

Pupils' Perceptions on Examination Malpractice at Secondary School Level in Lusaka District of Zambia: Causes and Solutions

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Abstract: The continued occurrence of examination malpractice globally has been of great concern to all education stakeholders. Considering the gravity and continuous occurrence of examination malpractice at secondary school level in Zambia, this study sought to investigate pupils' perceptions on the causes and solutions to examination malpractice at secondary school level in Lusaka district of Zambia. The population of this study included all pupils in 10 selected government run secondary schools in Lusaka district. The study sample consisted of 300 pupils randomly selected. 30 pupils were selected from 10 schools. The instrument used to collect data was a questionnaire that was constructed by the researcher. The study revealed that examination malpractice in secondary schools take the form of leakage, collusion, computer system, external assistance, smuggling, impersonation, and substitution and examiner malpractice. Leakage, computer system, smuggling and collusion were identified as forms of examination malpractice that frequently occur while impersonation, substitution, examiner malpractice and external assistance occur least. The study also revealed that school, teacher, societal and pupil factors were the major causes of examination leakages. This revelation agrees with the theoretical framework of the study which identified that the unethical examination management practices of teachers, school administrators, parents, pupils and any other stakeholder in the examination management results into examination leakages. The results further revealed that pre-examination ethics were more desirable and the best way to control cheating amongst pupils. This study recommends punitive punishment to anyone who would engage in examination malpractice.

Key words: Examination; Malpractice; Leakage; Perceptions; Secondary School

I. BACKGROUND AND CONTEXT

According to Oduwaiye (2014) an examination is an organized assessment technique which presents individuals with a series of questions or tasks geared towards ascertaining the individual acquired knowledge and skills. Hence the terms assessment and examinations may often be used interchangeably. However, although the meaning of these terms are similar, assessment is a much broader term, and it includes tests and examinations. Ogunji (2011) describes it (examination) as the assessment of a testee's performance when confronted with series of tasks, questions, problems or situations in order to ascertain the amount of knowledge he/she has developed. These forms of assessment

were used by the great universities of medieval Europe to examine their pupils. By 1599, the Jesuits had introduced written examinations into their school system with relevant rules and regulations. However, the development of modern examination, as it is known today, is credited to the Oxford University via its examination statute of 1800 (Asuru, 2004).

Ever since the introduction of modern examination, it has remained an integral part of our formal educational system. Through it, the amount of knowledge acquired by testees can be ascertained. Examination helps us generate data to use for promotion, certification and selection. Such data may also be used for research purposes. However, for the result of an examination to be credible, valid and reliable, the examination must have been taken according to the rules and regulations guiding the conduct of the examinations.

Therefore, any examination which is not in consonance with the above is said to be a bad examination. Whenever examiners or examinees engage in a conduct that is contrary to rules and regulations of a good examination, and which place some pupils in undue advantage over other pupils, examination malpractice is said to have taken place.

Examination malpractice is defined by numerous literature by authorities such as Oduwaiye (2009), Ahmed (1996) and Achigbe et al (2010) as an illegal act committed by pupil, teacher, invigilator, supervisor, school administrator, parent or any other public officer either government ministry/parastatal or examination body before, during and/or after an examination in order to obtain or award undeserved marks/scores/grades at any level.

Studies by Siamunako (2015); Oko & Adie (2016) have indicated that rampant occurrence of examination malpractice has become an issue of growing importance and concern in the global educational system. Most examinations are marked by complaints of various forms of examination malpractice. In most of these examinations, cheating is a recurrent event. According to Ogunji (2011) academic dishonest in examinations has increased and has taken various dimensions in the world. In china, for example, what should have been a hushed scene of 800 pupils diligently sitting their University entrance examination erupted into siege warfare after invigilators tried to stop them from cheating (More, 2013 in

Maziya, 2014). The situation is the same in Nigeria when Olanipekun (2013) states that in each year the five examining boards in Nigeria cancel an average of 740 000 results on account of massive examination malpractice.

The situation is not different from Zambia as each year cases of examination malpractice are reported at all levels of the school system. Table 1 shows the trends of reported examination malpractice cases reported by the Examinations Council of Zambia (ECZ) at Joint School Certificate and General Certificate of Education Examination from the year 2009 to 2013.

Table 1: Trends of Reported Examination Malpractice Cases at Senior Secondary

Year	No of cases	Comment
2009	89	-
2010	256	Increased
2011	246	Decreased
2021	342	Increased
2012	432	Increased

Source: ECZ (2014)

The statistics in table 1 clearly shows that even though there was a decrease in reported examination malpractice cases between the years 2010 and 2011 there has been a steady increase in the other years showing that it is a growing problem which needs particular attention. The examination malpractice cases take form of smuggling of unauthorised materials in the exam room, assistance, impersonation, collusion, leakage, substitution and use of abusive language in answer scripts (ECZ, 2014).

The ECZ spends a lot of money on officers that are involved in investigating these malpractice cases and also on Committees that sit to consider the reports on examination malpractice. Each year examination results are nullified for candidates that have proven cases examination malpractice and such candidates are not allowed to sit for any examination conducted by the ECZ until after two (2) years. This indeed is retrogressive to the pupils and probably to the parents and guardians. Effort should, therefore, be directed towards finding out the possible causes of examination malpractice and also controlling the cheating behaviours among secondary school pupils in Zambia.

III. METHODOLOGY

The research was quantitative in nature and survey research design was adopted and utilized for the study. The study was conducted in Lusaka district of Central province in Zambia.

The population of this study included all pupils in secondary schools in Lusaka District. In this study, a random sampling technique for the population of the study was done from different classrooms. The researcher administered questionnaires to ten (10) secondary schools out of the seventeen (17) government run secondary schools in Lusaka District. Thirty (30) pupils from each school were given questionnaires giving a total sample of three hundred (300) pupils. In this study, the variables that were measured are: the pupils’ perception on the causes of examination malpractice and the pupils’ perception to solutions to examination malpractice.

In this study, the research instrument that was used was a structured questionnaire. The questionnaire items had three parts A, B and C. Section A required the respondents to rank the forms of examination malpractice according to their frequency of occurrence while section B identified factors responsible for examination malpractices using four point rating scale which enabled respondents to choose to any one that suited their responses. The four point rating scale enabled respondents to indicate the extent to which they agreed with the item or disagreed. Section C identified ways of combating examination malpractices using four point Likert scale which again enabled respondents to choose to any one that suited their responses. The four point rating scale enabled respondents to indicate the extent to which they agreed with the item or disagreed. Questionnaires were given to pupils to answer after obtaining permission from their Head teachers. Appointments were made with administrators of the schools who helped in choosing the respondents at random. Having issued the questionnaires, time was given to the respondents to respond as required and the questionnaires were collected latter. Data was analysed using descriptive statistics and presented using percentages, tables and charts. The frequency distributions were used for each section of the questionnaire which had specific themes.

IV. PRESENTATION AND DISCUSSION OF THE FINDINGS

The findings of this study are presented in three parts namely; pupils’ perception on the occurrence of types of examination malpractice, causes and the solutions to examination malpractice.

Pupils’ Perception on the occurrence of the types of Examination Malpractice

All the participants agreed that the identified types of examination malpractice exist in secondary schools in Lusaka district as shown in table 2.

Table 2: Rank order of Pupils’ Perception of types of Examination Malpractice

Rank	1		2		3		4		5		6		7		8	
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
Leakage	152	50.67	71	23.63	26	8.67	15	5	15	5	9	3	7	2.36	5	1.67

Collusion	23	7.67	24	8	77	25.67	62	20.67	52	17.33	34	11.33	23	7.67	4	1.67
Computer System	50	16.67	74	24.67	36	12	42	14	51	17	16	5.33	14	4.66	17	5.67
Assistance	21	7	35	11.67	47	15.67	40	13.33	47	15.67	43	14.33	45	15	22	7.36
Smuggling	55	18.33	74	24.67	59	19.67	41	13.67	20	6.67	24	8.33	10	3.33	15	5.33
Impersonation	2	0.67	13	4.33	22	7.33	45	15	48	16	62	20.67	48	16	60	20
Substitution	0	0	10	3.36	15	5	17	5.67	39	13	60	20	98	32.67	61	20.3
Examiner Malpractice	5	1.67	9	3	21	7	40	13.33	33	11	34	11.33	65	21.67	93	31

From the findings the type of examination malpractice that occur frequently are Leakage, Computer system, Smuggling of unauthorised materials in the examination room and Collusion. 50.67% of the respondents agreed and ranked Leakage or Prior Knowledge as the most commonly used type of examination malpractice. The pupils interviewed strongly believe that perpetrators have access to the live questions through examination centres which are located far from zonal strong rooms and the District Education Board Secretaries’ strong rooms where question papers are collected on a daily basis.

Computer System and Smuggling of unauthorised materials into the examination room were ranked second by 24.7% respondents each. The computer system goes along with the first one as many pupils who have access to live questions would easily transmit the information through mobile phones or emails to their examinees as identified by Oduwaiye (2009). Smuggling may also go in along with the first one. Apart from the smuggling of notes and exercise books, candidates have become sophisticated as they may transcribe answers on pens, rulers and pencils which are used for writing. They may also write answers on the body e.g. thighs and palms as identified by ECZ (2014).

25.67% of the respondents agreed and ranked Collusion as third. This is where the candidates may connive to copy from each other with or without the knowledge of the invigilator. Candidates may form a syndicate of sitting arrangement

whereby a brilliant pupil sits in the middle while those that need help sit on either side (Eze, 2012 & Olnipekun, 2013).

Further from the findings, the types of examination malpractice that do not occur frequently are Impersonation, substitution, Examiner malpractice and External assistance. 20.67% of the respondents ranked Impersonation sixth. This is not common because of the use of identity cards for the internal candidates and National Registration Cards for General Certificate of Education candidates when going into the examination room but sometimes pupils may hide under the large number of candidates going in for examinations to impersonate.

Substitution was ranked seventh by 32.67% of the respondents. This is ranked so because the scripts are sealed in a tamper evident envelope in the examination room in the presence of candidates. However this may happen if organized by the invigilators and the supervisors to replace answer scripts.

Examiner Malpractice was ranked the least frequent by 31% of the respondents while External assistance was so insignificant in all the ranks. This also agrees with the accession of ECZ (2014) on the prevalence of types of examination malpractice.

Pupils’ Perception of the Causes Of Examination Malpractice

The study revealed the following as strong causes of examination malpractice as shown in table 3 below:

Table 3: Pupils’ Perception on the Causes of Examination Malpractice

	Response							
	Strongly Agree		Agree		Disagree		Strongly disagree	
	f	%	f	%	f	%	f	%
Pupils not well prepared for examination	105	35.65	137	45	35	11	25	8.35
Teachers do not cover the syllabus	118	39.33	93	31	68	22.50	21	7
Inadequate teaching and learning materials	95	31.67	90	30	79	26.33	36	12
Societal preference for Paper qualification	65	21.67	116	38.67	81	27	38	12.66
Poor teaching methods and incompetent teachers	82	27.33	125	41.67	61	20.33	32	10.67
Low morality level of members of society	59	19.67	94	31.33	101	33.67	46	15.33
Fear of failing the exam	190	63.33	80	26.67	12	4	18	6
Poverty of teachers and Parents	22	7.33	60	20.34	83	27.33	135	45

Lack of monitoring exam Centres	81	27	65	21.67	68	22.67	86	28.66
Ineffective supervision in the Exam room	74	24.67	89	29.67	98	32.66	39	13
Lack of appropriate punishment for perpetrators	111	37	69	23	44	14.67	76	25.33
Poor sitting arrangement	78	26	78	26	63	21	81	27

Pupils are not well prepared for the Examination

80.67% of the respondents agreed that this was one of the major causes of examination malpractice while 19.33% disagreed as shown in figure 1:

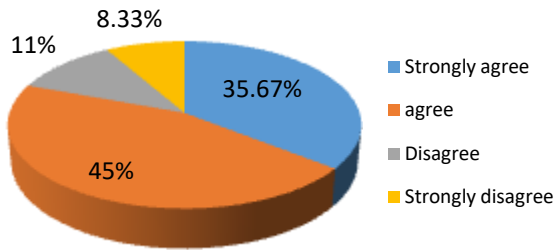


Fig 1: Pupils are not well prepared for examination

This factor is also supported by Achigbe et al (2010) when they said that absence of teachers from work for one reason or another leaves little time for candidates to prepare for the examination. As a consequence pupils will not be well prepared for the examination and will look for a way of cheating in order to pass the examination at all cost.

Teachers do not cover the Syllabus

This factor goes along with ill-preparation of candidates for the examination. 70.33% of the respondents agreed that this was one of the causes of examination malpractice while 29.67% disagreed as shown in figure 2;

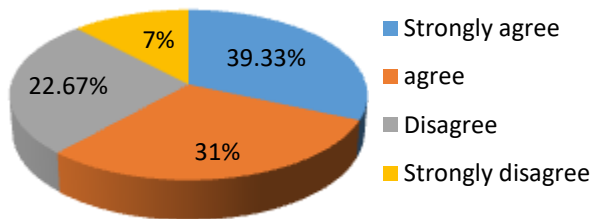


Figure 2: Teachers do not cover the syllabus

This observation is supported by Oduwaiye (2009) when she said if lecturers do not cover the course content pupils will not have been prepared fully for the examination and therefore they (pupils) will begin to look for how to cut corners or find a way of passing.

Schools do not have enough Teaching and Learning Materials

1.67% of respondents agreed that shortage of teaching and learning materials is one of the major causes of examination malpractice while 38.33% disagreed as shown in figure 3.

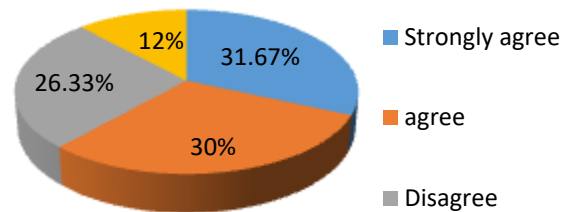


Fig 3: Schools do not have enough teaching and learning materials

This view is supported by Denga (1998) in his research when he observed that shortage of instructional materials such as textbooks, teaching aids, chemicals and equipment in laboratories can render candidates not being adequately prepared for the examination. This can lead to candidates resorting to cheating.

Societal Preference for Paper Qualification

From the findings, 60.33% of the respondents agreed that this was one of the causes of examination malpractice while 39.67% disagreed as shown in figure 4. In a society where success is dependent on the paper qualification or places available rather than on attaining of a given level of performance, pupils would want to pass at all cost for them to get a job or a place at higher institution of learning.

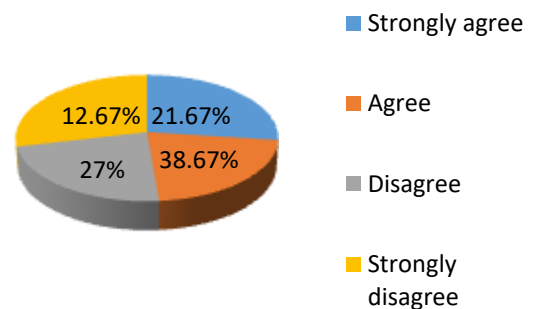


Fig 4: Societal preference for paper qualification

This view is also supported by Chembe (2009) when he said that quota systems are used to determine pass rates. So in order for the pupils to meet the demands they resort to cheating.

Poor Teaching methods and Incompetent Teachers

Out of the respondents interviewed, 69% agreed that this factor was one of the main causes of examination malpractice while 31% disagreed as shown in figure 5. This factor is linked to pupil preparation for the examination. If a teacher is given to handle a subject they are not competent enough to teach they will not prepare the candidates adequately. Due to lack of confidence and desperation to pass the pupils the teachers may employ any means of cheating. This finding is in line with Magasu, Muleya & Mweemba (2020) who argued that emphasis by teachers was on passing tests and examinations rather than making the pupils understand. This means that a teacher should be competent in content and pedagogy for them to effectively handle a particular subject.

Low Morality level of Members of Society

51% of the respondents agreed that this factor was among the main causes of examination malpractice while 49% disagreed as shown in figure 6. This finding is in agreement with Asuru (2009) when he noted that one of the causes of examination malpractice are our societal values which over the years erroneously imbibed the Machiavellian philosophy that the end justifies the means. Society has down played such time honoured virtues like dignity of labour, honesty morality, etc.

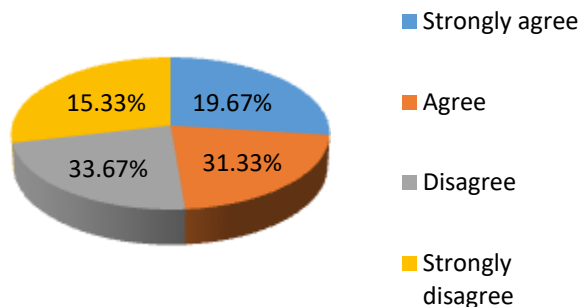


Fig 6: Low morality level of members of society

Parents and Guardians in some cases are involved in conniving with invigilators and supervisors or any other persons entrusted with safety of examination question papers to help their children or wards before, during or after the examination has been taken so that they(pupils) pass at all cost.

Fear of Failing the Examination

The majority of the respondents were in agreement with fear of failing the examination as one of the main causes of

examination malpractice. 90% of the respondents agreed while 10% disagreed with this factor as shown in figure 7. This finding resonates with Achigbe et al (2010) in their study which looked at forces behind examination malpractice in Nigeria. Fear of failing the examinations is one of the causes of examination malpractice in Nigeria.

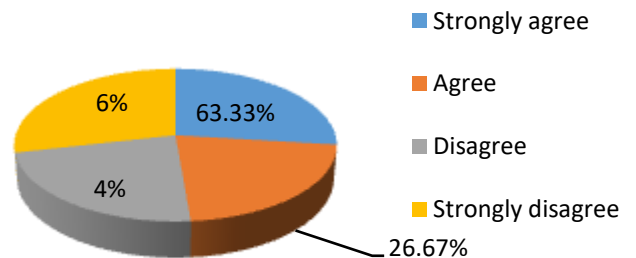


Fig 7: Fear of failure

They found out that even bright pupils who could pass their examination without any involvement in examination malpractice, fear failure. This makes candidates to cheat.

Supervision is not effective in the Examination Room

This factor was also considered as one of the main causes of examination malpractice by 54.33% of the respondents while 45.67% disagreed as shown in figure 8. It is mandatory that before the examination starts all candidates are searched to ensure that they do not introduce any foreign materials into the examination room that might aid them. It is also a requirement that there should be at least two invigilators in an examination room who should be vigilant throughout the examination period to ensure that candidates do not copy from each other. When these guidelines are not followed cheating may occur in the examination room.

This accession agrees with ECZ (2011) Guidelines for the Administration and Management of Examinations in Zambia. Oduwaiye (2009) and ECZ (2014) agree with this finding when they contend that if there is not effective supervision in the examination room candidates are likely to bring in foreign materials that can aid them. They can agree to copy from each other.

Lack of appropriate Punishment Measures for Perpetrators of Examination Malpractice

60% of the respondents agreed that this factor is among the main causes of examination malpractice while 40% disagreed. Some of the pupils interviewed said that in Zambia those (pupils) that have had proven cases of examination malpractice by the Examinations Council of Zambia just have had their results nullified and have been allowed to take another examination after two years while those convicted by

the courts of law have just been fined which are not a deterrent enough for the perpetrators.

Poor Sitting Arrangement

The majority of the participants (52%) agreed that this factor was one of the main causes of examination malpractice while 48% disagreed as shown in figure 10. This factor is strongly linked to inadequate infrastructure in schools leading to

overcrowding in examination rooms which may consequently lead to candidates copying from each other as identified by Ahmed (1996).

Pupils’ Perception on Solutions to Examination Malpractice

The majority of the respondents were in agreement with all the solutions to examination malpractice except one as shown in table 11.

Table 4.3: Pupils’ Perception on Solutions to Examinations Malpractice

	Response							
	Strongly agree		Agree		Disagree		Strongly disagree	
	f	%	f	%	f	%	f	%
Strict and thorough invigilation	194	64.67	85	28.33	14	4.67	7	2.33
Employing devoted and dedicated teachers	163	54.33	118	39.33	8	2.67	11	3.67
Checking bribery and corruption among teachers and head teachers	161	53.67	112	37.33	18	6	9	3
Perpetrators of exam malpractice should be jailed and not fined	141	47	80	26.67	43	14.33	36	12
Monitoring of teaching and learning in schools	167	55.67	97	32.33	27	9	9	3
De-registration of exam centres where there is widespread exam malpractice	85	28.33	107	35.67	74	24.67	34	11.33
Barring supervisors/invigilators who aid candidates from handling exams	90	30	137	45.67	51	17	22	7.33
Suspension/dismissal or discharge of teachers involved in exam malpractice	193	64.33	77	25.67	15	5	15	5
Disqualification of candidates from an exam caught with unauthorised materials in the exam room	171	57	92	30.67	28	9.33	9	3
Nullification of exam results for candidates proved to be involved in exam malpractice	121	40	118	39.33	35	11.67	27	9
Nullification of exam results for all candidates at an exam centre due to widespread exam malpractice	42	14	38	12.67	40	13.33	180	60

Strict and through Invigilation

The majority of the respondents (93%) agreed that this factor is critical in curbing examination malpractice while 7% disagreed. This is an important measure in that the candidates who would want to bring foreign materials to aid them or would want to collude would be barred to do so to ensure that there is fair playing ground for all candidates who are writing the examination. In this study the perception of pupils on the frequent used examination malpractice, smuggling of unauthorised materials and collusion were ranked second by the respondents interviewed which agrees with this finding in this that there is need for the invigilators to be vigilant throughout the examination period to bar the perpetrators from going away with this scourge. Oduwaiye (2009) in her study also noted that one of the most common used examination malpractices was pupils spying on other pupils’ examination scripts. Therefore, this measure would help to curb the scourge.

Employing Devoted and Dedicated Teachers

This factor is related to the teachers’ competences and preparation of lessons in order to improve instruction of

learning and consequently getting pupils ready for the examination. Pupils that are not well prepared for an examination will always look for means to cheat in order to pass the examination. Therefore, it becomes imperative that administrators employ teachers with the necessary qualification to teach pupils. In this study 93.66% of the respondents agreed that this measure was an important one in curbing examination malpractice while 6.34% disagreed. This finding concurs with Achigbe et al (2010) s’ findings when they said that before an examination is taken candidates should be well prepared to be able to present themselves for the examination.

Checking Bribery and Corruption among Teachers and Head teachers

Of the respondents interviewed 91% agreed that this was one of the ways of combating examination malpractice while 9% disagreed. This factor is linked to the school, head teacher and Teacher factor. Schools may be viewed as successful if they produce good academic results through whatever means. Head teachers may connive with teachers or invigilators to assist candidates at their school so that they pass the examination. On the other hand when teachers realize that

they have not prepared their pupils well for the examination, they may be tempted to assist the candidates so that their inadequacies are not seen through the failure of these pupils. Parents and guardians may not be left out in this cartel. Knowing that the success of their children depend on the paper qualification they may be ready to part away with huge sums of money i.e. through bribing teachers so that they could help the pupils to pass the examination. The checking of the teachers and head teachers could be done through regular monitoring of the conduct of examinations by Ministry of Education and the Examinations Council of Zambia officials and any other authorised officers like the Anti-Corruption Commission.

Perpetrators of Examination Malpractice should be Jailed and not Fined

The finding on the perception of the pupils on this factor revealed that 73.67% of the respondents agreed while 26.33% disagreed. It is believed that lenient penalties to perpetrators of examination malpractice are not a deterrent to the scourge and therefore harsh penalties should be introduced. This accession is supported by ECZ (2014) when it is trying to review the Act so that stiffer penalties could be meted to perpetrators of this vice.

Monitoring of Teaching and Learning in Schools

This is one of the most important pre-examination ethics in order to curb examination malpractice. Of the pupils interviewed 88% agreed with this factor while 12% disagreed as shown in figure 4.17. Monitoring of the lesson preparation and teaching of teachers by the school administrators should be a priority for any successful school if pupils are to be well prepared for the examination. The monitoring of the teaching and learning could be done through lesson observations where gaps in skills (if any) exhibited by teachers are discussed between the teacher and the supervisor with a view to improve instruction. This if done with an instrument would lead to much desired goals of ensuring that the teachers are well equipped with the necessary skills to prepare the pupils adequately for the examination. Asuru (2010) concurs with this finding when he stated that the introduction of a standard yardstick for measuring the quality of learning outcome at various levels of education especially at primary and secondary levels in form of monitoring of leaning achievement is imperative in order to reduce system-generated causes of examination malpractice.

De-registration of Examination Centres where there is widespread Examination Malpractice

Out of the pupils interviewed 64% of the respondents agreed that this would be a deterrent measure to centres that are involved in examination malpractice while 36% disagreed. This factor is linked to examination malpractice cases that are detected at the marking centre where pupils are involved in either collusion or assistance. Similar handwriting may appear in several question papers while at times different handwritings may appear in the same script. It may also be

linked to centres that would compromise security measures leading to pupils having access to live examination questions before examination day. It is evident from this finding that the best way to combat examination malpractice would be to de-register such centres as examination centres for a period of time and if repeated forever.

Barring of Supervisors/Invigilators involved in aiding candidates from handling Exams

The data showed that 75.67 % of the respondents agreed that supervisors or invigilators proved to be aiding candidates should be barred from handling examinations while 24.33% disagreed. Some of the pupils talked to in fact even went further and said some of these personnel apart from aiding candidates are involved in leaking the examination papers and therefore should not only be barred but prosecuted by courts of law. It really sends a sad message to the nation to note that men and women that are entrusted with custody of examination papers would sink so low to act in such a manner.

Suspension/Dismissal or Discharge of Teachers involved in Examination Malpractice

Out of the respondents interviewed, 90% agreed that teachers involved in examination malpractice should be suspended, dismissed or discharged while 10% disagreed as shown in figure 4.20. This finding agrees with Maziya (2014)'s finding when he noted that teachers involved in examination malpractice should be suspended from work without pay. It is unethical for teachers to involve themselves in any form of examination malpractice, therefore, such a harsh punishment would be appropriate.

Disqualification of Candidates from the an Examination caught with unauthorised material in the Examination Room

87.67% of the respondents interviewed agreed that candidates caught with unauthorised materials in the examination room should be disqualified from the examination while 12.33% disagreed as shown in figure 4.21. Interaction with some of the respondents revealed that some of the pupils who decide to go into an examination room with pre-written materials may have prior knowledge of the examination questions hence the need for the harsh penalty to be meted to them. This finding is also supported by Chapi (2011) when he stated that whether the material that is caught with a candidate is related to the examination that is being taken or not the candidate should be disqualified because of the cheating habit they will have exhibited.

Nullification of Examination Results for Candidates proved to be involved in Examination Malpractice

Out of the respondents interviewed 79.33% agreed that candidates proved to have been involved in examination malpractice should have their results nullified while 20.67% disagreed. This finding agrees with Oduwaiye (2009)'s finding when she noted that pupils preferred examination cancelled or if examination malpractice is regarded as

criminal it should be referred to the courts of law. In this study it is clear that apart from nullification of the results the perpetrators should be jailed.

Nullification of Examination Results for all Candidates at an Examination Centre due to widespread Cheating

When pupils' perception on nullification of examination results for all candidates at an examination centre due to widespread cheating was sought, they strongly disagreed. Data showed that 73.33% of the respondents disagreed while 26.67% agreed as shown in figure 4. 23. This factor is also linked to examination malpractice cases that are detected at the marking centre where pupils are involved in either collusion or assistance. Similar handwriting may appear in several question papers while at times different handwritings may appear in the same script. Interaction with pupils indicated that there was need to investigate further to get to the root cause of the examination malpractice instead of disadvantaging the few pupils who might have passed genuinely. From the foregoing it is inevitable that where there is widespread cheating more investigation ought to be done to ensure that the source of examination malpractice is found and culprits brought to book in order to eradicate this vice. Further interaction with the pupils indicated that in addition to some of the pre-examination ethics discussed above the following were also important interventions to examination malpractice.

Provision of Adequate Teaching and Learning Resources

They indicated that provision of adequate teaching and learning resources such as text books, teaching aids, equipment in laboratories would enable pupils prepare adequately for the examinations.

Pre-Examination Malpractice Awareness Campaign

They indicated that while there are so many regulations that have been put in place to govern the examinations, there is need for a deliberate policy by the Ministry of Education, Science, Vocation Training and Early Education and the Examinations Council of Zambia to hold sensitization meetings with pupils on the dangers of examination malpractice.

V. CONCLUSION

Examination malpractice is no doubt a global phenomenon which is on an increase in recent times. Many pupils seem to get ahead through examination malpractice even in high stake examinations. Zambia as a nation has witnessed this crisis of examination malpractice in primary, secondary and tertiary institutions. This study has revealed that examination malpractice is a problem in secondary schools. In this study the rationale of finding or soliciting pupils' opinions was that most of the time briefings and awareness on the conduct of examination and malpractice is directed to school administrators and the invigilators with a view that they would then transmit the lessons to the teachers and pupils. So it was important that the pupils' views would be heard so that meaningful interventions to examination malpractice would

be sought. In this study it is evident that pre-examination ethics are more desirable and best ways of combating examination malpractice. This calls for all stakeholders in the education system to play their roles so that the pupil only has him/herself to blame for not preparing themselves adequately for examinations.

VI. THEORETICAL IMPLICATIONS OF THE FINDINGS

The findings of this study were consistent with Ogunji's (2011) model on the nexus between unethical examination management practices and examination malpractices which guided this study. This model identifies the unethical roles of teachers, invigilators, supervisors, examining bodies and security personnel. Furthermore, Ogunji identifies examination management as a process or act of planning, organizing and administration of examinations. Therefore, the quality of examination management dictates the level of malpractice or and its occurrence or non-occurrence.

VII. RECOMMENDATIONS

Based on the on the findings the study recommends the following towards curbing examination malpractice:

1. Teacher preparation is an important ingredient in improving instruction for the teacher. It is, therefore, imperative that supervisors should monitor regularly the teaching and learning in schools through observations of lessons taught by teachers.
2. There should be involvement of professional guidance and counseling services for pupils in schools to help them acquire development of effective study skills.
3. The Government of the Republic of Zambia should introduce effective and comprehensive legislation, providing for stringent penalties against perpetrators of examination malpractice which should include imprisonment.
4. The Ministry of Education, Science, Vocation Training and Early Education should employ qualified teachers for specific levels.
5. Adequate sitting arrangements should be provided during examinations to discourage cheating by ensuring that examination centres have adequate infrastructure.
6. Schools and the Ministry of Education, Science, Vocation Training and Early Education Ministry of Education, Science, Vocation Training and Early Education should provide instructional resources such as text books, teaching aids, and chemicals for science practicals so as to improve instruction.

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