school curriculum. The presentations were guided by the following research questions;

1. What curriculum barriers relate to the teaching of anti-corruption education in secondary schools in Zambia?
2. What barriers do learners face in the learning of anti-corruption content and values?
3. How do teachers and learners perceive anti-corruption education in schools?

#### 4. 1. LACK OF SPECIFIC TRAINING IN VALUE IMPARTATION SKILLS FOR TEACHERS

At the teaching level, the first barrier that stood out was that while there is some anti-corruption education content in the learner's curriculum, there was no specific component in teacher training programmes designed to develop value impartation skills in the teachers themselves. Value impartation in learners requires a certain set skill set. When asked if they had been oriented to values' impartation teaching methods during training at college or university, the Teacher A2 for Religious Education replied with a categorical 'NO' while Teacher A1 for Civic Education replied with a 'NO' but added that corruption related information was only included in topics such as governance (Subject Teacher's Questionnaire, 2023).The responses from teacher questionnaires indicate that Anti-Corruption content was taught as part of the course material for teachers at training institutions and not as a competence that ought to be imparted in learners.

When asked if they felt the level of skills they were exposed to during training was enough to shape the values of learners, teachers A1 and A2 of carrier subjects of Social Studies, R.E and CED responded in the negative thereby highlighting the inadequacies of teacher training in this area right from teacher training institutions (Subject Teachers' Questionnaire, 2023). This point was further reinforced by the Education Officer at the Anti-Corruption Commission when she was asked about whether the ACC provides any logistical support to teachers who taught carrier subjects of Anti-Corruption Education (ACE). She responded in the following manner:

*We have to single handedly bear the full cost as in institution for any initiative to build capacity in teachers to be able to deliver values education more efficiently because the Ministry of Education says these are our programs. This becomes unfeasible even for us at times*

Thus, from the foregoing above, it is apparent that the skill of value impartation in learners which is crucial in delivering anti-corruption education was neither explicitly taught at teacher training institutions in the Country, nor built upon through in-service platforms such as CPDs or realistically given support by stakeholders judging by the time lapse of nearly six years from when last such an event was held.

#### **4. 2. LACK OF MONITORING AND EVALUATION SYSTEMS**

There is a lack of assessment mechanisms on the impact and results of anti-corruption education in Zambia. This was evident in the response of the Anti-Corruption Commission's (ACC) Education Officer's response when she was asked if they undertook any follow ups to ensure that the ACE component was being effectively taught, she responded thus:

*We do not expect teachers to leave out the anti-corruption education component of the curriculum because it is examinable material and leaving it out would be at the peril of the learners. We expect that teachers will ensure that it is taught because they want their learners to pass their final examinations.*

This presents a stark contrast with most successful anti-corruption authorities such as ICAC in Hong Kong which conducts comprehensive assessments of corruption attitudes and extents of tolerance for corruption among the learners and young people (Wong, 2018). Similarly, The KIPA in South Korea also undertakes surveys to assess corruption prevalence levels among the young people (Ko, Cho, & Lee, 2012). This is deemed necessary because it enables them to know whether they are succeeding or failing in their quest to rid their societies of the menace of corruption especially through educational institutions.

However, an assessment of the local scenario revealed that such a survey or assessment on attitudes to corruption among the learners and immediate graduates of educational institutions was lacking. Consequently, it could also be inferred that the mandated bodies and stakeholders in the fight against graft had no clue as to whether their efforts through the curriculum were bearing any fruit at all or not. This gap did not go unnoticed even to the learners and was pointed out by LP1A in the Focus Group Discussion by stating that:

*The ACC should undertake surveys because it is not everyone who can freely express their opinions about corruption so they should be consistent in undertaking these*

*surveys to be able to ascertain the prevailing scale of the vice not only in learners but the communities as well.*

With regard to the Zambian scenario, much remains to be done as the pattern seems to be one where ACC collaborates with the curriculum development centre mostly for purposes of inserting some ACE content into the curriculum. Once that is done, ACC stands on the sidelines and leaves everything in the hands of educational institutions. There was no follow up or assessment of how the content was delivered in schools. This was supported by the response of the ACC technocrat when asked further about their role in supporting ACE in the curriculum when she responded in the following manner:

*The last workshop for primary and secondary school teachers to build capacity for teaching was held in 2017 and there has been no follow up seminars or workshops for teachers ever since due to financial constraints because these programs are expensive.*

Scheduled programs for capacity development in the teachers responsible for its delivery or consistent material support in terms of supplementary materials and support programmes for schools were clearly absent.

Findings of this research show that the last capacity building program undertaken by ACC was in 2017. This shows a span of six years at the time this research was being carried out and there were no indications of any plans of such a program being on the cards for the ACC (Individual interview-ACC Education officer, 2023; Individual interview-Administrator A, 2023). Despite being the custodian of the Anti-Corruption Education component in the curriculum, the ACC has distanced itself from citing financial constraints and inadequacies in man power availability.

Out of the two schools visited in Lusaka province, only school administrator B at school B reported having received personnel from the Anti-Corruption Commission who gave a corruption awareness talk to both the teachers and the pupils separately. This position was further supported by the social sciences head of department who even produced hard copies of supplementary readers on corruption awareness left by the ACC personnel. At school A in Lusaka, there was a disparity between the administrative head's position and that of the social sciences head of department (HOD1A) on the frequency of visits if any by personnel from the ACC.

Teacher respondents in the questionnaires when asked if they were monitored and supervised in delivery of anti-corruption education content by anyone, responded with a categorical 'NO' but went on to state that they periodically monitored over teaching in general. In the same

breath when HOD1A for social sciences under whom the three known carrier subjects (one at junior level and two at senior level) of ACE fall was asked about the availability of monitoring tools designed to assess teacher efficiency and capacity in teaching the anti-corruption education component, he responded thus:

*The monitoring tools we have are to measure teacher efficiency in overall delivery of the entire syllabus but not for monitoring a single component such as Anti-Corruption Education. This kind of monitoring is even scheduled on administrative functions and takes place biweekly or once in two weeks.*

Administrator A in Lusaka denied having received any personnel from any anti-corruption authority apart from those from the drug enforcement commission whom she said were regular visitors at the school and often engaged the pupils about the dangers of substance abuse. The social science Head of Department at the same school said personnel from the anti-corruption commission did come through to the school but did not provide any evidence. His claims were further watered down when the pupils at the same school also denied having been part of any program where they came face to face with personnel from ACC. One of the pupils, LP3A retorted saying, *“I have been here at this school for the last five years and there is no record of ACC personnel addressing us directly about corruption or any other topic for that matter”*

The pupils were however also quick to point out those officers from the drug enforcement commission usually came once in a term to just engage and enlighten them about the dangers of substance abuse. In Northern Province at school C, a similar pattern also emerged as both the deputy head teacher (Administrator C) and the social sciences Head of Department (HOD1C) out rightly denied having had received any personnel to enlighten the learners or teachers about the evils of corruption. The pupils equally corroborated the same report independent of any influence of the two administrators.

The second school visited in Northern Province also showed a disparity between the deputy Headteachers response which stated that they had indeed been visited by personnel from both the ACC and DEC. There was however a contradiction between his response and that of the school’s social sciences head of department and the pupils. The learners and the head of department only confirmed the visits of the drug enforcement officers to the school and remembered their meetings with them.

When asked if there were any Non-Governmental Organisation with an interest in the fight against corruption who approached their schools to help disseminate the integrity message to learners, all administrators in the four different schools responded in the negative. In fact, the

education officer at the Anti-Corruption Commission when asked about the extent to which other stakeholders participate in getting the integrity message out, she responded saying:

*The United Nations office previously used to add something towards the printing of corruption awareness regalia on world anti-corruption day but that has since stopped while other stakeholder NGOs come to us for assistance with funding. We also would like to do more but budgetary constraints inhibit us.*

#### **4. 3. LIMITATION OF ACE CONTENT COVERAGE.**

The curriculum is said to have some age-appropriate content of integrity education inserted at every level (CDC, 2013). However, it is at junior secondary level that traceable inserts of ACE begin to clearly reflect in the curriculum when corruption is out rightly pointed out as an evil in society in subjects including Religious Education and Social Studies. The entry level to senior secondary school which is grade ten opens up with much needed momentum in the anti-corruption education agenda in subjects such as Civic Education and Religious Education.

However, the content is limited to grade ten levels and the initiative is lost in successive grades that come after and it becomes difficult to pick a topic in both grade 11 and 12 which thoroughly keep integrity education in focus. While ACE cannot be the only topic in the carrier subjects like CED and R.E, there is need to keep the anti-corruption theme at the fore by inserting at the very least even one connected and supporting topic about ACE at every level. During the focus group discussion with the pupils, Learner Participant number two from school C in Mbala (LP2C) suggested increasing ACE content in the curriculum and was seconded by LP3C who suggested that:

*The ACC should bring the anti-corruption message closer to us because some of the messages that have helped us form an opinion about the evils of corruption came from literature which was not even strictly academic but also from youth magazines like Chengelo... The ACC should also consider increasing other avenues of disseminating their message through media such as television and billboards in the community.*

Curriculum designers have the option of cascading at least one corruption-based topic over successive grades of 11 and 12 to avoid monotony and crowding out other topics. They may choose to re-introduce the anti-corruption theme from a different perspective such as the negative social consequences to an individual and their family if they get apprehended before the law. The ACE theme could be kept at the fore of learners minds in grade 12 by placing a

topic at this level which discusses simple cost benefit analyses of the corruption phenomenon to society especially from the negative side of the cost to society.

To attest to the highlighted gap in lack of consistency and continuity, teachers were asked to state whether they felt that the curriculum had enough ACE content to be able to alter learner attitudes to become corruption averse. The respondent subject teachers replied in the negative showing that the current level of ACE penetration was inadequate to bring about attitude change (Subject Teachers' Questionnaire, 2023). One of the school administrators went on to suggest that ACE should not only be limited to social sciences but that other subjects like Business Studies, Accounts and Commerce should also be included as carrier subjects. He elaborated saying:

*Under the current system of using carrier subjects, I see no reason why the curriculum designers overlooked the potential of Business Studies subjects including Commerce and Accounts to also have integrity education embedded in them as cross cutting issues.*

According to the administrator, they all offer a convenient platform to be used as carrier subjects for ACE owing to overlapping issues in these subjects which border on integrity.

#### **4. 4. PASSIVE ATTITUDES IN LEARNERS TOWARDS CARRIER SUBJECTS**

One of the findings of the research was that learners often tended to have a passive attitude towards social sciences because of their bulky nature. This negative approach ultimately affected how the component of anti-corruption education was also perceived since social sciences were the only carrier subjects. At junior secondary school, this problem was further compounded by the fact that social studies which happened to be a carrier subject at junior level was at the time of this study, a combination of three formerly standalone subjects of Civics, Geography and History. Many times teachers of the Social Studies subject were pressed for time to complete the subject syllabus before examinations and this also consequently piled overwhelming pressure on the learners. One teacher had this to say about social studies:

*The pupils do not necessarily study social studies to understand the concepts and values it may contain but often times, they are compelled to memorise the bulky information for the sole purpose of passing the subject in the final examinations at grade nine.*

This opinion was further validated by yet another teacher who said that pupils tend to generally look at social sciences as being bulky subjects which they can only pass by

memorising the information and not necessarily comprehending the values and concepts which are taught in the carrier subjects (Subject teachers' questionnaire, 2023). Unfortunately, the component of integrity education becomes obscured by these attitudes as they barely take time to distinguish whether the topic at hand is intended to add to their values or simply for knowledge purposes only.

Given the above, it is no wonder that the very ideals of integrity education that are infused at that level are barely noticed by the learners nor emphasised by the teachers either. This problem somehow tends to persist towards social sciences in general at senior secondary school as they are seen as being bulky and this creates passive attitudes towards carrier subjects for anti-corruption education ultimately.

#### **4. 5. INSUFFICIENT TEACHING AND LEARNING MATERIALS ON ACE**

Lack of teaching and learning resources like technology, textbooks and supplementary materials eventually make the learning of anti-corruption education become monotonous and non-interactive from both the learning and teaching perspective. Pupils for instance are not able to easily follow and concentrate on the lessons in the absence of sufficient individual textbooks in ACE embedded subjects. Insufficient teaching and learning resources also make important aspects of interactive learning such as site and field visits nearly impossible. Respondent teachers cite inadequacies and limitations for outdoor learning activities topic related sites and field visits (Subject Teacher's questionnaire, 2023).

When the social sciences Head of Department at one of the research site Secondary Schools in Lusaka was asked about the main obstacle to the teaching and learning of anti-corruption education, he responded thus:

*The general problem that we have has to do with book to pupil ratio, the materials are not enough... the teacher to pupil ratio and the personnel from the education the education department at the ACC seem to be under staffed because they do not frequently visit schools.*

Inadequacy of teaching and learning materials was a common problem in almost all the schools from which research was conducted. This is especially so when it comes to supplementary teaching and learning materials which are supposed to come from stakeholders to complement what is already in the textbooks. These materials were only found at one site which also happens to be a mission school. This research also revealed that this same school which had some supplementary readers on corruption awareness designed

to be used alongside the formal curriculum received some preferential treatment from ACC personnel because they were themselves former pupils of the same school.

This may explain why in far flung schools where employees of stakeholder institutions who have access to the few supplementary materials feel no patronage obligations, there is simply no trace of such logistical and material support. This is because such materials are produced in very limited quantities.

#### **4. 6. LACK OF DEDICATED FORUMS FOR TEACHERS OF ACE CARRIER SUBJECTS.**

Another finding of this research study was that teachers of carrier subjects for anti-corruption education in Zambia have no common platform or association exclusively dedicated to the improvement of values' education and impartation of skills. This means that there is no exchange of best practice ideas or peer to peer review of approaches beyond individual schools. Other umbrella associations like SOSTAZ tend to have agendas which are too diverse to zero in on effective teaching of values meaningfully.

The official in charge of social sciences education for primary and secondary schools in the entire Lusaka Province indicated that she would welcome the establishment of a platform which would champion the teaching of values to learners not only at the teachers' but also the learners' level. She elaborated saying:

*Setting up a platform where teachers can interact and share best practices on teaching integrity education can be a good idea because that way the topic of values education could get more attention than the prevailing situation in already existing social science associations where integrity education may occur just as a by the way topic once in a while.*

While Anti-Corruption Education is not a subject on its own as yet in Zambia, creating a forum for all teachers who handle carrier subjects would serve the cause of anti-corruption education well especially on the local level. Internationally there are various such forums dedicated to the advancement of anti-corruption education including but not limited to Education for Justice (E4J). THE (E4J) initiative is part of the United Nations Office on Drugs and Crime (UNODC). The purpose of E4J is to enhance the capacity of educators to teach values such as integrity, social responsibility and respect for the rule of law (E4J, 2016).

The Values based Education (VbE) is another international fora to which local teachers could freely subscribe. It is a global movement that promotes values education in schools. Teachers

who are involved in VbE are taught how to teach values such as anti-corruption, respect and responsibility within their curriculums (VbE, 2020). Locally, these types of forums have the potential to enable the sharing of best practices by teachers with relative ease. The same platforms could easily be utilised by anti-corruption authorities to either build capacity in teachers at minimum cost because some of these events can easily be convened online as the advent of COVID-19 demonstrated that many activities which were once deemed only possible through physical participation are now virtually convened and perfectly accepted by everyone.

However, this study revealed that not only was there a complete absence of such forums and networks for teachers of carrier subjects, but there was in fact no effort being made by schools to on-board their teachers to such networks for sharing of best practices. In many cases both individual teachers and institutions alike were completely oblivious to the existence of the very forums and networks created to enhance their effectiveness as educators in moral values. An administrator at a participating school was asked if there was any ongoing correspondence between her school and any institution whether locally or externally for purposes of maintaining a network for capacity building in values education. She responded in the negative stating that:

*There is currently no ongoing correspondence between our school and any local or external organisation for the advancement of value impartation skills in teachers at the moment or in recent History.*

At the provincial level, it was also confirmed that although there are a number of subject associations whose areas of interest encompass values education, there was none which is primarily established to champion values education and impartation in learners. The provincial official stated that:

*We have a number of associations which are social science based but not a single one can be pointed out as having been exclusively set up to advance the goal of enhancing skills of value impartation by teachers into learners. Those that can be said to encompass the goals of value impartation also happen to be the ones which are used to advocate various other issues thereby reducing their possible impact on the subject of integrity education.*

#### **4. 7. DORMANCY OF THE ANTI-CORRUPTION CLUBS IN SCHOOLS**

While anti-corruption clubs for learners do not deliver ACE through the curriculum directly, they certainly play a key role in keeping it on the minds of pupils through the activities of the

clubs but they go a long way in generating and sustaining interest about the problem. Since the goal behind the formation of such clubs is often to sufficiently enlighten the active members of the club who in turn are expected to disseminate the same information to the rest of the student populace.

When asked about the existence and activities of an anti-corruption club at their school, administrator A pointed out saying:

*The only club which is supported and encouraged by any government agency at the moment in the school is the anti-substance abuse club and officers from the Drug Enforcement Commission frequently come to have awareness talks with the pupils*

The pupils who took part in the study also had similar views but expressed ignorance about any visits from the Anti-Corruption Commission to either have any awareness talks or distribute any literature such as supplementary materials on integrity education

Administrator A said her office was not in receipt of any scheduled programs and activities from the Anti-Corruption Club within the school either as was the case with the Anti-Substance Abuse Club. In respect of ACCs being active on the ground to push their agenda, she was doubtful and suggested that the commission should make its presence more felt on the ground in practical terms because it was not even reflecting on her list of active clubs in the school. Among the measures she suggested was that the commission should circulate more anti-corruption literature among the learners. The administrator stated that:

*The ACC has not placed much emphasis on consistently reaching out to the teaching fraternity in their efforts... we have not been getting involved in their programs the way other institutions responsible for promoting other agendas like human rights or prevention of drug abuse involve us and come to disseminate their programs robustly to the learners but from the ACC, it has been very silent.*

In Northern province as well, there was a similar pattern when administrators at school D were asked whether their school was visited by any officers from ACC. HOD D responded thus *“I have been heading the social sciences department at this school from 2015 to date and never have I seen any ACC official come to this school for any program except personnel from DEC”*

However, at school C which also happened to be a boarding school in Mbala, administrator C stated that their school had been visited by ACC personnel and even interacted with the learners through a corruption awareness talk with them. Nonetheless, the administrator was not able to produce any evidence such as anti-corruption literature or supplementary books

that had been brought to the school as was the case at School B in Lusaka where the social sciences HOD there even produced hardcopy supplementary materials to support his claim.

#### **4. 8. SHORTAGE OF REAL-LIFE MODELS AND DOUBLE STANDARDS BY SOME TEACHERS.**

Senior Educators at the provincial education offices pointed out one of the biggest challenges to the teaching of anti-corruption education in schools was that those who engaged in corruption were seemingly getting away with it and this seemed to make those who wanted to do things the right way appear as if they were stupid. One official elaborated saying:

*The notion that is there is if I want something that I do not have but I have access to public resources then it is okay to use even public resources. People want to fit in at all costs.*

One Provincial Education Official also lamented where in a few cases there were cases where parents had paid some money to invigilators in the hope of their children being given some answers in the exam or for an invigilator to turn a blind eye to some malpractice. He said that often when such an illegality had taken place and it later came to the attention of the authorities a number of teachers have suffered severe consequences for amounts which turned out to be ridiculously small. He explained saying:

*there are also some unfortunate isolated incidences where some parents are the ones who go to invigilators if they have access to them and offer some monetary reward in exchange for their turning a blind eye to an irregularity or showing them answers and whenever these matters have come out in the open, it has usually been over ridiculously small amounts and this has resulted in people jeopardising their future over petty rewards.*

As evidenced in one of the Focus Group Discussions, the pupils seemingly also struggled to identify enough real-life models to inspire them to distance themselves from corruption both in society at large and in the learning environment as they stated that there were some among them who believed that even in the school environment some of the pupils who were picked as school prefects but the selection did not appear to be on merit. Learner Participant number four (LP4C) stated that, *“Even the way some teachers showed preference for specific pupils was a form of favouritism and therefore corruption”*

Participant (LP4C) stated that his entire opinion about viewing corruption as an evil was formed by how the late president Michael Sata despised the corrupt and that is what has been

the foundation upon which his anti-corruption values are based (Focus Group Discussion, 2023). One of the participants in the same group LP7C went to say that:

*Corruption must be taken serious to the extent that those practicing it even at community level should be aware that this can bring about arrest from law enforcement personnel including the police.*

#### **4.9. LACK OF EMPHASIS ON INTEGRITY BY KEY FIGURES IN SOCIETY**

One of the pupils, LP5D in one of the focus group discussions at School D explained that it was not easy to prioritise the integrity education component of the curriculum because it is given without any emphasis on pupils acquiring any values from it. He further stated that, ” *The information given to us on anti-corruption education may be enough but we feel it is for the sole purpose of remembering it for the examinations*”.

The pupils also seemed to struggle in making a connection between the fight against corruption and the immediate benefits that can accrue to society in general in terms of social service delivery in areas such as education and health. This position was also echoed by an official at the provincial education office who also made the same observation saying:

*The problem is that the people entrusted with disseminating this information are seating in their offices at the expense of disseminating the integrity message where it matters most especially in schools. Here at the provincial level, we have not been approached by any stakeholders in the fight against corruption for any input into curriculum content on anti-corruption education.*

Further, it was confirmed in the research that as far as non-governmental organisations such as Transparency International Zambia whose main preoccupation is fighting graft are concerned, there was no trace of them making contact either with the learning institutions or the provincial education office in Lusaka itself. It was verified that they have not approached the educational administrators with any anti-corruption initiative targeted at the learners in the province of Lusaka. Yet these are the stakeholders who would be naturally expected to team up with learning institutions for the common purpose of mitigating the pandemic of corruption.

#### **4.10. DELAYED INDUCTION OF LEARNERS TO INTEGRITY EDUCATION IN THE CURRICULUM.**

Among the most prominent responses noted in this research was the realisation by educationists at almost every level from the classroom teachers to the head teachers and provincial leaders in the education system was that the subject of integrity education is

supposed to be introduced to learners at the earliest possible time and sustained throughout in age appropriate but clear enough measures. At the provincial level it was the view of the senior administrators that integrity education should be commenced at early childhood. He stated that it's the inner person which should be appealed to and this can be conveniently and effectively done through education if it is commenced early enough. The provincial education official went on to say;

*I would say that we start talking about corruption when it is late and this is a hindrance to change. We have so many deterrents and the punishment is quite stiff but we do not see people refraining from engaging in corruption. I feel we can only start dismantling corruption if we start early. If we want to fight corruption when it is in its full blossom then it will be difficult because there are also people who are pushing back and they seem to be more powerful... Starting early is the key because when you catch me at three years and mould me into an adult who despises corruption; this will stay with me forever.*

Further, he added that the competencies can be measured using small things starting from early childhood education. According to him every time honesty and integrity are mentioned to the young learners, it is also an opportunity to begin teaching them about the evils of corruption. He stated that there are a number of activities which can be incorporated which can build trust and honesty in the children and this is all dependent on the strengths of the competencies lined up in the syllabus.

The views expressed at the provincial level were echoed at school level at one of the research sites in Lusaka who said:

*But one can wonder why these strategies are not implemented early enough because children are most impressionable at the earliest years of school. They ought to have been inserting some tangible but yet age-appropriate content in the learners' curriculum from the earliest possible stages.*

The same views were reiterated at all the two schools in Northern Province which were used as research sites with one administrator at one of the schools saying;

*How I wish they could be commencing this strategy early in the life of learners before their character is fully formed, it can be going a long way and it would yield a better result than waiting to deal with the challenge of trying to reshape an already shaped character that see no wrong in stealing public resources when they have grown up.*

Similar observations were made by different educators at different levels to have a deliberate policy which can initiate the modelling of values of integrity in learners from the earliest possible stages in the curriculum.

#### **4.11. CHAPTER SUMMARY**

This chapter has dealt with the findings and emerging themes arising from the data collected during the research field work. The findings were mainly based on data that was obtained using the interview method, focus group discussions and questionnaires. The findings reveal that learners are not sufficiently exposed to integrity education content to an extent that it can positively and permanently alter their conduct against corruption. This is largely attributable to systemic inadequacies in the curriculum due to a limited amount of anti-corruption education content embedded in the carrier subjects and lack of concrete and deliberate value impartation skills in teachers.

## CHAPTER FIVE

### DISCUSSION OF FINDINGS

#### 5.0. OVERVIEW

This chapter discusses findings in relation to the objectives. The main purpose of the study was to investigate curriculum related barriers to the teaching and learning of anti-corruption education in selected secondary schools in Zambia. The discussion was done under headings drawn from the gaps highlighted from literature reviewed on the topic, the objectives and the theoretical framework.

#### 5.1. LACK OF A SPECIFIC SKILLS SET FOR VALUES' IMPARTATION IN TEACHERS AT TERTIARY OR IN-SERVICE TRAINING.

With regard to the first finding, several teachers interviewed through questionnaires refuted the assertion that they had undergone any specific training or having been oriented to any specific set of skills for cultivating values either at tertiary institutions or indeed through any capacity building programme for such competencies from any in-service platform.

For those who responded in the affirmative, it became clear from their ambiguous responses that what they had been exposed to was anti-corruption education content but not as a set of skills which they could use to impart integrity in learners. This finding is supported by a research conducted by Bonga, (2021) and the National Anti-Corruption Policy (2015) which asserts that teachers have limitations in delivering anti-corruption education in the curriculum because of inadequate training.

Various educational theories including behaviourism (Skinner, 1954) and constructivism (Piaget, 1972)) posit that a teacher who lacks proper training in any area may struggle to provide clear and effective instruction resulting in confusion and lack of reinforcement for students' learning. Failure to poses a deliberate skills set in values' education by teachers entails that they may not fully understand how to facilitate meaningful learning experiences, provide scaffolding and promote student engagement in constructing knowledge (Piaget, 1972). An article in the Journal of Moral Education suggests that any attempt to teach values should include "teaching values explicitly, creating opportunities for learners to reflect on these values, and providing reinforcement and role models" (Yu et al., 2013).

It comes as no surprise therefore that Zambia's score on Transparency's corruption perception index has not shown any improvement since the introduction of the 2013 curriculum (Transparency, 2022). This is because anti-corruption education is taken just like

any other theoretical topic which should just be memorised for purposes of passing the final secondary school exit examinations. This is confirmed by the findings from pupils in the focus group discussion at one of the research site schools in Lusaka where this research was conducted.

It is evident that teachers in schools handle the anti-corruption content just as any other component of their subjects thereby contributing to its being taken as a mere academic exercise and not for altering attitudes in any particular direction. Lack of adequate training for teachers in values impartation through the curriculum comes out as one of the first barriers to the teaching and learning of integrity education as evidenced by this research.

Inadequate teacher training in the delivery of anti-corruption education content has resulted in inconsistent or conflicting values transmission: Without proper training in teaching values, teachers tend to face challenges in conveying consistent messages about values to students. This inconsistency or conflict in values transmission can confuse students and hinder the development of strong moral and ethical foundations (Nucci & Weber, 1995).

Also, it has led to inadequate guidance in moral decision-making from the teachers: Teachers who are not trained in teaching values may struggle to guide students in moral decision-making processes. This can impede students' ability to understand and navigate ethical dilemmas, compromising their development of moral reasoning skills (Narvaez & Lapsley, 2008).

Additionally, it also brings about an unfortunate reality of missed opportunities for character development: Lack of training in teaching values may result in missed opportunities to promote character development in students and these opportunities cannot easily be recreated once the learners leave formal education. Teachers who are not equipped with the necessary skills may not be able to facilitate meaningful discussions, engagements, and activities that build character strengths such as empathy, integrity, and perseverance (Berkowitz & Bier, 2005).

When teachers are ill-trained to impart values through the curriculum, they are likely to suffer from an inability to address moral dilemmas in the classroom: Teachers without sufficient training in teaching values may feel ill-prepared to effectively address moral dilemmas that arise within the classroom. This can hinder the development of students' moral judgment and their ability to make ethical and responsible decisions (Woolfolk, 2014).

By not providing teachers with training in teaching values, students may miss out on important opportunities to develop their moral compass and build strong character. It is crucial to provide teachers with the necessary tools, strategies, and support to effectively

impart and model values in the classroom. This can contribute to the holistic development of students, fostering their ethical understanding and responsible decision-making skills.

## **5.2. ABSENCE OF EVALUATION AND SUPPORT SYSTEMS.**

Model anti-corruption agencies KICAC and ICAC in Korea and Hong Kong respectively have taken effective measures to assess the penetration of anti-corruption messages in students. These measures include the use of evaluation tools to assess the effectiveness of anti-corruption education programs and regular surveys to measure public perceptions about corruption. By measuring the effectiveness of their programs, these institutions can refine their strategies and improve the delivery of anti-corruption education to learners (ICAC, 2021; KICAC, 2018)

While the anti-corruption component of the school curriculum is known to be the brainchild of anti-corruption authorities and stakeholder Non-Governmental Organisations in Zambia, the same cannot be said about these institutions commitment on the ground in helping schools deliver the content effectively by playing any meaningful role.

This shows that while different stakeholders champion the fight against corruption verbally, they often do not walk the talk as the delivery of the integrity education is left to the schools by themselves and whatever they are able to do out of their own resourcefulness and limited resources. The fact that schools are left to implement anti-corruption education without any tangible or sustained support from stakeholders is a serious drawback to the initiative of enthusing young people to detest corruption and do it passionately.

From the findings of this research, one can deduce that teachers and administrators feel that once in a while, technocrats from stakeholder institutions in the fight against corruption should from time to time engage pupils directly and give some awareness talks to the learners themselves. This is important because it can add a different touch and feel of reality to the learning process. When stake holders do not participate in the effort of entrenching values through education, various challenges and limitations are bound to arise.

Successful Anti-Corruption Authority models such as ICAC and KICA in Hong Kong and Korea respectively have not left the delivery of ACE to educational institutions alone but consistently track and even regularly participate in the delivery of content to the learners. The Independent Commission against Corruption (ICAC) in Hong Kong and the Korea Independent Commission against Corruption (KICA) in South Korea are both committed to promoting anti-corruption education among young learners.

Both agencies have put in place various measures and strategies to deliver this message to schools. To achieve these goals, ICAC has developed a range of educational materials, such as videos, posters, and comic books that are specifically designed for young learners (ICAC, 2021). These materials are regularly distributed to schools, and ICAC staff also conducts talks and workshops to engage with students and raise awareness about the importance of integrity and honesty.

Similarly, the Korea Independent Commission against Corruption (KICA) has implemented various initiatives to promote anti-corruption education in schools. For example, KICA has introduced a program called "Integrity School," which is aimed at teaching students about the value of honesty and integrity (KICA, n.d.). The program includes a range of activities, such as debates, essay writing competitions, and integrity pledges, which are designed to engage students and encourage them to think critically about the issue of corruption. Both ICAC and KICA demonstrate a strong commitment to promoting anti-corruption education among young learners. Through the development of educational materials, talks, and workshops, as well as the implementation of innovative programs, these agencies are helping to instil important values and attitudes in the next generation of leaders.

Notably, the non-participation of stakeholders can result in a lack of diverse perspectives in anti-corruption education. The involvement of various stakeholders, including community leaders, civil society organizations, and affected individuals, can bring different viewpoints and experiences to the table, enriching classroom discussions and providing a more holistic understanding of corruption (United Nations Office on Drugs and Crime, 2016). This diversity of perspectives is crucial to equip students with the ability to critically analyze corruption and develop effective strategies to combat it.

Also, the absence of stakeholders, such as government agencies, NGOs, or independent experts, with expertise in anti-corruption has limited the depth and quality of the content being taught (Transparency International, 2013 ). Their absence can be said to have led to limited support for the implementation of anti-corruption education initiatives in schools. Stakeholders can serve as valuable resources, providing guidance, training, and resources to educators to facilitate the integration of anti-corruption content into the curriculum (United Nations Development Programme & United Nations Office on Drugs and Crime, 2008). Without their active involvement, teachers may struggle to effectively deliver anti-corruption lessons, resulting in limited impact and potential disengagement from students.

The non-participation of stakeholders in the teaching of anti-corruption education has contributed to creating challenges related to limited expertise, lack of diverse perspectives,

and inadequate support for implementation. It has often led to teachers dispensing near obsolete information to learners due to prolonged periods of time in between curriculum reviews and updates of best teaching practices in the teaching of values. To enhance the efficacy of anti-corruption education in schools, it is crucial to involve relevant stakeholders not only in the development and but also the update and delivery of content, ensuring a comprehensive, inclusive, and sustainable approach.

### **5.3. LIMITED CONTENT COVERAGE OF ANTI-CORRUPTION EDUCATION IN CURRICULUM**

The reigning in of corruption can offer so much promise to the entire populace, it would be worthwhile to leave no stone unturned by exploring every available avenue to achieve this. The institution of education, particularly the curriculum is one platform that has not yet been effectively utilised to its fullest potential. Anti-corruption education requires a more solid footing in the curriculum because it plays a crucial role in promoting ethical behaviour, transparency, and accountability in society.

According to the World Bank's report titled "Unlocking Zambia's Opportunities: Towards Sustainable Growth and Jobs," it is estimated that Zambia loses approximately 3-5% of its GDP annually due to corruption (2020). This estimate shows the significant impact corruption has on the Zambian economy. In monetary terms, this simply means the country's economy loses no less than a billion dollars to corruption every year. If this corruption were to be effectively brought under control, many of the loans that the country is forced to borrow would not be necessary at all.

When all these factors are taken into account, the arguments of the guardians of the curriculum about not having space to accommodate integrity education as a standalone subject are dwarfed given that the same curriculum has managed to accommodate subjects like the Portuguese language as an independent subject while offering negligible chances of improving the welfare of the Zambian public as when contrasted with bringing the plague of corruption under control.

Short of doing something as radical as incorporating integrity education as an exclusive subject in the curriculum, there would still be need to take some drastic steps that can change the status quo about anti-corruption education in the curriculum. Finding (iii) shows that the coverage of anti-corruption education content is indeed quite limited as carrier subjects i.e. social studies at junior secondary school, civic education and religious education 2044/2046 have all managed to only feature the content as a standalone topic. In civic education, there

are some topics where the course has attempted to make mention of corruption in other processes but this does not amount to continuity at all because the connections and implications are not that vivid.

If the Zambian approach of integrating anti-corruption education should remain through carrier subjects and not using a standalone subject on integrity education, then there are still many other convenient parts of the curriculum that can be used to increase space for the content. For example, language subjects including local languages and the English language subject can all be ideal carriers of anti-corruption education content. Business studies at the junior secondary level as well as commerce and accounts at the senior secondary level have all already been suggested by existing research to have the potential to conveniently carry the integrity message.

Including anti-corruption education in subjects like English and Business Studies can fairly instil values of integrity and anti-corruption practices in students better and more effectively than the current design of the 2013 curriculum. Here are some reasons why these subjects are suitable for embedding anti-corruption education. English: The English language subject provides a platform for students to develop critical thinking, communication, and analysis skills. By incorporating anti-corruption education in English literature and language classes, students can explore literary works that depict the consequences of corruption and the importance of integrity. This can enhance their understanding of ethical values and equip them with the necessary skills to combat corruption (Johnson, 2017).

Business Studies: Subjects like Business Studies itself at junior level, Commerce, and Accounts at senior level are directly related to understanding financial transactions, business operations, and managing resources. Integrating anti-corruption education in these subjects can help students understand the impact of corruption on financial systems and the importance of maintaining transparency and honesty in business practices. It can also equip students with the knowledge and skills to identify and prevent corrupt practices in organizations (Anechiarico & Jacobs, 2016).

#### **5.4. PASSIVE ATTITUDES OF LEARNERS TOWARDS SOCIAL SCIENCE**

##### **CARRIER SUBJECTS**

According to the findings of this research, one of the common challenges of teaching social sciences is that learners often tend to have a passive attitude towards social sciences. This creates a unique problem for the delivery of integrity education in a system such as the one used in Zambia where all anti-corruption education content in the syllabus has been

embedded exclusively in social science subjects as carrier subjects. This is so because any apathy towards carrier subjects also becomes apathy towards the entire subject inclusive of the integrity education content as well.

Passive attitudes in learners towards social sciences, which are carrier subjects for anti-corruption education, can have several negative impacts on the delivery of anti-corruption education through the curriculum. These impacts include limited engagement with the subject matter, a lack of critical thinking skills, and a decreased ability to apply anti-corruption concepts in real-life situations.

Limited engagement with the subject matter for example can come about as result of passive attitudes. This may cause learners to exhibit disinterest or apathy towards anti-corruption education. This lack of engagement can lead to superficial understanding of the subject matter and hinder the development of a strong knowledge base on corruption issues (Blanchard, 2020). Without active participation, learners may fail to fully comprehend the detrimental effects of corruption, its underlying causes, and the significance of preventing it.

Passive attitudes also have the capacity to impede the development of critical thinking skills needed to analyze and evaluate complex social issues such as corruption. Critical thinking involves questioning, examining evidence, and challenging assumptions. Without actively engaging with social sciences, learners may struggle to develop these skills (Willingham, 2007). As a result, their ability to critically analyze corrupt practices, identify underlying systemic issues, and propose effective anti-corruption measures may remain limited.

Anti-corruption education aims to empower learners with the necessary knowledge and skills to address corruption within their communities. Passive attitudes towards social sciences can hinder the application of anti-corruption concepts in real-life situations. Learners may struggle to perceive the relevance of anti-corruption education to their daily lives, which can impede their ability to apply the acquired knowledge and skills in combating corruption (Goodfellow, 2013). Without active engagement, the potential impact of anti-corruption education on reducing corruption practices may be undermined.

Overall, passive attitudes in learners towards social sciences, as carrier subjects for anti-corruption education, can negatively affect the delivery of anti-corruption education through the curriculum. These attitudes can limit engagement with the subject matter, hinder the development of critical thinking skills, and impede the application of anti-corruption concepts in real-life situations.

## **5.5. INSUFFICIENT TEACHING AND LEARNING RESOURCES ON ANTI-CORRUPTION EDUCATION.**

A total of four schools were visited as research sites, two from the capital city Lusaka and two from Mbala Northern province. Only one school in Lusaka reported having been visited by personnel from an anti-corruption body and presented a sample hard copy of an anti-corruption supplementary reader out of one hundred copies which had been given by them to the school. Interestingly, the head teacher of the same school confided in the researcher and revealed that the same individual who spearheaded the team which came to this school had himself previously been a pupil at the same school. This creates the impression that such an individual may have gone an extra mile in the particular case of this school because of his ties to it as a former pupil and not necessarily an indication of institutional priority. This may also explain why the same supplementary readers on anti-corruption were not available in other schools further denoting that there were only a limited number of such books in a limited number of schools.

The other school included as a research site revealed a disparity in the information that the deputy head teacher had at her office and the information presented by the social sciences head of department under whom all the carrier subjects fall. While the deputy head teacher refuted any claims of ACC or any other anti-corruption stake holders having had visited the school at any time in the recent past, the head of department said that ACC personnel had visited the school recently but could not give any specific dates or give any evidence of their visit to the school. All the pupils in the focus group discussion also denied ever being addressed by any personnel from any anti-corruption agency but they all were able to vividly remember visits from the drug Enforcement Commission personnel who gave them awareness talks.

Research sites in Mbala Northern Province yielded almost similar results with both the deputy head teacher and the head of department for social sciences saying the only law enforcement agency which had been sending personnel to interact with learners for awareness programs was the drug enforcement commission. The pupils also confirmed the same information in the focus group discussion. At the second research site there was yet a disparity between the report of the deputy head teacher who stated that ACC personnel had visited the school but could not provide any proof of their visit while the social sciences head of department refuted these claims and her position was substantiated by the learners in the focus group discussion.

Whatever the reasons behind the disparities in the records of visitations from anti-corruption stakeholders, what comes out clearly are that their input on the ground is negligible. Negligible to the extent that in some schools, pupils who have been at the same school from grade eight to grade twelve have never been addressed by any stakeholders directly let alone receive any supplementary materials to enrich the learning of integrity education and help learners espouse the values it champions.

The shortage of teaching and learning materials can act as an obstacle to the teaching of anti-corruption education and also undermines principles of the social learning theory from being effective in a number of ways. Firstly, teaching materials, such as textbooks, instructional guides, and multimedia resources, provide educators with the necessary content and tools to effectively deliver anti-corruption education. Without these materials, teachers may struggle to convey the subject matter accurately and comprehensively.

According to the United Nations Office on Drugs and Crime (UNODC, 2013), limited access to teaching and learning materials hampers the implementation of anti-corruption education initiatives. The lack of materials may result in a superficial understanding of the topic among students, hindering their ability to comprehend the complexities of corruption and its detrimental effects on society.

Moreover, the social learning theory, proposed by Albert Bandura, emphasizes the importance of observing and imitating others' behaviour in the learning process. In the context of anti-corruption education, this theory suggests that students learn about corruption by observing and internalizing the behaviour of others, including teachers, peers, and society as a whole. However, without appropriate teaching materials, educators may struggle to provide real-life examples, case studies, and interactive activities that facilitate the application of the social learning theory.

In a study conducted by Onguko, Onyango, and Nyerere (2016), it was found that the lack of teaching and learning materials negatively impacted the effectiveness of anti-corruption education programs in Kenyan schools. The study highlighted the importance of providing educators with comprehensive and up-to-date materials to facilitate the teaching of anti-corruption concepts and foster students' understanding and awareness of corruption-related issues.

The shortage of teaching and learning materials therefore is one of the significant obstacles to the teaching of anti-corruption education. Access to comprehensive resources is crucial for educators to effectively convey the subject matter and for students to develop a deep understanding of corruption and its consequences.

## **5.6 LACK OF PEER NETWORKS AND PLATFORMS FOR ACE TEACHERS**

The lack of Continuous Professional Development activities related to values' impartation and peer associations can hamper the development of teaching anti-corruption in Zambia in several ways. Firstly, without regular professional development activities, teachers may struggle to stay updated with the latest knowledge and best practices in anti-corruption education. This can result in outdated teaching methods and content, which may not effectively engage students or address current challenges in combating corruption (UNESCO, 2013).

The lack of continuous professional development activities and peer associations has significantly hampered the development of the teaching of anti-corruption in Zambia. This absence has resulted in several challenges that hinder the implementation and effectiveness of anti-corruption education.

Firstly, without continuous professional development activities, teachers may lack updated knowledge and skills to effectively teach about anti-corruption. In a rapidly evolving field like anti-corruption, new concepts, strategies, and tools are constantly being developed. However, if teachers do not have access to ongoing training and development opportunities, they may not be aware of these updates and may be using outdated methods and materials. According to research by Ngulube et al., (2019), the lack of continuous professional development creates a barrier to the effective implementation of anti-corruption education in Zambia.

Moreover, without peer associations, teachers may not have a platform to share experiences, best practices, and resources related to the teaching of anti-corruption. Peer associations provide a supportive environment where teachers can exchange ideas, collaborate on curriculum development, and learn from each other's experiences. However, in Zambia, the absence of such associations limits the opportunities for teachers to interact and learn from their peers. As highlighted by Simuyandi et al., (2020), the lack of peer associations in Zambia negatively impacts the quality and effectiveness of anti-corruption education.

In addition, the lack of continuous professional development activities and peer associations can lead to isolation among teachers, resulting in a limited network of support. Teaching about anti-corruption can be challenging, as it requires knowledge in various areas such as ethics, governance, and law. Without access to professional development activities and peer associations, teachers may face difficulties in finding helpful resources and guidance. This can lead to feelings of isolation and frustration, ultimately hindering the development of effective anti-corruption education in Zambia. A study by Ndhlovu (2020) emphasizes the

importance of continuous professional development activities and peer associations in addressing the challenges faced by teachers in teaching about corruption.

Overall, the lack of Continuous Professional Development activities and peer associations acts as an obstacle to the development of the teaching of anti-corruption in Zambia. Without ongoing training and opportunities for collaboration, teachers may lack updated knowledge and skills, struggle to access resources, and feel isolated in their efforts to deliver effective anti-corruption education. To overcome these barriers, it is crucial for relevant stakeholders to prioritize the establishment of continuous professional development programs and peer associations in Zambia.

### **5.7. DORMANT ANTI-CORRUPTION AND INTEGRITY CLUBS IN SCHOOLS.**

Firstly, the lack of active anti-corruption clubs hampers the development of an environment conducive to promoting ethical behaviour and integrity among students. Research has shown that these clubs play a crucial role in fostering a culture of transparency and accountability (Mulenga-Kampamba, 2014). Without their active participation, the teaching of anti-corruption education becomes less effective in instilling the values of integrity and anti-corruption among students.

The absence of anti-corruption and integrity clubs in schools leads to a gap in extracurricular activities specifically focused on addressing corruption. Anti-corruption clubs provide a platform for students to engage in discussions, events, and awareness campaigns related to corruption (Olken & Barron, 2009). Their dormancy means that students miss out on important opportunities to actively engage in anti-corruption activities, thereby reducing the overall impact of anti-corruption education.

One of the primary reasons for the loss of morale in the learning of anti-corruption education is the lack of activity in anti-corruption clubs which is supposed to augment curriculum content on integrity. Anti-corruption clubs heavily rely on the guidance and support of not only teachers but all anti-corruption stakeholders to function effectively. Teachers however, due to various factor such as heavy workloads and limited resources, teachers often prioritize other responsibilities over club activities (Smith, 2017).

As shown by the findings of this research, anti-corruption stakeholders and nongovernmental organisations also often cite man power inadequacies and other logistical limitations to explain their negligible input into such initiatives. Consequently, the clubs become dormant, leading to a loss of momentum for the initiative. This ultimately contributes to reduced

interest from pupils in anti-corruption education content and a dismal performance in the initiatives' goal of putting honesty and integrity values acquisition centre stage.

Other factors which have blunted the potential impact of anti-corruption and integrity clubs in schools include lack of administrative support and limited integration of the anti-corruption content in the curriculum. The lack of administrative support for anti-corruption clubs and integrity clubs further exacerbates the loss of momentum in teaching anti-corruption education. School administrators often fail to prioritize these clubs and do not provide the necessary resources or encouragement for their smooth functioning. This lack of support sends a message that anti-corruption education is not a priority, leading to a decline in student participation and interest (Mumba, 2018).

The limited integration of anti-corruption education into the curriculum is another significant factor which has contributed to a *laissez-faire* attitude to the clubs by both learners and teachers. This can be seen in the response of the head teacher at one of the secondary school research sites in Lusaka who indicated that what does not get examined gets minimum attention because everyone pays attention first and foremost to the results after seating for final examinations.

Additionally, the lack of active anti-corruption clubs and integrity clubs may result in reduced teacher motivation to prioritize the teaching of anti-corruption education. According to research, teacher-led clubs are essential for promoting anti-corruption education as teachers can act as role models and facilitators of discussions (Ministry of Education, Science, Vocational Training and Early Education, 2013). With the absence of such clubs, teachers may feel less supported and motivated to integrate anti-corruption education into their curriculum.

While anti-corruption clubs and integrity clubs exist, they often operate as extracurricular activities rather than being fully integrated into the curriculum. This lack of comprehensive and robust integration hinders the systematic and comprehensive teaching of anti-corruption education, as it is seen as an option because the extra-curricular activities which are done at club level barely reflect in the final examinations (Simukonda, 2016).

Some may argue that the primary responsibility for teaching anti-corruption education lies with the government and relevant institutions, rather than relying on clubs in schools. While it is true that the government has a crucial role to play, the active involvement of students through clubs can significantly enhance the effectiveness of anti-corruption education. By engaging students directly, these clubs can create a sense of ownership and empower them to take action against corruption.

The dormancy of anti-corruption and integrity clubs in Zambian schools has contributed to the loss of morale in the learning of anti-corruption education. These clubs not only provide a platform for students to actively engage in anti-corruption activities but also support teachers in delivering effective anti-corruption education. The lack of stakeholder engagement, insufficient funding, lack of administrative support, and limited integration into the curriculum are key factors limiting the operation of anti-corruption clubs and has a direct bearing on the impact of anti-corruption content in the curriculum on learners.

To address this issue, it is essential for the government, school administrators, and relevant stakeholders to recognize the importance of these clubs and provide the necessary support to ensure their active participation in anti-corruption education. By doing so, Zambia can foster a culture of integrity and combat corruption from an early age, ultimately creating a more transparent and accountable society.

#### **5.8. DOUBLE STANDARDS AND LACK OF ROLE MODELS**

Integrity and ethical behaviour are fundamental values that shape the moral fabric of a society. In Zambia, the teaching of anti-corruption education in schools is crucial to foster a culture of integrity and combat corruption. However, the shortage of role models of integrity, coupled with the double standards exhibited by corrupt public figures, heads of public institutions, and some teachers, acts as a significant barrier to the effective implementation of anti-corruption education in Zambian schools.

To start with, corrupt public figures, such as politicians and high-ranking officials, play a pivotal role in shaping public perception and influencing societal norms. Unfortunately, many of these individuals are involved in corrupt practices, thus undermining the teaching of anti-corruption education. According to Transparency International, Zambia has been grappling with high levels of corruption, resulting in a lack of trust in public institutions (Transparency International, 2021). This lack of trust is detrimental to the effectiveness of anti-corruption education, as students may question the credibility and sincerity of the message when they witness corrupt behaviour from those in power.

The prevalence of double standards within public institutions hinders the teaching of anti-corruption education in Zambian schools because while students are taught about the importance of honesty, integrity, and ethical behaviour, they often witness contrasting behaviours within public institutions. When corrupt individuals are not held accountable for their actions, it sends a message that corruption can go unpunished. This discrepancy between what is taught and what is practiced erodes the credibility of anti-corruption education,

making it difficult for students to internalize the importance of integrity. When individuals in positions of power engage in corrupt practices yet face no significant consequences, it sends a message that corruption is acceptable or can go unpunished (Phiri, 2019). This undermines the whole effort of anti-corruption education in schools since students may perceive it as ineffective or irrelevant.

Findings of this research also show that there are some instances where some teachers have tended to act unprofessionally and compromised standards of integrity in different ways. Much of such misconduct is also in public domain and it is on record that some teachers have jeopardised their careers over pitiful promises of gratification. Teachers, as influential figures in students' lives, play a crucial role in shaping their values and behaviours. However, when teachers themselves engage in corrupt practices, it becomes challenging to effectively teach anti-corruption education.

Further research conducted in Zambia found that a significant factor contributing to corruption in education was the presence of unethical practices by head teachers and teachers (Mulenga, 2016). These unethical practices include accepting bribes for admission or examination irregularities, which undoubtedly work against the principles of integrity and anti-corruption education. When students witness such actions, they may become disillusioned or desensitized to the importance of ethics and integrity. Mwansa (2018) also highlighted the existence of corruption within Zambian schools, including bribery, favouritism, and examination malpractice. When students witness such behaviour from their teachers, it undermines the moral authority of educators and weakens the impact of anti-corruption education.

The shortage of role models of integrity and the prevalence of double standards have a profound impact on the teaching of anti-corruption education in Zambian schools. This is because it creates a sense of cynicism among students, eroding their trust in the messages being conveyed. Secondly, it normalizes corrupt behaviour, making it difficult for students to distinguish right from wrong. Finally, it diminishes the motivation of students to actively participate in anti-corruption initiatives, as they perceive it to be futile in the face of widespread corruption.

Lack of role models of integrity and the prevalence of double standards exhibited by corrupt public figures, heads of public institutions, and some teachers act as significant barriers to the effective teaching of anti-corruption education in Zambian schools. To address this issue, it is imperative to establish a culture of integrity and hold corrupt individuals accountable for their actions. Additionally, efforts should be made to strengthen the integrity of public

institutions and provide teachers with the necessary training and support to promote ethical behaviour. Only through these measures can Zambia foster a generation of individuals committed to combating corruption and upholding the values of integrity and transparency.

#### **5.9. LACK OF EMPHASIS ON INTEGRITY BY KEY FIGURES IN SOCIETY**

Corruption in schools is a pervasive issue that undermines the quality of education and hampers the development of future generations. However, the fight against corruption in educational institutions has been blunted due to the lack of emphasis from opinion leaders such as school authorities, politicians, and public figures. Diminished focus on combating corruption by these opinion leaders contributes to the persistence of corrupt practices in schools and society in general.

According to a study by Transparency International (2019), when opinion leaders fail to prioritize anti-corruption efforts, it sends a message that corrupt practices are tolerated or even accepted. This lack of emphasis on corruption prevention allows a culture of impunity to persist within schools, with individuals engaging in corrupt acts without fear of facing significant repercussions.

Opinion leaders, such as school authorities, politicians, and public figures, possess significant influence over societal values and norms. When these leaders fail to emphasize the importance of ethical values and integrity, it contributes to the erosion of moral standards within educational institutions and society at large. This erosion, in turn, enables corruption to flourish.

Among the key reasons why corruption continues to thrive in schools is the lack of strong deterrents. Opinion leaders, including school authorities, politicians, and public figures, play a vital role in shaping the policies and regulations that govern educational institutions. However, their failure to emphasize the severity of corruption and implement strict consequences has weakened the fight against corruption.

A study by PricewaterhouseCoopers (2018) found that the lack of emphasis on ethical values by opinion leaders contributes to a culture of corruption in schools. When leaders do not actively promote integrity and honesty, students and staff may perceive corrupt practices as acceptable or necessary for personal gain. Consequently, the fight against corruption becomes increasingly challenging as ethical standards continue to decline.

The absence of emphasis on corruption from opinion leaders has also resulted in limited accountability and transparency within schools and society. Without effective oversight and reporting mechanisms, corrupt practices can go unnoticed and unaddressed. Research

conducted by Gupta and Dhawan (2017) highlights the importance of opinion leaders in establishing transparent systems and holding individuals accountable for corrupt acts. When these leaders fail to prioritize transparency and accountability, it becomes easier for corrupt practices to go unchecked, perpetuating a cycle of corruption within schools.

There is need for people with influence in any society to condemn the vice of corruption if there is to be any meaningful impact on rolling back the plague from any such society. When key figures do not prioritize anti-corruption efforts, it sends a message that combating corruption is not a pressing issue. This lack of emphasis can negatively impact anti-corruption education, as it becomes less visible and receives fewer resources.

Opinion leaders hold influence and can shape the attitudes and behaviour of students. When they neglect or fail to prioritize anti-corruption efforts, it may convey the message that corruption is acceptable or not a significant concern. This attitude can be adopted by students as well, diminishing their understanding of the importance of integrity and actively combating corruption.

All in all, the lack of emphasis from opinion leaders, including school authorities, politicians, and public figures, has significantly blunted the fight against corruption in schools. Their failure to prioritize anti-corruption efforts, promote ethical values, and establish transparent systems has allowed corruption to persist within educational institutions. To effectively combat corruption, it is essential for opinion leaders to recognize their role in shaping anti-corruption policies, emphasize the severity of corruption, and implement strong deterrents. Only through concerted efforts from these influential figures and other stake holders can the fight against corruption in schools be reinvigorated, ensuring a brighter future for education and society as a whole.

#### **5.10. DELAYED INDUCTION OF LEARNERS TO INTEGRITY EDUCATION IN THE CURRICULUM**

Since corruption is such a pervasive problem with the capacity to undermine the very foundations of society's progress, no stone should be left unturned in the quest to remedy this malady. To combat this menace effectively, it is crucial to introduce anti-corruption education at a young age. Delaying the incorporation of Anti-Corruption Education into the curriculum can act as a significant obstacle to cultivating the values of honesty in young people. The failure to begin the process of enculturating young people to integrity at the earliest possible ages has many spinoffs which also tend to act as further barriers to the teaching of anti-corruption education content in the curriculum. Research by Banerjee, Iyer,

and Somanathan (2005) demonstrates that early exposure to anti-corruption education significantly reduces corrupt behaviour in adulthood. The study found that individuals who received anti-corruption education during their school years were less likely to engage in corrupt practices later in life. This highlights the importance of introducing anti-corruption education early on to break the cycle of corruption.

Integrity education plays a crucial role in shaping individuals' character and fostering a strong aversion to corruption. Early exposure to integrity education has been shown to have a positive impact on children's moral development and their attitudes towards corrupt practices. However, in Zambia, the delayed introduction of integrity education in the curriculum diminishes the chances of moulding individuals who can despise the vice of corruption as they grow up.

To start with, anti-corruption content only begins to decisively appear in the curriculum at junior secondary school which indicates a substantial lag in time and squandered opportunities in taking the initiative to begin moulding the learners at the earliest possible stage. This is a contradiction of the principles of Albert Bandura's social learning theory (1977) which asserts that children learn by observing and depending on what they are observing, they can learn to internalise honesty and integrity if it is clearly presented as a cherished and celebrated value worth pursuing in life.

This view of starting early to influence the character of a child to value honesty is a position supported by the findings of this research in the response of the senior educational administrator at the provincial offices. He reiterated that to instil the values of integrity in learners, the modelling of character should start even as early as at 3 years old when they are in early childhood education stage using age appropriate approaches. Emphasis on values of integrity should start from there and not waiting for the corrupt mind-set to be in its full blossom before attempting to control it.

The delayed induction of learners to integrity education therefore, can be said to be a colossal error requiring a swift remedy and it has not gone unnoticed to educational leadership as evidenced by the regret expressed by the officials at Lusaka Provincial education office. Their view is that the earlier young people are introduced to values' education, the higher the chances of impacting their view of life with the integrity message. These views are also shared by international experts and organisations and therefore necessitate action being taken through the curriculum in this direction (OECD, 2018; KICAC, 2020; ICAC, 2021).

The delay of values' education for purposes of inculcating honesty and integrity in learners undercuts the initiative in many ways. Zambia faces challenges in providing comprehensive

integrity education to learners at an early age. According to a study by Chomba and Nkhoma (2019), the current curriculum in Zambia lacks a structured framework for teaching integrity and ethics. This limited exposure to moral education hampers the development of a strong moral foundation, potentially reducing individuals' aversion to corruption.

Research by Mwansa and Simbeye (2018) suggests that integrity education plays a crucial role in equipping individuals with the necessary knowledge and skills to make ethical decisions and resist corrupt temptations. However, the lack of early exposure to integrity education in Zambia deprives learners of these critical skills, making them more vulnerable to engaging in corrupt practices later in life.

Attitudes towards corruption form during childhood and adolescence and are strongly influenced by the moral education received during these formative years (Banda et al., 2017). The delayed introduction of integrity education in Zambia leaves learners susceptible to negative influences and societal norms that may promote corrupt practices. This can result in the development of tolerant or accepting attitudes towards corruption in adulthood. Also, according to Transparency International, corruption erodes trust in institutions, distorts economic development, and hinders social progress (Transparency International, 2021). By delaying anti-corruption education, we risk perpetuating these negative consequences.

Delaying anti-corruption education can hinder children's ethical development, as they may not acquire the necessary tools to make ethical decisions. Ethical behaviour is crucial for the proper functioning of societies, as it promotes fairness, justice, and integrity. Without early exposure to anti-corruption education, children may lack the understanding of ethical principles and the ability to apply them in real-life situations.

A study conducted by Maltby, Day, and Hall (2017) found that ethical decision-making skills can be enhanced through education. By integrating anti-corruption education into the school curriculum, children can develop a strong ethical foundation and critical thinking abilities. Delaying this education denies children the opportunity to develop these essential skills, hindering their ethical development.

Treisman (2007), highlights the importance of education in reducing corruption. His research found that countries with higher levels of education tend to have lower corruption rates. By introducing anti-corruption education early on, we can foster a culture that values integrity, accountability, and transparency. This, in turn, helps to prevent corruption and promote a society where individuals are held responsible for their actions.

The delayed introduction of anti-corruption education in the school curriculum has detrimental effects on society. It perpetuates corruption, hinders ethical development, and

fosters a culture of impunity. By introducing anti-corruption education early on, children can develop a strong moral compass, make ethical decisions, and contribute to the fight against corruption. It is imperative that educational institutions prioritize the inclusion of anti-corruption education in their curriculum to build a more just and transparent society.

The delayed introduction of integrity education in the Zambian curriculum has hampered the proper character formation of learners, reducing their aversion to the vice of corruption as they grow up. It is imperative for educational institutions and policymakers in Zambia to prioritize the inclusion of integrity education at an early age to ensure the nurturing of individuals who despise corrupt practices.

### **5.11 Chapter Summary**

In a nutshell, this chapter of the study highlighted several significant issues. One major concern was the lack of a specific skills set for teachers in tertiary or in-service training for anti-corruption education. This indicated that educators might not be adequately prepared to address the challenges and demands of teaching this delicate but important component of the curriculum. Another crucial finding was the absence of evaluation and support systems within the education system. This deficiency could hinder teacher development and growth, as well as limit the effectiveness of pedagogical practices. Without proper evaluation and support, teachers may struggle to meet the needs of their students and provide them with a quality education.

The study also identified a limited content coverage of anti-corruption education in the curriculum. This revealed a gap in addressing this important societal issue in formal education settings. Furthermore, the study highlighted passive attitudes of learners towards social science carrier subjects. This suggests that learners may not fully engage with these subjects, potentially leading to a lack of understanding and interest in social sciences. Moreover, the research indicated insufficient teaching and learning resources on anti-corruption education, which may impede effective instruction and hinder students' understanding of the topic. Additionally, the lack of peer networks and platforms for anti-corruption education teachers reduced opportunities for collaboration, knowledge sharing, and professional growth.

The presence of dormant anti-corruption and integrity clubs in schools was yet another source of concern. These clubs could play a crucial role in promoting values of integrity and combating corruption, but their inactivity suggested a squandered opportunity for fostering positive change. The chapter also brought to light a prevalence of double standards by

supposed role models like some teachers in a few cases, which can undermine the development of integrity and ethical values among learners

Finally, the delayed induction of learners to integrity education in the curriculum was identified as a serious miscalculation. Delaying the introduction of these concepts may result in missed opportunities to instil values of integrity and foster a culture of anti-corruption from an early age.

## CHAPTER SIX-

### CONCLUSION AND RECOMMENDATIONS

#### 6.0. OVERVIEW

This study endeavored to highlight the barriers faced by both teachers and learners through investigating *Curriculum-Related Barriers to the Teaching and Learning of Anti-corruption Education in Selected Secondary Schools in Zambia*. In this final chapter, the researcher presents the conclusions and recommendations based on the findings of the study to policy makers in government and education stakeholder institutions. These recommendations are also targeted at heads of educational institutions like universities, teacher colleges and secondary schools. The learners' perspective is also taken into account in order to offer alternatives to the barriers faced by learners in learning anti-corruption education through the curriculum.

#### 6.1 CONCLUSIONS

The findings of this study clearly indicate several shortcomings in the implementation of anti-corruption education through the curriculum. First and foremost, the lack of deliberate and specialised training for teachers in skills relevant to anti-corruption education has emerged as a significant barrier to the effective dissemination of anti-corruption values and principles. Without the necessary knowledge and expertise, teachers tend to struggle in effectively imparting anti-corruption values in their students.

Additionally, the lack of monitoring and evaluation mechanisms, as well as the limited participation of stakeholders, has hindered the proper implementation of anti-corruption education. Without regular evaluation and feedback, it is difficult to ascertain the effectiveness of the current approaches and make necessary improvements. Furthermore, the lack of involvement of relevant stakeholders, such as parents and community members, in the implementation process has likely contributed to the passive attitudes observed among learners towards integrity education.

The limited coverage of integrity education in the curriculum is a matter which can only be overlooked by society at its own peril. The findings of this research show that a simple cost benefit analysis to society indicates that the social and economic benefits that are bound to accrue to a country by far outweigh the inconveniences of modifying the curriculum to accommodate an exclusive subject on integrity education and related issues. The Zambian treasury in particular is believed to be losing in excess of 3 billion dollars annually due to

corruption. At the very least, Anti-corruption education should be integrated into several other subjects which have been identified in this study such as Business Studies and Language subjects. These should be taught consistently throughout the education system at all levels in age-appropriate formats from early childhood to tertiary education. The lack of emphasis on the values of integrity by society and the education system further perpetuates the passive attitudes observed among learners.

Furthermore, the insufficient availability of teaching and learning materials on anti-corruption education poses a challenge to educators. Without adequate resources, teachers may struggle to deliver engaging and informative lessons on this subject matter. Additionally, the delayed orientation to anti-corruption education for young people, coupled with the shortage of real-life models, contributes to a lack of appreciation of the gravity of the problem of corruption and understanding of the importance of integrity in society. Real life models are indispensable if the young are to be provided with the much needed but rare inspiration required to help them espouse the value of integrity.

Lastly, the inactive anti-corruption clubs for pupils in schools, as well as the absence of peer associations for teachers of anti-corruption carrier subjects, further hinder the promotion and dissemination of anti-corruption values and best practices. These platforms provide opportunities for engagement, learning, and support, and their absence creates a gap in the overall anti-corruption education framework.

## **6.2 Recommendations**

### **Theoretical Implications of the Study**

- (i) Game theory (1982) provides a lens through which to analyze the strategic interactions among stakeholders in the education system. In this context, teachers, students, policymakers, and society at large can be seen as players in a game with competing interests and incentives. The findings suggest that teachers of carrier subjects lack the specific skill set for imparting values, indicating a strategic deficiency in the "game" of education. This highlights the importance of aligning incentives and providing adequate training to ensure all stakeholders are effectively playing their roles in promoting integrity education.
- (ii) Albert Bandura's social learning theory (1977) emphasizes the role of observational learning, modeling, and reinforcement in shaping behavior. The identified passive learner attitudes and lack of real-life models for emulation

underscore the significance of social influences in the acquisition of values. This suggests that interventions aimed at promoting integrity education should focus not only on direct instruction but also on creating environments where positive behaviors are modeled and rewarded, fostering a culture of integrity through social learning processes.

- (iii) The utilization of the two theories of Macrae's Game Theory (1982) and Albert Bandura's social Learning Theory (1977) makes an important theoretical contribution to the study of curriculum related barriers to the teaching and learning of anti-corruption education because Combining both theories suggests that policy interventions aimed at combating corruption should address not only systemic factors shaping corruption at leadership level in educational institutions and society but also at an individual level from the earliest possible stage in school for the principles of social learning to take effect. This holistic approach can inform the design of effective anti-corruption policies tailored to Zambia's educational context.

### **Policy and Practical Implications**

In light of these findings, it is desirable that the following immediate actions be taken to address identified shortcomings:

- (i) The ACC and other stakeholders should advocate the introduction of an optional but comprehensive stand-alone subject on integrity education. If practical limitations hinder that, the CDC can still be lobbied to increase integrity education footprint in the curriculum by adopting a bottom-up cascade of single but connected and progressive ACE content topics in every grade at secondary school thereby providing a continuum to a certain degree for learners within the carrier subjects
- (ii) Training programs should be developed in collaboration with stakeholders such as ACC, Transparency International and the United Nations to equip teachers with the necessary skills and knowledge for effective anti-corruption education delivery.
- (iii) Monitoring and evaluation mechanisms need to be established by stakeholders such as the ACC, Ministry of Education and Transparency International to assess the impact and effectiveness of anti-corruption education initiatives.
- (iv) The ACC and other stakeholders should make efforts to broadly disseminate the teaching and learning materials on anti-corruption education which they have

designed so that their availability is not only limited to schools in Lusaka. The afore mentioned institutions should ensure that young people in schools are inducted early into values education so as to allow the principles of social learning to take effect.

- (v) Real life models should be identified by stakeholders in the Anti-Corruption fight such as ACC and Transparency International Zambia and given platforms to champion integrity in order to inspire young people and bring about a gradual paradigm shift of the whole of society from passive acceptance of corruption to a complete rejection of the vice. Through mass media and other suitable platforms, champions of integrity should be celebrated and put forward for the young as models worth emulating while emphasizing that it pays to do what is right at every given opportunity.

### **6.3 Suggestions for Further Research**

Based on the findings of this study, it would be desirable for further research to be undertaken in the following areas;

- (i) How educational institutions including schools, colleges and universities can systematically bring on board role models in integrity to play the role of real-life models that young people can hear and learn from practically to complement the theory they learn in classes.
- (ii) Undertaking a quantitative cost benefit analysis to society about introducing a comprehensive and exclusive independent subject in the curriculum about integrity education and related issues
- (iii) Developing an Anti-Corruption Education curriculum model which is presented through cross cutting issues approach at primary school level but matures into an independent subject at junior secondary school all the way through to completion of secondary school.

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**APPENDICES**

**APPENDIX I: CONSENT FORM  
THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION  
DEPARTMENT OF EDUCATIONAL PSYCHOLOGY, SOCIOLOGY AND SPECIAL  
EDUCATION**

Dear participant,

This serves to inform you about the purpose of this study and what will be followed in the process of conducting this research. You will be requested to sign this form to indicate that you have willingly volunteered to participate in this exercise. Please kindly respond as truthful as possible to the items in the instrument by giving brief explanations in the spaces provided. The information you will give will be treated with the utmost confidence and will only be used for the sole purpose of this particular study.

**1. Description of the study:** This is a purely academic education research where all respondents will not be identified in person for their participation. The researcher is a University of Zambia student pursuing a Master of Education in Sociology with Education.

**2. Purpose:** To investigate the challenges to the teaching and learning of Anti-Corruption education content in selected secondary schools Zambia.

**3. Consent:** Participation in this study is voluntary.

**4. Confidentiality:** Every information that will be collected in this study shall be treated with a high level of confidentiality. Names or identity of participants in this study shall not be revealed to anyone. In a case where the conversation is recorded, the information will be kept under key and lock and shall be destroyed after data has been analyzed.

**5. Rights of participants:** The rights of every participant shall be respected and protected and the researcher will ensure that no respondent shall suffer any harm as a result of their participation in this study.

**6. Declaration of consent by the participant:** I have clearly read and understood every detail of this document and I therefore willingly and freely agree to participate in this study.

**Signature:** .....

**Date** .....

**APPENDIX II: INTERVIEW GUIDE FOR EDUCATION OFFICER AT ANTI-CORRUPTION COMMISSION.**

**THE UNIVERSITY OF ZAMBIA**  
**DEPARTMENT OF EDUCATIONAL PSYCHOLOGY, SOCIOLOGY AND**  
**SPECIAL EDUCATION**  
**INTERVIEW GUIDE FOR EDUCATION OFFICER AT ANTI-CORRUPTION**  
**COMMISSION.**

This interview is meant at finding out your opinion concerning anti-corruption education content in the current 2013 Zambian school curriculum. You are requested to be as objectives as you can in view of what you know about anti-corruption education in the Zambian school curriculum. Note that in this study the words “anti-corruption education” and “integrity education” are synonymous.

1. When was the decision made at anti-corruption commission to bring educational institutions on board in the fight against corruption?
2. Which method of mainstreaming anti-corruption education into the curriculum in Zambia was selected i.e. was it to be done across the curriculum in different subjects or in an independent subject exclusively meant for integrity education?
3. Kindly give any reasons for the approach chosen above.
4. In your opinion, do you think anti-corruption education content in the Zambian school curriculum is adequate to deliver attitude change in the learners?
5. Does ACC have any mechanisms in place to ensure that the anti-corruption education components are actually being taught in schools?
6. Is there any logistical support being rendered to schools in terms of supplementary teaching and learning materials on anti-corruption education such as brochures, pamphlets or leaflets?
7. Are there any plans to support integrity clubs in schools for pupils as a way of establishing interventions against corruption at the grassroots in learners?
8. Is your institution in touch with other regional or global anti-corruption agencies on the latest trends and best practices on efforts to cultivate integrity in learners through education?
9. Are there any plans at ACC to help build capacity in teachers to better deliver and evaluate anti-corruption education in learners?
10. In your opinion, at what level(s) in the school system can integrity education be improved upon in the Zambian school curriculum if any?
11. Has your institution approached any bilateral or multilateral institutions to help you put up anti-corruption interventions through educational institutions?

12. What can you site as the biggest obstacle to using institutions of education as platform for fighting corruption?

*End*

***APPENDIX III: INTERVIEW GUIDE FOR CURRICULUM SPECIALIST AT CDC***  
**THE UNIVERSITY OF ZAMBIA**  
**DEPARTMENT OF EDUCATIONAL PSYCHOLOGY, SOCIOLOGY AND SPECIAL EDUCATION**  
**Interview Guide for Curriculum Specialist at CDC.**

This interview is meant at finding out your opinion on delivery of the anti-corruption education content in the 2013 curriculum. You are therefore requested to be objective as you can in view of what you know about competency-based curriculum in secondary schools in Zambia. In this study, the words anti-corruption education and integrity education mean one and the same thing.

**Interview Guide for Social Sciences Curriculum Specialist**

1. Does your subject of specialization have a purposefully built in component for anti-Corruption education?
2. Is there any official deliberate policy for training teachers to cultivate values in learners through the curriculum?
3. Does the syllabus have any inbuilt capacity to separately evaluate at any stage whether the competencies of honesty and integrity have been cultivated in learners?
4. Were there any specific goals CDC hoped to attain by adding standalone topics (comprehension and composition articles for English language subject) on corruption in your subject of specialization?
5. In your opinion, do you feel the amount of anti-corruption education content in your subject of specialization is enough to alter attitudes of learners sustainably and permanently?
6. Since anti-corruption education in Zambia is currently streamed across the curriculum in various subjects, is there any mandate on the part of CDC to ensure that the content is actually taught in class to the learners?
7. Has there been any improvement or addition to the content of anti-corruption education in your subject of specialization since inception of the 2013 curriculum?
8. Are you in correspondence with anti-corruption agencies and other stakeholders to keep up to date with the latest trends and approaches to values' education?
9. Are there challenges with implementation of integrity education in secondary schools which have been brought to your attention?
10. In your opinion, how can the foot print of anti-corruption education be increased in the curriculum without creating challenges of curriculum overload?

END

**PENDIX IV: QUESTIONNAIRE FOR TEACHERS**

**THE UNIVERSITY OF ZAMBIA**

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

**Questionnaire for Subject Teachers**

You are kindly requested to read each question and give your response to the best of your knowledge. Your answers will be treated confidential and will only be used for the purpose of this study. Do not write your name on this questionnaire. It is expected that your views will help to improve the teaching and learning of civic education using the competency-based approach. Please be very open and frank in answering the following questions.

**Instructions**

**Section a: Teacher’s Training and Understanding on anti-corruption education content in the curriculum.**

1. Did your professional training at college or university include orientation to teaching values of honesty and integrity as a stand-alone component with separate expected outcomes?.....  
.....  
.....  
.....
2. If your answer in question 1 above is affirmative, do you feel it was enough exposure to values education to equip one to shape the values of learners as a teacher?
3. In your own opinion, do you think the current curriculum has made adequate provision to inculcate anti-corruption attitudes in the learners?  
.....  
.....  
.....
4. Give a reason for your answer above.....  
.....  
.....  
.....
5. Have you attended any kind of in-service orientations or trainings specifically in the teaching of anti-corruption content education based on the current curriculum?.....

.....  
.....  
.....  
6. If the answer to question 5 is yes, were such trainings conducted by stakeholder NGOs or government agencies? .....

7. How often have you attended such trainings?  
.....  
..

(a) Which method of teaching do you use most often?  
.....

(b) Explain why you prefer teaching using the above method  
.....  
.....  
.....  
.....  
.....

8. Do you have challenges teaching anti-corruption content using the present curriculum?.....  
.....

9. If your answer is in the above question is in the affirmative, explain some of the challenges that you face in the teaching and learning of anti-corruption content using the current curriculum  
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.....

10. Suggest some solutions to address some of the mentioned challenges.....  
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.....  
.....

**Section b: Availability and use of Appropriate Teaching and Learning Resources**

11. How many topics in your subject are purely about anti-corruption education?.....

12. (a) Are there any supplementary materials besides the topics within the curriculum used for teaching learners about anti-corruption content?.....

.....

(b) If your answer in 12(a) is in the affirmative, is the material aligned to the goals of integrity education to cultivate honesty in the learners?.....

.....

(c) Are these materials appropriate in developing competencies of anti-corruption attitudes in learners?.....

13.(a) Are there any practical activities which are attached to the teaching and learning of anti-corruption content

(b) If your answer in above is no, explain in your opinion how best the learning of integrity education can have a more practical dimension.....

.....

14. (a) Have you ever been visited by staff from any institution mandated to fight corruption in the country at your school to train or improve you in anti-corruption messages dissemination methods to pupils?

(b) If your answer in 14(a) is no, how do you keep yourselves updated about the latest and methods of inculcating the values of integrity and honesty in the learners ? Explain

.....

15. (a) Does your school have scheduled programs on the calendar for integrity education outside the classroom and supplementary materials for anti-corruption education?.....  
.....  
.....  
.....

**Section c: Monitoring and continuous professional development**

16. (a) Are you monitored and supervised in the teaching and learning of anti-corruption content in the current curriculum?.....  
..  
.....  
.....

(b) Is there any provision made to assess learner acquisition of the targeted values of honesty and integrity whether within or outside the classroom?.....  
.....  
.....  
.....

17. Are there any instances where specialists from anti-corruption agencies show interest in wanting to know how much of ACE material is actually delivered in class?.....  
.....  
.....

18. Do supervising officers check with you on whether the ACE component of your subject has been taught at the end of an academic year?.....  
.....  
.....

19. In your opinion, can supervision for delivery of anti-corruption content be improved?.....  
.....  
.....  
.....

20. If the answer in question 19 is yes, briefly explain

how.....

.....

.....

.....

**END.**

**THANK YOU FOR YOUR PARTICIPATION AND TIME.**

**APPENDIX V: INTERVIEW GUIDE FOR HEAD TEACHERS.**  
**THE UNIVERSITY OF ZAMBIA**  
**DEPARTMENT OF EDUCATIONAL PSYCHOLOGY, SOCIOLOGY AND**  
**SPECIAL EDUCATION**

**Interview Guide for Head Teacher**

This interview is meant at finding out your opinion concerning efforts being made to teach anti-corruption education sustainably in the curriculum. You are requested to be as objectives as you can in view of what you know about the current curriculum and its integrity education component in secondary schools.

Interview Guide for Head Teacher

1. Have any of your teachers undergone any in-service training seminar on content delivery in anti-corruption education?
2. Since the new curriculum was introduced in 2013 has there been any CPD meetings for teachers of Religious Education, Civic Education or English language to orient them on best approaches to teaching values for adoption in learners?
3. If so, were those meetings enough to help teachers improve their skills in teaching integrity education with the objective of changing attitudes in learners against corruption?
4. What platforms do you provide to your teachers to talk about anti-corruption education teaching and learning?
5. Does your school have adequate teaching and learning resources for effective implementation of integrity education in the curriculum?
6. Has your school made efforts to establish an integrity club for motivating learners to see the fight against corruption as their own and in their best interests?
7. In some subjects like civic education, religious education and English language there are topics or components of these subjects devoted to anti-corruption education, are you able to monitor if these components are taught or not since in some cases like English language subject, they often come under comprehension or composition and left to teachers' discretion?
8. Have you been inducted through any workshop or seminar by any anti-corruption authority body or stake holder on how to assess effectiveness of delivery methods responsible for teaching integrity education?
9. Has any anti-corruption authority or agency offered to train your teachers in best practices in teaching anti-corruption content in the curriculum?
10. Is there any active and ongoing correspondence between your school and any anti-corruption agency or stakeholders for purposes of furnishing your school with updated materials and related support for anti-corruption education?
11. Have you noted any particular challenges which might act as obstacles for teachers and learners in their quest to teach and learn integrity education respectively?

End

## **APPENDIX VI: FOCUS GROUP DISCUSSION GUIDE.**

### **THE UNIVERSITY OF ZAMBIA**

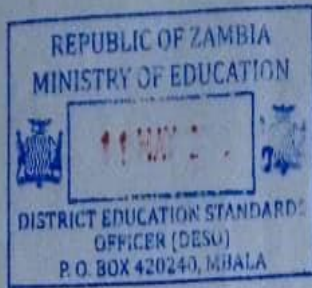
#### **DEPARTMENT OF EDUCATIONAL PSYCHOLOGY, SOCIOLOGY AND SPECIAL EDUCATION**

##### **FOCUS GROUP DISCUSSION PROMPTS/QUESTIONS FOR LEARNERS.**

1. At which stage/grade in your secondary school education did first you come across anti-corruption education content in the curriculum?
2. How many topics cover anti-corruption education or are anti-corruption education based in Civic Education or Religious education at grade 10 level
3. Can you cite any other topics in Religious Education or Civic Education which build upon anti-corruption education content taught in grade ten later in grade eleven or twelve?
4. In which component of the English language subject have you noticed anti-corruption education content? Does this content appear at specific stages or grade in the English Language subject or is it randomly brought up by teachers?
5. What teaching methods does your teacher use when teaching you anti-corruption education content in the curriculum i.e. is it lecture method, discussion, field visits, role-play, etc.?
6. Are your lessons presented in a way that enables you to see a connection between the progress or the setbacks that society has made (real life examples like introduction of free education from grade 1-12 or re-introduction of meal allowances for university students to the fight against corruption or the lack of it)?
7. Have you been exposed to any other academic materials like brochures, pamphlets or magazines designed to promote anti-corruption education apart from the topics in Civic Education, Religious Education or English composition or comprehension articles?
8. What extra-curricular activities connected to the fight against corruption are you allowed to engage in whether within or outside the school?
9. Have you seen any visits to your school by members of staff from any anti-graft agency such as ACC, DEC or Financial Intelligence center come to educate you about the dangers of corruption to the individual and society?
10. Does your school have an integrity club to help shape your attitudes against corruption as learners?
11. If the answer in 8 is yes, what type of support does the club get from teachers, administrators and NGOs involved in the anti-corruption fight?
12. Would you say that the amount of exposure to integrity education within the curriculum has been enough to affect your views and attitudes about corruption and its effects?
13. If the answer in the above question is yes, state briefly how your attitudes and views have been affected.

14. If there was any need to do so, which aspect of anti-corruption education would you recommend to be improved upon to make it more effective in influencing young people's behavior against corruption?

End



Permission granted  
AD DESO  
AP DESO



**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION**

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Date.....

**TO WHOM IT MAY CONCERN**

Dear Sir/Madam

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

The bearer of this letter Mr. Ms. KAMPAMBA MASHARE Computer number ED2100081 is a duly registered student at the University of Zambia, School of Education.

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

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

Yours faithfully

*B. Kalinde*



**Bibian Kalinde (Dr)  
ASSISTANT DEAN POSTGRADUATE STUDIES- SCHOOL OF EDUCATION**

cc: Dean-Education  
Director-DRGS

16<sup>th</sup> March, 2023

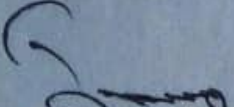
The Headteacher  
MATERO BOYS SEC. SCHOOL..... School  
**LUSAKA**

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

This serves to introduce to you Mr. Kampamba Mashabem, a student at the University of Zambia and currently undertaking Field Work for Masters Project.

Mr. Mashabe has been granted permission to carry out the research in your school. However, ensure that his program does not interfere with the learning schedules.

Kindly welcome him and give him all the necessary support accordingly.

  
Ian Miyoba (Mr.)  
District Education Board Secretary  
**LUSAKA**  
/sp

