

## The attitude of pupils learning Geography toward examination leakages in selected secondary schools in Kitwe District of the Copper belt Province of Zambia

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### Abstract

This excerpt is focused on one of the objectives from the study entitled “The effect of examination malpractices (leakages) on pupils’ academic performance in Geography in selected secondary schools in Kitwe District of the Copper belt Province of Zambia”. The study focused on the empirical evidence from studies that examination malpractices have remained a global challenge. This state of affairs has been influenced by a number of factors which could be organized into different factors such as pupil factors, societal or parental factors, teacher factors and economic factors just to mention but a few. Olatumbosum and Omoregie (2011) agree to the phenomenon that examination malpractice were in fact influenced by many factors. Ivowi (1997) cites “lack of confidence, inadequate preparation, peer influence, parental support and poor facilities in schools to be some of the factors responsible for examination malpractice.” Of course many more factors have been identified by various scholars too numerous to mention. In view of the aforementioned, the objective of the study was to find out the attitude of the pupils learning Geography toward examination leakages. The study further sought to ascertain ways of curbing examination leakages. Quantitative and qualitative paradigms were employed in this research. Data were collected using semi structured questionnaire and interview schedules for administrators, teachers and pupils. Further, data were collected from ten (10) public secondary schools in Kitwe District, from the District Education Board Office and the Provincial Resource Centre. The total sample size was fifty (50) which comprised ten (10) secondary school Head teachers, fifteen (15) secondary school teachers of Geography, twenty one (21) grade eleven (11) pupils, the District Education Board Secretary (DEBS), the Education Standards Officer in Charge of Examinations (ESO Examinations.), the District Guidance Coordinator (DGC) and the Provincial Resource Centre Coordinator (PRCC). The quantitative collected data were analyzed using the Microsoft excel and STATA which interpreted the data into tables and graphs whilst the qualitative data were analyzed using emerging themes and sub-themes. The findings of the study revealed that pupils were disturbed by examination malpractices as they lured them into acquiring negative attitude toward learning Geography. It was further discovered most pupils who were interested in examination leakages devote less time to academic work, and some pupils showed signs of indiscipline and lack of respect for the teachers... Thus, the study made some of the following recommendations: 1. ECZ to increase awareness on the effect of examination leakages through outdoor advertising in addition to the current posters being used. 2. ECZ to extend examination malpractice penalties to all those found guilty including those found photocopying materials suspected to be leaked examinations, parents and all other persons found wanting 3. The government should integrate examination malpractices awareness in the school curriculum as one of the cross cutting issues to be taught in school in order to enhance continued awareness.

**Keywords:** attitude, examination malpractice, leakage.

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### 1. Introduction

Zambia inherited the British system of education and its policies to do with examinations at independence. Initially, the Ministry of Education performed all the functions and responsibilities of conducting public examinations under the examination section while the University of Cambridge prepared the examinations on its behalf. The General Certificate of Education (GCE) was conceived in 1947 and the first examinations were set in 1951 in Britain by the University of Cambridge Local Examination Syndicate which was not only an examining body but also an awarding body. In 1983, an Act of Parliament number 15 established the Examination Council of Zambia (ECZ) and in 1987 the Examination Council of Zambia became fully operational (Mwansa, 2009).<sup>[11]</sup> As a result of the new developments, the Ministry of Education at the moment only shares some aspects of administration of school examinations with the Examination Council of Zambia.

Education is a priority to any given country due to the social benefits accrued to it. Furthermore, education is a complex system embedded in a political, cultural and economic context (Rasheed, 2000).<sup>[19]</sup> In order to attain the highest levels of education, the system must offer good quality education whereby quality in itself entails doing right things right because quality education leads to an excellent student. According to Tambuwal (2013),<sup>[21]</sup> the future of the country depends on a quality education being provided in every school. In other words, quality education is a product of malpractice free examinations. For this reason, passing examinations is the meritocratic requirement of the education system and the Examination Council of Zambia, Zambia’s main examining body to meeting the requirements of certification and recognition. For instance, to qualify for certification the candidate must pass in at least six or five subjects with credit in at least one or two of them respectively (ECZ, 2014).<sup>[7]</sup> While

this has been a status quo, the quality and authenticity of the education being provided in Zambia and indeed other countries are being threatened by the emerging evil 'examination malpractices'.

Examination malpractices are described as illegal acts committed by students single handedly, or in collaboration with other people who may include fellow pupils, parents, teachers, supervisors, invigilators and anybody or groups of people before or after examinations in order to obtain unjustifiable marks or grades (ECZ, 2014).<sup>[7]</sup> However, the term examination malpractice is very broad, therefore there is need to be careful the context in which the term is being employed. For instance the term includes every illegal act related to examinations that may occur before, during and after examinations such as what happens during the preparation stage, custody stage, administration, marking and releasing of examination results. Examination malpractices may include impersonation, leakage, swapping of scripts, smuggling of answer scripts into the examination room or hall, direct copying and also includes forging of results and certificates, verbal or physical assault on examination administrators. However, this study focused on examination malpractices in particular examination leakages. It can therefore be deduced from the above definitions that examination malpractices seriously undermine the credibility of any nation's quality of education. Moreover, examination malpractices (leakages) in Geography for instance, tend to contradict with any nations' objective to provide its citizens with the quality of education desirable to the socio-economic development. In other words, the implication was not only for the Geography part neither for the education system alone, rather for students, teachers, parents, and the school as a whole or worse still to the socio-economic development of the nation. In fact Nwaba & Nwaba, (2005)<sup>[12]</sup> made a similar argument in their observation that examination malpractices undermined the socio-economic development of the nation. Therefore, everywhere examinations were conducted, matters of examination malpractices posed some challenges in the smooth running of examinations. In this regard, measures have to be put in place at every stage to ensure examinations were prepared, distributed and conducted in an excellent and diligent manner. For instance, it was the duty of the Examination Council of Zambia (ECZ) to see to it that all necessary procedures were followed at each and every stage. Similarly other examination boards such as the Uganda National Examination Board (UNEB), Zimbabwe Schools Examination Council (ZIMSEC)...were also mandated to prepare, distribute and administer examinations in their respective countries; besides, all the aforementioned examining bodies were independent bodies that are not involved in organizing instructions or preparing students for the examinations.

In line with what has been mentioned, in Zambia when the examination question papers and other examination materials were ready for dispatch, the Examination Administration Department (EAD) delivers the materials directly to the District Education Board Secretaries' (DEBS) offices countrywide under police escort using ECZ trucks after which the distribution of examination materials to individual schools becomes the responsibility of the DEBS of course in line with the guidelines on the administration of examination in Zambia (ECZ, 2014).<sup>[7]</sup> The emphasis on the police escort and the use

of ECZ trucks other than any other type of transport was of course to make sure that the security of the examinations was not compromised. In the same vein, the Examination Council of Zambia has been very particular with the manner in which Examinations were conducted every year throughout the examination period. A lot more measures were in place including awareness programmes to administrators, supervisors, and invigilators as well as to the candidates in order to create an examination malpractice free environment. In spite of all these measures, examination leakages were still reported almost every year (Hang'andu, 2005).<sup>[8]</sup> For instance, cases of examination leakages were reported every year as can be seen from the Ministry of Education Ministerial statement which clearly tabulated the examination malpractices statistics for each grade level in 2013 as follows; grade 7, only one case was reported, at grade 9 level in the same year, 268 cases were reported while at Grade 12 level, 421 cases were recorded (MOE, 2014).<sup>[10]</sup>

### **1.2 Statement of the problem**

Running examination has become very challenging because of the sophistication of the examination malpractices. Although it was not clear at which stage the examination papers leaked, amid the strong measures instituted to ensure the security of examination papers such as ensuring the papers were distributed by the ECZ to all the districts under police escort and that every school had a strong room and lockable metal boxes still examination papers leaked (Hang'andu, 2005).<sup>[8]</sup> Other deterrent measures that have been put in place include the penalties such as expulsion of the candidate from the entire examination or having results cancelled or prosecution. Despite such measures being instituted, reports of examination papers leaking are still on the increase, hence the study.

### **1.3 Significance of the study**

The study was important because the findings provided very important information that would be useful to school administrators, teachers, pupils, to the Examination Council of Zambia, the Ministry of General education and the government at large to initiate measures aimed at helping prevent examination malpractices in future. The findings would further help educators, policy makers and other stakeholders strengthen strategies and policies of transforming the education sector from being examination centered to being a practical, hands-on experiences and problem solving thereby deterring pupils from engaging themselves in examination malpractices. This would eventually help educators attain real validity and reliability of pedagogical skills obtained thereby improving the academic performance of pupils in Geography. Furthermore, the study would offer some insights to other researchers wishing to engage in further studies and contribute to the improvement of the quality of education that would be examination leakages free.

### **1.4 Study Site**

The study was conducted in Kitwe District in the Copperbelt Province of Zambia and targeted all the eighteen (18) government secondary schools in the district. However the sample comprised ten (10) secondary schools all of which were teaching Geography. Besides, all the targeted secondary schools were examination centers, therefore were liable for

conducting national Geography examinations and they were also good sources of data as they were likely to experience examination leakages.

### 1.5 Literature Review

Examination malpractices are a problem in the USA, Netherlands, UK, Canada, Australia, China and India. For instance, in China, more than one thousand candidates were caught cheating during the civil service examinations while in the United States of America, it was reported 56% of middle school pupils and 70% of high school pupils cheated in examinations (Balfour, 2009<sup>[4]</sup> In Simwayi, 2014).<sup>[20]</sup> In West Africa, particularly in Nigeria, a number of studies have been conducted concerning examination malpractices and all confirm that examination malpractices have attained a frightening and sophisticated proportion probably reaching an extent whereby there was reportedly no examination anywhere at all levels within and outside the formal school that has not experienced one form of examination malpractice (Anzene, 2014).<sup>[3]</sup> Consequently, the trend was worrisome especially that examination malpractices were becoming more advanced and sophisticated with time. For instance, the ways of cheating have equally advanced in sophistication; they were believed to have moved from simple copying where students occasionally stretched their necks to catch a glimpse of what they wished to copy from other students' scripts to a variety of sophisticated ways which included micro and macro chip where candidates wrote very tiny summaries on pieces of paper, parts of their bodies and on materials found within the venue and other avenues

Furthermore, Adeyemi (2010)<sup>[1]</sup> claims that examination malpractices in Nigeria occurred both in public and private schools although the debate on which schools had the highest incidences was not clear. Additionally, examination malpractices in Nigeria were believed to be largely perpetuated by head teachers, teachers and invigilators who had the motives of making quick money due to the low salaries which they received. Furthermore, examination officials also shared part of the blame. Of course the claims by Adeneyi could be true that teachers and other officials in charge of examinations played a part in perpetuating examination malpractices not only in Nigeria but also wherever examinations have been conducted across the globe. Consequently, both parents and pupils shared part of the blame as parents' hopes were very high to see to it that their children obtained the most preferred certificates. In other words, the need to obtain certificates overshadows the need to acquire skills to deliver and this contributes highly to malpractices in examinations as examination success and secondary graduation seem to represent the whole avenue for poor students to secure a non-menial job and parents often resort to corrupt practices to ensure their children pass the public examination (Tambuwal, 2013).<sup>[21]</sup> Additionally, there were reports of parents and guardians in Nigeria and other parts of the world that paid private persons to either write examinations for their children or arrange for such children or wards to relocate to places where examination rules were considered less strict (Anzene, 2014).<sup>[3]</sup> However, it seems parents who encouraged examination malpractices probably forgot the negative impact they had over their children's reputation when they grow up knowing well that primary socialization had a very big influence on the future of the forth

coming youths who were tomorrow's adults especially that the practice was indeed associated to corruption and described further as a form of misconduct or unacceptable behaviour (Olujuwon, 2007).<sup>[17]</sup>

Other studies conducted in Kenya cited lack of confidence on the students' part as a result of inadequate preparations, peer influence, societal influence, parental support, poor facilities in schools, moral decadence in society and greed for money including the overemphasized value of certificates as some of the factors that influenced examination malpractices. Other factors included teacher training, teachers' and examination officers' low salaries (Alutu and Aluede 2006<sup>[2]</sup> in Odongo, 2014).<sup>[13]</sup> Therefore, wherever examinations were written, malpractices were very common making examination malpractices a matter of global concern with long lasting consequences not only to individuals but to the education system and society as a whole. For instance, ECZ (2013)<sup>[6]</sup> confirmed examination malpractices were a global issue that examining bodies are trying to solve at regional, continental and world levels. Thus, Nigeria was on record to have been graded with reliability of half-baked graduates, low productivity and poor job performance, certificate racketeering and qualification inflation all of which contribute to the questionable credibility of Nigerian certificates internationally (Okon and Petters, 2013,<sup>[14]</sup> Anzene, 2014).<sup>[3]</sup> Of course this did not only affect Nigeria as many other countries' education systems were becoming questionable because of examination leakages.

Additionally, examination malpractices were one of the known causes of all forms of anti-social evils including the high rate of prostitution let alone HIV/AIDS among female students who sometimes opted to exchange sex for grades and did not often protect themselves using condoms. The examination malpractice scourge also contributed to the frequent cancellation and suspension of results, lack of confidence in the education system, molestation and harassment of students (Anzene, 2014).<sup>[3]</sup> In fact, examination malpractices have become a business enterprise by the perpetrators who in the name of running private examination centres encourage the practice often if not always aided by corrupt examination officials who supplied leakages at a fee and parents who would not let their children fail at all costs paid any amount demanded by the perpetrators. It was in the same vein that Anzene cautioned parents to spend their resources on genuine causes other than spending on examination leakages which he described as a very unhealthy situation (ibid.).<sup>[3]</sup> Perhaps the call was not only on Nigerian parents but also on all parents across the globe that seems to consider examination leakages as a normal thing to do.

Certainly parents with genuine educational backgrounds know the consequences of examination leakages thus, must play an active role in discouraging leakages in order to uphold the standards of education. In the same vein, Chinamasa and Mashanyare (2004)<sup>[5]</sup> raised some concerns over examination malpractices in Zimbabwe, for instance, in their claim, they observed that examinations standards had dropped since the Zimbabwe Schools Examination Council's (ZIMSEC) take over in 1998 and cited one example where the former Minister of education leaked the examinations through his daughter in Harare before the paper was written and where some employees of the examinations council were allegedly selling examinations papers before they were written. The

above-mentioned statements in other words seem to suggest that even high ranking officials in different capacities and countries use their positions to leak examinations; a very shameful thing indeed.

Furthermore, it was clear from many studies being conducted not only in Zambia but also in other countries that solutions were being sought to curb examination malpractices. For example, in Zambia, the Minister of Education assured the parliamentarians that her ministry was doing everything possible to sensitize families, students and teachers regarding the badness of examination malpractices (Parliamentary Debates, 2011).<sup>[18]</sup> Therefore, it was certain the Ministry of General education remained committed to preventing examination malpractices and the Examinations Council of Zambia has pledged to work towards attaining a culture of zero tolerance to examinations malpractices as it strives to implement measures aimed at preventing examination malpractices at all levels of the education system by ensuring all those who have access to leaked materials were ejected from the entire examination process (ECZ, 2013).<sup>[6]</sup> Furthermore, ECZ has taken steps to ascertain the extent of the source of examination malpractices and pledges to continue providing examinations of high international standards and credibility (ibid.).<sup>[6]</sup> In order to achieve its goals, the ECZ staffs have since taken it upon themselves to be in the field as one of the measures to curb examinations malpractices. For instance during the 2013 examination session the officers were in the field in order to keep vigil and curb cheating among students. Additionally, the Examination Council of Zambia has in the recent years put in place security committees at all levels of examination administration and examination centres which was another good way of reaching out to all places where examinations were being written.

However, amid so many measures stated including examination results nullification and the barring of candidates from writing any examination conducted by the Examinations Council of Zambia for a period of two years, cheating during examinations was recurring every year in the various institutions of learning because of a number of reasons such as inadequate preparation for the examination, the desire for obtaining high grades... Furthermore, students seem not to devote much of their time to studies; they would rather spend more time attending parties and other unworthy activities such as watching Nigerian movies for girls and soccer in the case of boys. In spite of the above-mentioned behaviors, students become desperate and anxious and want to excel by all means even though they lack determination. In other words, most students resort to copying and other unfair means during examinations. Bearing in mind the negative influence of examination leakages on pupils' acquisition of the necessary geography skills, there was need to establish the effect of examination malpractices on pupils' academic performance in Geography, hence this inquiry.

## **2. Research Methodology**

The study used both the quantitative and qualitative approaches to collect data. The mixed approach was used to ensure methodological triangulation and decrease investigator biases as the method provided multiple perspectives.

### **2.1 Research Design**

The study was a descriptive case study which sought respondents' opinions concerning the problem of examination malpractices in secondary schools especially in final Geography examinations. The researcher obtained meaning through interactions with individual persons and with groups of people. The case study was used because it was manageable as it was both time and cost effective.

### **2.2 Target Population**

The study targeted all government secondary schools in Kitwe District; all head teachers of secondary schools, all teachers of Geography and pupils. The study further targeted the District Education Board Secretary, District Education Standards Officer and other officers at the District Education Board's Office and the Teachers' Resource Centre.

### **2.3 Sample Size**

The total sample size of the study was fifty (50); and comprised of ten secondary school Head teachers, fifteen teachers of Geography, twenty one pupils, one District Education Board Secretary (DEBS), one Education Standards Officer in charge of examinations (ESO exams), one District Guidance Coordinator (DGC) and one Provincial Resource Centre Coordinator (PRCC).

### **2.4 Sampling Procedure**

To select participants for the study, different sampling techniques were used. For instance, the purposive sampling technique was used to select the DEBS, ESO, DGC, PRCC and the Head teachers, the simple random sampling technique was used to select the secondary schools and the teachers of Geography who participated in the study while a quota sampling technique was further used to select pupils in secondary schools in order to balance the chances of girls and boys in the study and reduce the biased sampling.

### **2.5 Instruments for Data Collection**

The questionnaire, interview and focus group interview schedules were used to collect data that was required for the study. The questionnaires were preferred because they were convenient to most respondents as they responded to the questions at their own suitable time and the interview provided the best means of getting detailed data for the study from individuals and groups of pupils.

### **2.6 Data Analysis Techniques**

Data that was collected was systematically entered on Microsoft data excel sheet and later analyzed using the statistical package (STATA) a software programme which interpreted the quantitative data into tables, frequencies and graphs while qualitative data was analyzed following the emerging themes and sub-themes which were objectively described analyzed and interpreted.

## **3. Findings and Discussion**

In order to establish whether examination malpractices (leakages) have an influence on the attitude of learners toward learning Geography in secondary schools respondents were asked to give their views of the matter and below is the table showing respondents views.

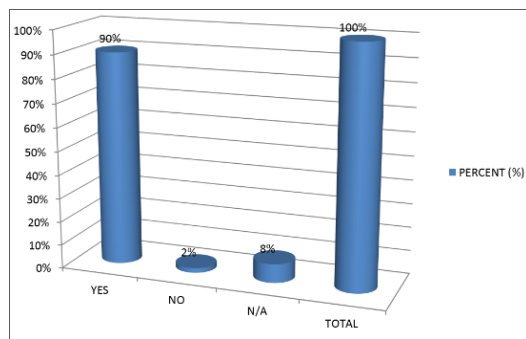


**Table 1:** The influence of examination leakages on pupils' attitude toward learning Geography

Respondents' View	Frequency	Percent %
Yes	45	90%
No	1	2%
Neutral	4	8%
Total	50	100%

Source: Field Data, 2015

Table 1 shows that 45(90%) of the respondents said that examination malpractices (leakages) influenced pupils' attitude toward learning Geography while only 1(2%) of the respondents disagreed and 4(8%) of the respondents were neutral. Therefore, the statistics show clearly that examination leakages do influence pupils' attitudes toward learning Geography in secondary schools. Below is graphical presentation of the information in table 1 above.



Source: Field Data, 2015

**Fig 1:** Respondents' Views on the Influence of Examination Leakages on Pupils Attitude to Learning Geography

Following the data displayed in figure 1 above it was evident that examination leakages in Geography influenced pupils' attitudes toward learning in different ways. For instance, when asked further to point out some of the perceived attitude displayed by pupils, some of the respondents cited absenteeism or truancy, laziness, indiscipline among others as some of the negative characteristics evident in pupils' whose minds were twisted on fetching and using examination leakages during examinations. This finding is in line with the outcome of the study conducted by Mwansa (2009).<sup>[11]</sup> For example, some respondents observed "some pupils did not take time to do the field project in Geography which was one of the components and requirement of the National Geography examinations; as such unscrupulous people have taken advantage of their laissez-faire attitude and sell already researched papers which pupils keep on circulating." The implication thus, as argued by (ECZ, 2014)<sup>[7]</sup> was the poor performance in Geography. For instance, one respondent said; "some pupils spend much of the time playing while others become too excited over nothing and some are proud and undisciplined because they feel they are superior than their teachers. In other words examination leakages make some pupils pompous also."

The majority of the respondents further confirmed pupils' attitude toward learning Geography left much to be desired as ninety percent of the participants alluded to the fact that pupils who were more expectant of acquiring leakages during examinations did not mind missing lessons. Respondents further reported that some pupils regarded Geography to be a

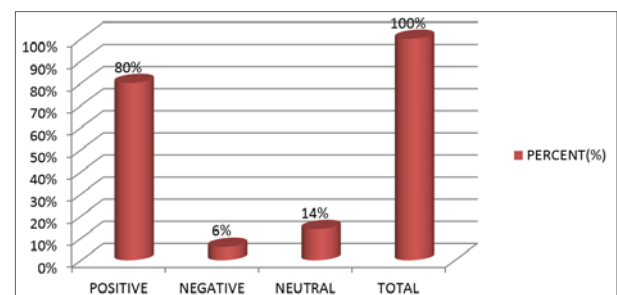
difficult subject. Perhaps this was to do more with the psychological aspect of the pupils' preparedness to learning Geography. It was common to find that pupils' whose minds were defeated psychologically that a certain subject was difficult would not perform well in that subject therefore, with such a negative motive; pupils' academic performance was likely to be poor and a contributing factor to seeking examination leakages. Moreover, it was disheartening to find that even hard working and intelligent pupils did not only perform poorly but also failed examinations because of lack of self-confidence and indulging in examination malpractices. Moreover, during the examination period, it was observed most pupils spent much of their valuable study time looking for leakages instead of reading and preparing for the examinations. In the case that the purported leakages turned to be fake the pupils fail lamentably because of panic. Another concern raised by respondents was that sometimes teachers were also lazy and reluctant to teach to the best of their ability because they were sure leakages will be available during examinations. Therefore the attitude of laziness affected both pupils and teachers. Perhaps one of the biggest impacts was the negative socialization consequence which examination leakages had on the children since the practice was associated to corruption and considered to be a form of misconduct or unacceptable behaviour (Olujuwon, 2007)<sup>[17]</sup>. The table below further displays the respondents views on pupils' attitude toward examination leakages.

**Table 2:** Respondents' views on the pupils' attitude toward examination leakages

Pupils' Attitude	Frequency	Percent (%)
Positive	40	80%
Negative	3	6%
Neutral	7	14%
Total	50	100%

Source: Field Data, 2015

The findings of the study revealed that 40(80%) of the respondents said that pupils often exhibited positive attitude toward examination leakages. Only 3(6%) of respondents said that pupils had negative attitude to examination leakages while 7(14%) of the respondents did not confirm either of the responses as can be seen from table.2 above. In other words, the study affirmed most pupils were interested in examination leakages; they were optimistic they would access leaked examination papers during the examinations hence the negative attitude to learning. For instance one respondent said, pupils think they have the right to examination leakages.



Source: Field Data 2015

**Fig 2:** Respondents' Views on Pupils' Attitude Toward Examination Leakages.

The findings of the study further revealed that examination malpractices (leakages) reduced pupils' learning ability and made them relax in their studies. For instance, girls were well-known for having affairs with male teachers so that they could be given examination leakages; such a situation was indeed shameful. Therefore, the scourge was so demeaning not only to the education system but to all circles of society globally. For example, we realize examination malpractices (leakages) have serious implications on the gross domestic product of the country and on the general quality and standards of education such as of medical doctors, teachers and a chain of incompetent workforce in society as a whole. In other words, incompetence in the execution of duty affects the socio-economic performance as the incompetent workers join society. Thus the findings of the study were in agreement with Olatumbosum (2012)'s [15] findings that students who were products of examination malpractices once given leadership positions would be liable to exhibit dishonest behaviour such as corruption and laziness. Therefore, examination malpractices in institutions of learning everywhere on the globe have negative influence on the attitude of pupils' toward learning Geography let alone other subjects.

In view of the aforementioned, it was obvious examination malpractices have contributed to the falling standards of education. It is for this reason that long lasting solutions must be found and some of the possible solutions the study identified include; the streamlining of the examination content and reducing the syllabi which was believed to be too wide and scaring to pupils, continuous assessments could also offer formidable solutions to the problem although it would equally have its own disadvantages especially that some teachers and other academic staff were corrupt therefore, it was not certain whether the problem could be solved. Perhaps a lot would need to be taken into consideration even then. Moreover, assessments would not be the only means of testing, rather examinations would continue although they would only count for a certain percentage while part of the scores would be from the continuous assessment just as what colleges and universities do so that the lazy pupils who did not want to work would also be encouraged to work or else fail even with the leakages at their disposal if they do not show commitment in the continuous assessment.

#### 4. Conclusion and Recommendations

The findings of the study revealed that examination leakages influenced pupils' attitudes toward learning Geography as can be seen from the awkward mind-set exhibited by some of the pupils toward learning as were revealed by respondents which included laziness, absenteeism, low concentration... Perhaps the pupils' negative attitude would also contribute to some pupils' declaration that Geography was a difficult subject especially that some of them did not seem to value their studies at all as such they do not take time to do practical work such as the field project and in return unscrupulous people have taken advantage of their laissez-faire attitude. It was in the same vein that cheating was seen as normal. Moreover, children whose parents encouraged examination leakages do not see the value of attending school after all their parents were able to provide them with the leakages as they were ready to pay anything it took. In other words, the matter was quite sophisticated. Furthermore, examination malpractices (leakages) have

negative effects on pupils' attitude toward learning Geography; For instance, respondents further confirmed the evils of examination malpractices and their long term effects which include the production of corrupt immoral citizens who would not see the negative effects of examination malpractices. Furthermore, students who were products of examination malpractices or cheating once given leadership positions regardless of whether it was in the private or public sector would be liable to exhibit dishonest acts such as corruption and laziness. Additionally, the education system characterised with examination leakages was likely to influence the workforce negatively while the economy would also be affected. Therefore the continued occurrences of Examination leakages in the institutions of learning countrywide have negative effects on pupils' attitude and academic performance not only in Geography but also in other subjects.

In fact some people do not consider examinations malpractices to have negative effects and were therefore not mindful of their long term consequences such as the moral decay and loss of family values. It was obvious examination malpractices have contributed to the falling standards of education. Thus, they must be prevented so as to restore the integrity of the education system. It is for this reason that long lasting solutions must be found and some of the possible solutions the study identified included; reducing the content of the subject matter which pupils thought was very wide, putting more emphasis on the sensitization of candidates before examinations and extending the sensitization to start as early as when the pupils just starts grade one and the sensitization of all citizens including parents and society as a whole. Furthermore, continuous assessment could also offer part of the solution. The study thus made the following recommendations. 1. The government through the Ministry of General Education to integrate examination malpractices education in the school curriculum as one of the cross cutting issues in the institutions of learning in order to enhance awareness among pupils. 2. The Examination Council of Zambia should increase awareness through outdoor advertisements in addition to the current posters. 3. The government through the Examinations Council of Zambia should consider increasing the number of years during which one could be barred from writing examinations from two years to five years so that the penalty is stiffer. 4. The Examination Council of Zambia to extend examination malpractices penalties to non- candidates if found with a case to answer e.g. those found photocopying leakages, parents and any other persons found guilty 5. The government through the Ministry of General Education should build more infrastructures in order to improve the sitting capacity during examinations.

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