

## The effect of examination malpractices (leakages) on pupils' academic performance in Geography in selected secondary schools of Kitwe District, Copperbelt Province, Zambia

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### Abstract

This article is an extract of one of the objectives from the study "The effect of examination malpractices (leakages) on pupils' academic performance in Geography in selected secondary schools in Kitwe District, Zambia." The purpose of the study was to find out the effect that examination malpractices (leakages) have on pupils' academic performance in Geography considering the persistence of examination leakages in the national examinations not only in Zambia but across the globe. Data for the study was collected from ten (10) secondary schools in Kitwe District including the District Education Board Secretary's Office (BEDS) and the Provincial Resource Centre. The total sample size was fifty (50). The study used both the quantitative and qualitative approaches and data was collected using questionnaire, interview and focus group discussion schedules. Furthermore, the data that was collected was entered on the Microsoft excel sheet and later analyzed using STATA and interpreted into tables and graphs whilst the qualitative data was analyzed using content thematic following the emerging themes and sub-themes.

The findings of the study revealed that examination malpractices (leakages) had a negative influence on pupils' academic performance because they made pupils lose self confidence, the desire to learn, to study hard and acquire knowledge and skill. It was discovered most pupils who have interests in examination leakages devote less time to academic exercise even during the time of examinations; they waste much of the time looking for leakages. Furthermore, the major effects of examination malpractices on pupils' academic performance reported by respondents included poor academic performance, less concentration during lessons, indiscipline and lack of respect for the teachers, panic during examinations to mention but a few. Thus, the study made the following recommendations: 1. The government should integrate examination malpractices in the school curriculum as one of the cross cutting issues to be taught in order to enhance awareness, 2.Examination Council of Zambia (ECZ) should increase awareness through outdoor advertising in addition to the current posters. 3. Examination Council of Zambia should extend examination malpractice penalties to all those found wanting including those photocopying, parents and all suspecting persons.

**Keywords:** effect, examination malpractices, leakage, academic performance

### 1. Introduction

#### 1.1 Background of the study

Examinations in Zambia can be traced to the British colonial heritage in 1931 (British Public Examination Circular No. 849 in Mwansa, 2009) [15]. Zambia inherited the British system of education and its policies to do with examinations at independence. At the time, examinations were designed to test the results of the course of general education before the pupil embarked on a degree of specialization. Additionally, examinations served as a qualifying measure for entrance to the universities and colleges. Thus, in 1947, the General Certificate of Education (GCE) was conceived 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 (Mwansa) [15]. 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. In 1983, an act of parliament number 15 (Examination Council of Zambia) (ECZ) was established. In 1987 the Examination Council of Zambia became fully operational. Examining bodies such as the Examination Council of Zambia (ECZ), Uganda National

Examination Board (UNEB) and Zimbabwe Schools Examination Council (ZIMSEC) are independent bodies that are not involved in organizing instructions or preparing students for the examinations. As a result of the aforementioned, the Ministry of General Education (MoGE) at the moment only shares some aspects of administration of school examinations with the Examination Council of Zambia (Mwansa, 2009 : 23) [15].

Examinations are however, a direct component of formal learning. They serve particular purposes in the education system of a given nation. For instance, they help in assessing the learners' knowledge, skills, abilities and competences (Edokpa, 1998) [6]. On the other hand, examinations such as the Grade 12 Joint School Certificate and General Certificate of Education Examinations are national school examinations in Zambia which determines entry into tertiary institutions such as Colleges and Universities. 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 example, to qualify the candidate must pass in at least six or five subjects with credit in at least one or two of them respectively (ECZ, 2013) [7].

Examination malpractices is defined as deliberate acts of wrong doing contrary to the rules of examinations designed to give a candidate an unfair advantage or able frequently to place a candidate at a disadvantage (Tambuwal, 2013) <sup>[20]</sup>. Examination malpractices are illegal acts committed by students single handedly, or in collaboration with others such as fellow students, parents, teachers, supervisors, invigilators and anybody or groups of people before or after examinations in order to obtain undeserved marks or grades. Perhaps we must make it clear at this stage that the issue of examination malpractice is most often considered at a very narrow perspective mainly focusing on the famous leakages of examination papers. However, the term examination malpractice is very broad in scope, for instance it includes every illegal act related to examinations that may occur before, during and after examinations such as what happens during the preparation stage, custody, administration, marking and releasing of examination results (Ivor, 2010) <sup>[11]</sup>.

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. They tend to contradict highly with any government's intentions to provide its citizens with the quality education necessary for the positive development. From the above definitions therefore, it becomes clear that examination malpractices seriously undermine the credibility of any nation's quality of education being offered to its citizens. In other words, the implication is not only for the education system rather for students, teachers, parents, and the school as a whole or worse still to the socio-economic development of the nation (Hang'andu, 2005) <sup>[9]</sup>.

Examinations are very delicate almost everywhere and issues to do with them must be carefully thought of, in this regard, measures have to be put in place at every stage to ensure examinations are prepared, distributed and conducted in an excellent and diligent manner. As a result of the aforementioned, when the examination question papers and other examination materials are 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 the Examination Council of Zambia (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; a process which is done under police escort (ECZ, 2014) <sup>[8]</sup>. The emphasis on the police escort and the use of ECZ trucks other than any other forms of transport was of course to make sure that the security of the examinations was not compromised at all costs. In the same vein, the Examination Council of Zambia is very particular with the manner in which Examinations were conducted every year throughout the examination period. A lot more measures are put 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 malpractices (leakages) were still being reported almost every year (Hang'andu, 2005) <sup>[9]</sup>.

The dawn of the examination malpractices (leakages) in Zambia does not seem quite clear though. However, examination malpractices have become so rampant that each

year there are reports of examination malpractices. For instance, a media report published on January 15<sup>th</sup> 2014 revealed that in 2013, 5 teachers and 13 pupils were nabbed in the Copperbelt and further said the 5 teachers were arrested in Kalulushi for allegedly being in possession of 2013 Grade 12 Mathematics Paper 2 while the pupils were rounded up in Kitwe (ECZ, 2014) <sup>[8]</sup>. Furthermore, the Ministry of Education Ministerial statement clearly tabulated the examination malpractices statistics for each grade level in 2013; at 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 reported (MOE, 2014) <sup>[14]</sup>.

There were numerous calls not only from the Ministry of Education but also from the Examination Council of Zambia to find ways and means of curbing examination malpractices. For instance, in the ECZ Press release of 19 - 10 - 2013, one ECZ official was quoted as having said "Examination malpractices were not unique to Zambia but a global issue that examining bodies were trying to resolve at regional, continental and world levels. The foregoing statement was a clear testimony that Examination Council of Zambia was not sitting idle but rather remained committed to curbing the scourge. For instance, measures have been put in place if candidates were found guilty of examination malpractices penalties such as expulsion of the candidates from the entire examination, having the results cancelled or even facing prosecution, all the said measures or penalties seem to fall on deaf ears to some candidates. The desire of the ECZ was to attain a culture of zero tolerance to examination malpractices (ECZ, 2013) <sup>[7]</sup>.

## 1.2 Statement of the problem

Conducting examinations has become one of the major problems the education sector is facing. Despite 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 find their way out (Hang'andu, 2005) <sup>[9]</sup>. The stage at which the examination papers leaked was not very clear. Thus, even with the aforesaid strict measures and many others in place to prevent examination malpractices, there were reports that students, teachers, school administrators, Ministry of education officials, security personnel and parents were involved in examination malpractices (ECZ, 2013) <sup>[7]</sup>. These reports show that examination malpractices were still a challenge, hence the study.

## 1.3 Significance of the study

The study was important because the findings would provide information that would be essential to a number of stakeholders such as the school administrators, teachers, the Social Sciences Teachers Association of Zambia, pupils, the Examination Council of Zambia, the Ministry of General Education and the government at large to initiate measures that will help prevent examination malpractices in future and come up with strategies to help educators improve the academic performance of pupils in Geography. Furthermore, the study would offer some insights to other researchers wishing to engage in further research studies and contribute to the improvement of the quality of education in Zambia.

#### 1.4 Study location

The study was conducted in Kitwe District in the Copperbelt Province of Zambia. Ten (10) secondary schools out of the total eighteen (18) secondary schools were sampled in the district because these secondary schools had examination centre thus, were responsible for conducting examinations and were likely to experience examination leakages in their respective schools.

#### 1.5 Literature Review

Examinations malpractices (leakages) were one of the major problems institutions of learning and examining bodies were facing all over the world. Examination malpractices (leakages) have become household names among pupils or candidates with the passion for them. For this reason, a good number of scholars devote themselves to studies aimed at providing solutions to the problem. The study drew much of the literature from the studies of Nigerian scholars who have written widely on the matter. Regardless of the nation, wherever examinations have been written, candidates have exhibited similar behaviour of engaging in cheating in one way or the other. Therefore, there is need to prevent examination malpractices in schools because they were a threat to the essential mission and goal of education (Ikweke, 2011) <sup>[10]</sup>.

Results of studies undertaken by different scholars in Nigeria revealed that examination malpractices were not a new phenomenon in that country and affirmed the first examination malpractice was believed to have been reported in 1914 during the Cambridge Local Examination Papers which were leaked before the scheduled date of the examination (Maduemezia, 1998) <sup>[13]</sup>. However, it was worrisome a trend that started slowly has reportedly become very pronounced not only in Nigeria but across the globe. Moreover, cases of examination malpractices have become more advanced and sophisticated with time.

Despite studies taking different perspectives, they aimed at finding lasting solutions to the worldwide challenge. It is certain the effects of examinations malpractices were the unacceptable behaviour destroying the education system. Studies have revealed however that examination malpractices were mostly determined by students' academic characteristic and institutional factors (Maduemezia, 1998) <sup>[13]</sup>. It is a common phenomenon when examination malpractices occur that authorities blame schools for their complacency and the students and teachers blame each other. Reasons for examinations malpractice have been similar across different studies. Perhaps this could be elaborated further by the empirical findings of the studies conducted so far which indicate that students' engagement in acts of examinations malpractices were as a result of lack of confidence, inadequate preparations, peer influence, societal influence, parental influence and poor facilities in schools which most studies seem to point out (Kyei, 2014) <sup>[12]</sup>. However, we need not dwell much on the causes of examination leakages rather on the consequences for instance; some of the problems related to students' behaviour towards examinations malpractices include poor attendance, laziness and too much involvement in social activities. In fact, most pupils nowadays seem to see examination malpractices (leakages) as a normal academic exercise as can be evidenced by the common notion by some pupils who even go the extent of saying that "nobody can actually pass his/her examination without some external assistance". Indeed such assertions were most likely to fuel the

prevalence of examination malpractices (Olatumbosum, 2012) <sup>[18]</sup>.

Additionally, the aforesaid, was a clear manifestation of most candidates' lack of self-confidence and self-concept. Students with negative self-concept will always doubt themselves and ascertain their failures by engaging in examination malpractice. Today, the youths no longer have that spirit of dogged attention to study in order to pass examinations unaided as there is too much dependence on cheating. In other words, students know why they engage in examination malpractice and they sometimes even refer to the vice as 'brain support' which means that examination malpractices to some students' perception were an act to aid one's memory in examinations as such, most of them no longer believe in hard work (Okon & Petters, 2013: 126) <sup>[17]</sup>.

Other studies conducted in Kenya reported similar results and 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 the inadequacy of school facilities, teacher training, teachers' and examination officers' low salaries (Alutu and Aluede 2006) <sup>[2]</sup> and (Odongo, 2014) <sup>[16]</sup>.

Chinamasa and Mashanyare (2004) <sup>[4]</sup> raised similar concerns over examination malpractices in Zimbabwe which to some extent were attributed to the Zimbabwe School Examination Council which took over the responsibility to administer examinations from the Cambridge. In their claim, they observed that examinations standards have plummeted since the Zimbabwe Schools Examination Council's (ZIMSEC) take over in 1998 and cited examples such as one 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 gravity of the problem was also evident from countries abroad. For instance, Balfour (2009) <sup>[3]</sup> reported that more than one thousand candidates were caught cheating during the civil service examinations while Simwayi (2012) <sup>[19]</sup> also reports that in the United States 56% of middle school pupils and 70% of high school pupils have cheated in examinations. These statistics were a clear indication that examination malpractices were a matter of global concern. On the other hand, examination malpractices are believed to have serious implications on the gross domestic product of the country and on the general quality and standard such as of medical doctors, teachers and a chain of incompetent workforce in society as a whole (Simwayi, 2012) <sup>[19]</sup>.

In view of the aforementioned, efforts by examining bodies; their elaborate policies though formidable enough seem to be quite inadequate and according to Tambuwal (2013), <sup>[20]</sup> candidates produced in the system of examination malpractice will themselves grow into adults, teachers or examination officers who will not see anything wrong with the sophisticated and high class examination fraud which only favours certificated illiterates. Curbing examination malpractices requires engaging in enquiry driven reform and examining the everyday realities of teaching and learning and schooling in order to identify what needs to be fixed and how (Ikweke, 2011: 16) <sup>[10]</sup>.

Indeed examinations malpractices (leakages) were a global issue that the examining boards are trying to solve at regional, continental and world levels (ECZ, 2013)<sup>[7]</sup>. For instance, after presenting the report of examination malpractices for 2009 as follows Grade 7- Nil, Grade 9 - 74 and Grade 12 - 89; it was observed by one parliamentarian that examination malpractices were more common in Zambia lately than they were when the examinations were conducted by the Cambridge Examinations Board although the fact was refuted by the Minister of Education who responded as quoted: "To state that the malpractices were fewer when examinations were done through the Cambridge Examination Board is not completely right" (Daily Parliamentary Debate, 2011)<sup>[5]</sup>. The Minister's statement appears to suggest that examination malpractices have a very long history in the country; because even then examination malpractices were common. However, the Minister further assured the house that the Ministry of education was doing everything possible to sensitize families, students and teachers regarding the badness of examination malpractices.

Therefore, it was certain the Ministry of 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>[7]</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 (ECZ, 2013)<sup>[7]</sup>. In order to achieve its goals, the ECZ staff has 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 centre 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 is recurring every year in the various institutions of learning because of a number of reasons such as inadequate preparation for the examination due to having few teachers. 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 aforementioned 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 (Adeyeni, 2010)<sup>[11]</sup>.

Furthermore, corrupt invigilators were also a source of worry because they receive bribes and allow students to use leakages and cheat in examinations. It was for the same reasons reports of teachers and pupils being nabbed by police every examination period have continued to occupy centre stage in the media. Moreover, some unscrupulous persons have taken

advantage of the desperate situations in which most students were during examination periods to cheat them by robbing them of money by pretending to be supplying leaked examination papers when in the actual fact they sold fake leakages.

On the other hand, examinations leakages have become a thriving business and the issue is very entrenched in our education system because of the various agents that are involved including some parents who positively intervene and help to facilitate their children in their cheating adventures. The chain however does not end with students and parents but includes head teachers, teachers, police officers and the Examinations Council staff some whose motives were to get rich quickly forgetting the damage being caused to the candidate. For instance, there were reports of teachers selling examination papers as the case was with 'one female teacher of Chakunkula basic school who was found with photocopies and handwritten questions for grade 9 and 12 examinations in her bedroom which were meant for sale, the case was taken to court and another teacher of Roma Girls Secondary School in Lusaka appeared in court after he had leaked Grade 12 papers which he obtained from Chipata where another teacher of Anoya Zulu was also selling the leaked examination papers (Hang'andu, 2005)<sup>[9]</sup>. This clearly shows how much teachers were contributing to the moral and intellectual downfall of the education system. There was need for long lasting solutions to prevent leakages during examinations especially among Geography pupils, hence the study.

Zambia has over the years seen an alarming rate of increase in examinations malpractices. For instance, in 2001 the Examination Council of Zambia is believed to have dealt with only about eighty four (84) cases at grade 12 the cases which grew to about four hundred twenty one (421) cases dealt with in 2013 (MOE, 2014)<sup>[14]</sup>. Regardless the purported accrued benefits that examinations malpractice may seem to bring, it was important to understand that they impact negatively on the level of morality, ability, maturity and the quality of teaching and learning (Ikwueke, 2011)<sup>[10]</sup>. It is for the same reason, the matter has steered a lot of public debate as to whether the education system was still credible or not, hence the need for this study.

## **2. Research Methodology**

### **2.1 Research Design**

The case study research design which combined both qualitative and quantitative methodologies was used in this research. This design was used because it was manageable both in terms of time and cost. Moreover, it was easier to use multiple data collection techniques; questionnaires, interviews and focus group discussions and the researcher was able to physically collect data and obtain in-depth information on the effect of examination malpractice on pupils' academic performance in Geography in selected secondary schools in Kitwe district.

### **2.2 Target Population**

The target population for the study included all secondary schools in Kitwe district. It targeted all the secondary schools in Kitwe district, all head teachers of secondary schools, teachers, and pupils, all administrative staff at the DEB office e.g. the DEBS, DESO, ESO, Resource centre and Examination Council of Zambia staff.



### 2.3 Sample Size

The sample size comprised fifty (50) respondents who included ten (10) secondary school head teachers, fifteen (15) secondary school teachers, twenty one (21) pupils all drawn from secondary schools, one (1) DEBS and one (1) ESO (examinations), one (1) District Guidance Coordinator and one (1) Provincial Resource Centre Coordinator (PRCC).

### 2.4 Sampling Procedure

The study targeted Kitwe district because it was within the researcher's area of residence and had a good number of secondary schools which were good sources of data for the study. Moreover, the total sample of the study was known, the researcher used the simple random sampling technique to select head teachers, teachers and pupils. The quota sampling technique was further used to select pupils in secondary schools in Kitwe district to participate in the study because all secondary schools have examination centres and are mandated to conduct public examinations. The quota sampling technique was used in order to accord both the male and female pupils equal opportunities to participate in the study. Thus, both sexes were accorded fifty (50) percent chances in order to reduce biased sampling. Furthermore, the purposive sampling technique was used to select the DEBS, ESO in charge of examinations, the district guidance coordinator and the PRCC because they were holders of the data that was required, therefore rich sources.

### 2.5 Instruments for Data Collection

In the collection of data for the study, questionnaires, interview and focus group discussion schedules were employed.

### 2.6 Data Analysis Techniques

Data was analyzed both quantitatively and qualitatively. The statistical package (STATA) was used to analyze the quantitative data that was collected for the study. Furthermore, quantitative data that was collected was systematically entered on Microsoft excel sheet in codes and later interpreted into

tables and graphs. The qualitative data that was collected was analyzed thematically under their respective emerging themes and sub themes. Data was also interpreted using descriptive statistics in form of frequencies and percentages.

### 3. Findings and Discussion

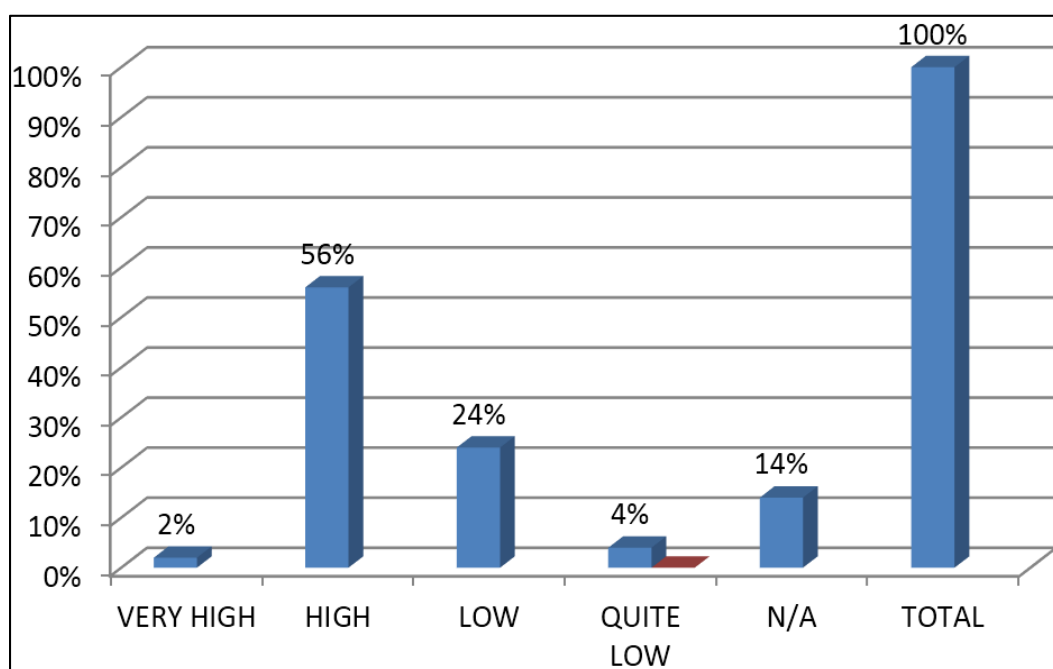
Respondents were asked to ascertain whether examination malpractices (leakages) really occurred in Kitwe District and their responses were as displayed in table 3.1 below:

**Table 3.1:** Respondents' views of the alleged levels of examination malpractices in Kitwe District

| Level Of Exam Malpractices | Frequency | Response Percent (%) |
|----------------------------|-----------|----------------------|
| Very High                  | 1         | 2%                   |
| High                       | 28        | 56%                  |
| Low                        | 12        | 24%                  |
| Quite Low                  | 2         | 4%                   |
| N/A                        | 7         | 14%                  |
| Total                      | 50        | 100%                 |

Source: Field Data, 2015

Following the results of the study tabulated in table 3.1, 1(2%) of the respondents said that examination malpractices (leakages) were very high, 28 (56%) of the respondents said examination malpractices were high, 12 (24%) further said they were low while 2 (4%) declared malpractices were quite low and 7 (14%) of the respondents did not say anything concerning the level of examination malpractices (leakages) in Kitwe District. Although fourteen percent of the respondents did not express their views whether examination leakages were high or not, the results shows clearly that examination malpractices (leakages) were still a problem in the country's examination system because, no matter what the respondents could have said whether very high, high, low or quite low, it was evident that the problem of examination malpractices (leakages) was destroying the education system.



Source: Field Data, 2015

**Fig 3.1:** shows the respondents' views on the alleged levels of examination malpractices in Kitwe District.

From the findings presented in figure 3.1, the majority of the respondents (56%) confirmed that there were high levels of examination malpractices while the lowest (2%) was those who said it was very high. The study pointed out a number of perceived effects of examination malpractices on pupils' academic performance which include absenteeism, laziness, loss of focus or lack of concentration, low academic standards, lack of confidence, panic during examinations, poor academic performance, half baked citizens were produced meaning that the results do not portray reality as they are not a true reflection of the pupils' academic performance. Other effects include the consequences they have on intelligent pupils who either got less marks than expected of failed examinations, incompetent workers, fake examination results analysis, inadequate academic knowledge and lack of application of the acquired knowledge and skills.

**Table 3.2:** shows the perceived effects of examination malpractices (leakages) on pupils' academic performance in Geography.

|  |
|--|
| effects  |
| Absenteeism  |
| Laziness   |
| Loss of focus on education or lack of concentration  |
| Low academic standards   |
| Lack of confidence   |
| Panic  |
| Poor academic performance  |
| Half baked citizens produced   |
| Results do not portray reality; they are not a true reflection of pupils' academic performance |
| Disadvantages hard working pupils  |
| Intelligent pupils either get lower marks than expected or fail examinations                   |
| Incompetent workers  |
| Fake examination results analyses  |
| Inadequate academic background knowledge and lack of application                               |
| Low national academic standards  |
| Failure to perform in future endeavors   |
| Society deprived of critical thinkers  |
| Weak minded students   |
| Lack of study  |
| Less literate learners   |

**Source:** Field Data, 2015

Following the findings of the study, it was evident positive academic performance and progress were cardinal if any nation would boast of achieving high quality education. Thus, pupils need to work extremely hard in order to achieve good results. However, the results of the study clearly showed that the prevalence of examination malpractices (leakages) in secondary schools were a recipe for pupils' negative behavioural characteristics such as laziness or lack of commitment toward learning Geography. The majority of the respondents confirmed pupils' attitude toward learning left much to be desired as 45(90%) of the participants alluded to the fact that pupils who were more expectant of acquiring leakages during examinations did not mind missing lessons. Moreover, it was disheartening to find that even hard working and intelligent pupils did not only perform poorly but also failed examinations because of indulging in examination malpractices. 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. Examination malpractices impact negatively on the attitude of the pupils toward learning Geography. Perhaps the poor performance by intelligent pupils could also be attributed to lack of self confidence.

Respondents further revealed that some pupils regarded Geography to be a difficult subject and further said that "some pupils did not take time to do the field project in Geography which was one of the components of the examinations, as such unscrupulous people have taken advantage of their laissez-faire attitude and sell already researched papers which pupils keep on circulating." Perhaps the question we may ask would be; "How do pupils benefit from such kind of attitude?" Of course they do not benefit anything, because educational excellence was not only about passing examinations rather focused on acquiring adequate knowledge and skills. Thus, despite being lazy pupils desperately wanted to pass with very high marks. These findings thus coincide with other studies earlier conducted which attributed examination malpractices to students and argued students were to blame for indulging in cheating and that their attitude to attending class had nothing to write home about and that examination malpractices were linked to general indiscipline among learners (Adeyemi, 2010) [1].

The respondents further observed that pupils who were anticipating to seek and use leakages were often absent from school. In other words, the aforementioned were but some of the consequences of getting involved in examination malpractices. Pupils become too expectant of the unknown forgetting that leakages at times could not be real but fake which means that even with the availability of leakages pupils may fail to pass the examinations because they either know nothing or very little. In fact in the event that the expected leakages were in fact fake pupils find themselves in a state of panic and end up failing lamentably. Absenteeism in other words entails inconsistent attendance and may include absconding from school which is a negative character to enhancing quality education. Additionally, because some pupils do not attend school, even with examination leakages they fail to perform because their academic standards were generally low and most respondents alleged examination malpractices have contributed to poor academic performance, inattention and low concentration. The findings of the study further revealed that examination malpractices (leakages) reduced pupils' learning ability and made them relax in their studies. Passing examinations might be quite easy for pupils who were serious with studies. However, pupils who devoted less effort to study often find examinations to be quite difficult. Perhaps we need to point out here that most pupils nowadays do not take studies as seriously as they ought to and the end result was their engaging in examination malpractices (Hang'andu, 2005) [9].

Laziness, absenteeism and poor academic performance were some of the most prominent concerns raised by respondents in the study. Other consequences include low educational standards, half baked or substandard citizens produced, less literate learners, incompetent workers, faked examination analyses which do not portray reality; results do not give a true reflection of the pupils' capabilities. Information is power yet pupils who depend on examination malpractices (leakages) to qualify lack this powerful educational tool. Indeed examination malpractices lower the educational standards of the nation

because pupils who pass would otherwise not be able. Learning is expected to bring about some change in behaviour but it was not true for those who pass through leakages because they fail to use the geography knowledge and information acquired in their day to day life situations. Consequently, citizens produced through examination leakages will not be creative and will not have critical thinking skills. In spite of passing examinations, pupils had limited knowledge and skill rendering them incapable to perform in future endeavors.

As correctly observed by MOE (2014) <sup>[14]</sup> that the majority of those who fail to perform at higher institutions of learning probably were coming from a malpractice background and their incompetence did not only shame their families but also wasted the much needed national resources which could have been deployed in other useful socio-economic ventures. If left unchecked, in due course, not only would Zambian education lose integrity but also any other nation's education which won't be able to meet the highest academic and professional requirements demanded both at regional and global levels. In other words, it means that the products of examination malpractices were half baked or substandard citizens who have nothing to offer to the economic development.

As in line with the findings by Mwansa (1998),<sup>[15]</sup> this study has established that examination malpractices (leakages) have serious implications on the gross domestic product of the country and on the general quality and standard 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 performance as the incompetent workers join society. As further argued by Simwayi (2012) <sup>19</sup> this study agrees that the positive growth of the nation's economy depends on the professional qualifications of the manpower driving the economy. Therefore, with the education system characterised with examination malpractices it was likely the workforce would be affected negatively while the economy may also be affected. For example, the issue of quality and the teacher was not debatable because the quality of the teachers also determined the standard of the educational system therefore, if the school system lacked good and efficient teachers, it would be very difficult for society to realize its developmental goals and no nation can rise above the quality of teachers.

Furthermore, this study has unearthed that 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. This is not in conflict with the outcome of the study conducted by Olatumbosum, (2009) <sup>[18]</sup>. Therefore, it was imperative that examination malpractices were curbed so as to restore the integrity of the whole socio-economic system. Otherwise, the continued occurrences of Examination malpractices (leakages) in institutions of learning everywhere have negative effects on pupils' academic performance not only in Geography but also across academic disciplines. For instance, most pupils prefer copying to engaging in studies that would benefit them throughout life. It was therefore disheartening that some people do not consider examinations malpractices to have negative effects and were therefore not mindful of the 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. It is for this reason that long lasting solutions must be found and some of the possible solutions the

study identified would 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, examinations would continue rather 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**

Examination malpractices have negative effects on pupils' academic performance; the respondents 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 because they themselves were beneficiaries of examination malpractices. Thus if examination malpractices went unchecked, our society would be stooped in endless immorality thus, efforts to curb examination malpractices should be supported by every well meaning Zambians. Therefore, we need to see to it that normality was restored to our education system by adhering to sustainable measures which would help all nations to move forward toward achieving zero tolerance on examination malpractices. If others can make grades without leakages, everyone can, all that one needs to do was to start thinking positively about our common future. Therefore, a lot more research needs to be done until a lasting solution was found. Based on the findings, the following recommendations emerged: 1. The government through the Ministry of General Education (MoGE) should integrate examination malpractices in the school curriculum as one of the cross cutting issues in the institutions of learning in order to enhance continuous awareness among learners. 2. The government through the Ministry of General Education should build more infrastructures in order to improve the sitting during examinations. 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. In order to increase examination malpractice awareness, ECZ should use the outdoor advertisement facilities currently existing in the country in addition to posters. 5. Government through the Ministry of General Education and Examination Council of Zambia should extend examination malpractices penalties to non- candidates if found wanting e.g. those found photocopying leakages, parents and any unsuspecting persons.

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