

**PREDICTORS OF EXAMINATION MALPRACTICES AMONG STUDENTS
AT PRIMARY SCHOOL LEAVING CERTIFICATE OF EDUCATION
EXAMINATIONS IN MALAWI: A CASE STUDY OF BLANTYRE URBAN**

M.Ed (TESTING, MEASUREMENT AND EVALUATION) THESIS

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**UNIVERSITY OF MALAWI
CHANCELLOR COLLEGE**

MAY, 2019



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By

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Measurement and Evaluation)

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May, 2019

DECLARATION

I, the undersigned, hereby declare that this thesis is my own original work, which has not been submitted to any other institution for similar purposes. Where other people's work has been used, acknowledgements have been made.

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CERTIFICATE OF APPROVAL

The undersigned certify that this thesis represents the student's own work and effort
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DEDICATION

To Lord God The Almighty; my parents: Masautso Grandwell Phiri and Dorothy Nkhoma; my husband: Daniel Chimango Mhone; my Daughters: Lyness and Dorothy and my siblings: Joan, Charles, Solomon, Manasseh, Viyezgo, and Innocent. I dedicate this thesis to my family because of their encouragement and understanding when I temporarily suspended some of their basic family needs and my absence during the course of my study.

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ABSTRACT

The study investigated the main predictors of students' examination malpractices at Primary School Leaving Certificate of Education (PSLCE) examinations in the Malawian education system. The study used non-proportional stratified cluster sampling technique to recruit form one and form two students from 9 secondary schools who recently sat for PSLCE examinations. The study also used purposive sampling technique in choosing teachers who were assumed to have taught these students in primary schools. Two questionnaires were used: the first focused on factors that lead students to cheat and the second focused on teacher's perceptions on students' examination malpractices. Two questions were addressed quantitatively. In the process, the study used Chi-square of independence to test for association while Kruskal Wallis and Mann Whitney were used to test for differences. One question was addressed qualitatively using thematic analysis. Results indicate that there is a statistically significant association between school type and students' involvement in malpractices. However, the results show age and sex have no association with students' involvement in malpractices. In addition, the study has established that age and sex of students are predictors using given associated factors while school type is a predictor based on perceptions of teachers. One major recommendation is that school rules and procedures should be introduced early in the school year and consequences of malpractices should be enforced consistently across students throughout the school year. This will provide a good foundation of self-discipline and moral character hence, develop a positive attitude and confidence in learners.

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LIST OF ACRONYMS AND ABBREVIATIONS

CDSS	Community Day Secondary School
CFSC	Center for Social Concern
CSS	Conventional Secondary School
GOVT	Government
MANEB	Malawi National Examination Board
MoEST	Ministry of Education, Science and Technology
MSCE	Malawi School Certificate of Education
NECO	National Examinations Council
PIF	Policy Investment Framework
PSLCE	Primary School Leaving Certificate of Education
PVT	Private
SEED	South East Education Division
SSSE	Senior Secondary School Examinations
SWED	South West Education Division
TME	Testing Measurement and Evaluation
WAEC	West African Examinations Council

CHAPTER 1

INTRODUCTION TO THE STUDY

1.1 Chapter overview

This chapter is an introduction to the study of predictors of examination malpractices among students at Primary School Leaving Certificate of Education (PSLCE) examinations in Malawi. It gives a background to the study and the statement of the problem. It further discusses briefly the purpose, the research questions, research hypotheses and the significance of the study. Lastly, it has given operational definition of terms. The terms examination malpractices and examination cheating in this study have been used interchangeably, their meaning in this study refers to students' dishonest behavior during examinations.

1.2 Background of the study

Persistent cheating in examinations has greatly tarnished the image of the education system in Malawi resulting in public loss of confidence in the system (Center for Social Concern (CFSC) Press Review, 2008). Cheating is a long standing problem in Malawi and is linked to corrupt practices during examinations (CFSC Press Review, 2008). According to CFSC Press Review (2008), these practices are done by teachers, students, parents, examination authorities and administrators in schools.

This implies that examination malpractices is at the peak in Malawi as almost all stakeholders are involved and if not well tackled, there will be no development in the country as it will be involving people who cannot perform.

The effect of cheating is seen in the reduction in the value of education (CFSC Press Review, 2008). In agreement to this fact, Ministry of Education Science and Technology agrees that the government of Malawi noted that the education provided by the education system in Malawi is losing its quality (Ministry of Education Science and Technology-Policy Investment Framework (MoEST-PIF), 2001). This might imply that in Malawi most people who are employed come from outside and at the same time people from Malawi cannot be employed elsewhere. In addition, Mtunda (1998) registers concerns that some students who complete secondary education gone through cheating are unable to express themselves fluently in English, yet they passed Primary School Leaving Certificate of Education examinations, Junior Certificate of Education examinations and Malawi School Certificate of Education examinations. There is an expectation that students after completion of primary school should be fluent in speaking English but because of cheating, students are defeated by being unable to express themselves fluently in English and they have even failed to defend their certificates (Suleman, Gul and Kamran, 2015).

Some of the stakeholders believe that in the recent years Malawi School Certificate of Education (MSCE) examinations administration has been beset with many serious cheating cases (Malawi SDNP, 2008). For example, there was a mass leakage of 2000, 2007 and 2010 Malawi School Certificate of Education examinations as a result the examinations of 2000 were called off (Chalila & Nkhoma 2003).

This was followed by the dismissal of the head of Malawi National Examinations Board because of cheating (MoEST-PIF, 2001).

Moreover, a lot of students have had their results nullified and some heads of schools and teachers have been taken to court or have lost their jobs for promoting or getting directly involved in cheating (Matemba & Yadidi, n.d.). For instance, the Malawi National Examination Board (MANEB) disqualified about 6000 pupils who took the 1997 Malawi School Certificate of Examinations for cheating (Mtunda 1998). Another good example is the case in the Global corruption report (2001) where an eighth grade pupil at Chilinde primary school in Lilongwe reported about corruption practices at their school (Munachonga, 2014). The World Bank (2010) equally observed that the education offered in Malawi including that at primary school level has deteriorated too. The number of students who reach a minimum level of mastery in English reading was reduced to half from 1998-2004 and in 2004 was barely 9%. (Makaula, 2018). The decline might be as a result of the introduction of 1994 Free Primary School Policy, which led to an increase in the numbers of underperforming students in the system but who, nevertheless would like to pass at all cost. It is in this situation that prompts some of them to cheat.

Some theoretical and empirical works suggest that certain students' characteristics are associated with their test taking behaviour including cheating (Oredein, 2008). Age, sex and test anxiety of students in different types of schools largely seem to influence their behaviour during examinations (Oredein, 2008). Oredein, 2008) has argued that these variables correlate to a certain degree and cannot be separated from examination malpractices.

There might be differences in students' perceptions on the reasons for examination malpractices based on their age, sex and test anxiety. For instance, Oredein (2008) argues that age of the learner determines the variation in the speed at which he/she learns. Amamize (2003) cited in Tope (2011) emphasizes that maturity of a learner and exposure to different situations are determining factors to examination malpractices. However, Tope (2011) contends that all age groups engage in examination malpractices. Thus, both old and young students can be involved in examination malpractices.

Some studies have also identified sex of the learner as a factor of examination malpractices (Tope, 2011; Smith & Davis, 2003; Ali, 2009; Oredein, 2008; Leming, 1980). However, there is a debate as to which sex is involved more in examination malpractices than the other. For instance, Loben and Levanon (1988) cited in Tope (2011) argue that males are more involved in examination malpractices than the females. In support of this view, Smith and Davis (2003) found that males are open to say that they cheat, report a greater willingness to assist others and find cheating more socially acceptable than females. Ali (2009) also established that more males (92%) than females (58%) support cheating in a study carried out at the University of Damascus.

However, Oredein (2008) argued empirically that girls find it easy to write information on any part of their body like thighs, baby pampers, purses and palms than their male counter-parts. On the same, Leming (1980) believes that females are more involved in examination malpractices than males, but there still remains a question as to which sex is more involved in examination cheating than the other.

Thus, it can be argued that involvement of boys and girls might be dependent on their particular needs.

In terms of school type, theoretically most people have assumed that private schools are so much involved in examination cheating as their main focus is to make profit (Khan et al., 2012; Starovoytova & Namango, 2016). Another assumption is that private schools go for cheap labour by employing unqualified teachers who lack confidence in themselves and fail to prepare learners for examinations, but they still aim at making more learners pass. The pass rate will, in turn, attract more learners to enroll in these schools. On the other hand, Ministry of Education Science and Technology (MoEST) (2010) found that students in religious schools are more likely to cheat than those in private and government schools. In the case of religious schools, it may be argued that the students dedicate more of their time to religious than academic matters thereby making them unprepared for examinations when time comes for them to sit for national examinations.

1.3 Statement of the problem

There is a gap in literature on predictors of examination malpractices among students during Primary School Leaving Certificate of Education (PSLCE) examinations. A series of surveys in America reveal that the number of high school students who reported cheating on an examination during the previous academic year increased from 61% in 1992 to 74% in 2002 (Josephson Institute for Ethics, 2002).

In Malawi the trend of cheating cases in Malawi School Certificate of Education examinations (MSCE) rose from 1.82% in 2000 to 8% in 2002 and in PSLCE examinations, it was 3.62% in 2000, 4.14% in 2001, 0.02% in 2006 and 0.24% in 2009 (Malawi National Examination Board (MANEB), 2010).

Every year from 2000 up to 2013 Malawi has had registered cases of cheating during examinations (MANEB, 2010; Makaula, 2018). This might imply that the numbers of cheating cases drop and rise in that order meaning that Malawi experiences students' examination malpractices every year. Consequently, this has devalued the education system for many years. Despite the introduction of the cluster system of administering national examinations by MoEST and MANEB to eradicate the practice of cheating in examinations by students, storage of examinations at police stations and other factors have compromised such efforts. As such, the malpractice is still a rampant.

Although a lot of research has been conducted on examination malpractices in other countries at secondary and tertiary levels, little research has been done in Malawi at all levels. Hence, in this study, primary level has been chosen as most literature of other countries has dwelt much on secondary and tertiary levels. It, therefore, becomes imperative for policy makers to understand age, sex and school type as predictors of examination malpractices during PSLCE examinations, on which presently very little is known. Therefore, this study is an attempt to address such a gap.

1.4 Purpose of the study

The study aimed at investigating specific predictors of examination malpractices at Primary School Leaving Certificate of Education (PSLCE) examinations.

1.5 Research questions

The study was guided by the following main research question: What are the predictors of examination malpractices during Primary School Leaving Certificate of Education examinations?

The following sub-research questions were used to answer the main question:

1. Is there an association between students' involvement in examination malpractices and their age group, sex, or school type?
2. How much variability in examination malpractices is explained by age, sex, or school type and given associated factors of examination malpractices?
3. What are the perceptions of teachers on factors that influence students' examination malpractices?

1.6 Research hypotheses

H₀: There is no statistically significant association between students' involvement in examination malpractices and their age group; sex; or school type.

H₀: There is no statistically significant difference between each of the given associated factors of examination malpractices and age group of students; the sex of the students; or school type.

1.7 Significance of the study

Examination malpractices are harmful not only to the moral development of youths, but to their intellectual development as well. If not controlled, graduates produced in a system of education that is rife with examination malpractices will lack moral discipline, knowledge, skills and competence in using the resources at their disposal. Following this understanding, measures have been put in place to stop the trend.

Such measures include the introduction of the cluster system of administering national examinations (where students from different schools write the examinations together); storing examinations at the nearest police station; introduction of police officers in uniform; introduction of identity cards during examinations, just to mention a few. However, these efforts have not been entirely effective as evidence abounds that a lot of cheating goes undetected (Malunga, 2000).

The findings of this study will benefit parents by informing them on what happens when their children are taking examinations. The awareness of this unwanted behavior will help change parents' attitude and methods of early training, as well as the upbringing of their children. This is the case because the involvement of children in cheating may be rooted in dishonest practices in the home right from their youth (Munachonga, 2014).

Furthermore, from the findings of this research, the Ministry of Education, Science and Technology; school administrators and the Malawi National Examinations Board will have a better picture of additional factors that lead to examination malpractices.

This will help them make more informed decisions regarding the administering of examinations at all levels of education.

Lastly, as pointed out above, little is known on predictors of examination malpractices. As such, the findings of study will add knowledge to the limited literature on examination malpractices.

1.8 Operational definitions of terms

Age: is how old a person is in terms of years the person has existed in this world.

Examination: it is a test to find out how much someone knows or how well someone can do something.

Malpractice: any illegal, immoral or unethical act by an individual or group of people

Examination malpractice: Examination malpractice is an illegal means that students use to pass examinations through violation of set standards.

Sex: the state of being female or male.

Older student: A student who is 16 years and above.

Younger student: A student who is 12 years and below.

1.9 Chapter summary

This chapter has provided an overview on the issue of predictors of students' examination malpractices in different countries. What seems to be common in the countries referred to in this chapter is that examination malpractice is on the increase and that it is becoming sophisticated each and every year.

However, there have been few studies to establish predictors of students' examination malpractices during Primary School Leaving Certificate of Education in Malawi.

A study on predictors of students' examination malpractices specifically looking at age, sex and school type is vital. The next chapter presents the review of literature on examination malpractices.

CHAPTER 2

LITERATURE REVIEW

2.1 Chapter overview

This chapter reviews literature related to predictors of students' examination malpractices during Primary School Leaving Certificate of Education examinations specifically looking at age, sex and school type. It has seven sections namely definition of examination malpractice; age and examination malpractices; sex and examination malpractices; school type and examination malpractices; factors influencing examination malpractices; perceptions of teachers on students' examination malpractices; theoretical framework and the last section is chapter summary. These sections helped the researcher to develop a theoretical lens that has been used in this study to investigate predictors of examination malpractices specifically age, sex and school type in Malawi using data from a Factors of Examination Malpractice Questionnaire (FEMQ) and teachers' perceptions using data from Perceptions of Teachers' Questionnaire (PTQ).

2.2 Definition of examination malpractice

Attempts have been made by experts to define examination malpractice from all angles. Some definitions include the intentions of the person engaging in the examination malpractice. Tibbetts (1999) and Sims (2002) define examination malpractices as an intentionally unethical behaviour.

In this study, examination malpractice is defined as a deliberate act of wrong doing, which is a violation of the set rules and regulations of the examination bodies as well as any actions or attempts by students, administrators, teachers, any member of the general public to use unauthorized or unacceptable means in an examination. From all the definitions, it can be argued that examination malpractice may be committed by not only the candidate but also by other stakeholders responsible for examination management. As such, examinations may no longer be a true measure of one's ability since the students involved do not put much effort on their studies and indulge themselves in examination malpractices as a way to succeed.

It is clear that examination malpractice tends to confer undue advantage or undeserved grade to the perpetrators of the act. Undoubtedly, examination malpractice has been a social problem for decades, but the rate and manner it is perpetrated nowadays is a matter of serious concern. The rate of this crime has become so widespread that there is virtually no examination anywhere at all levels without an illegal practice (Nnam & Inah, 2015).

2.3 Age and examination malpractices

Amamize (2003) in Tope (2011) looked at age and observed that maturation of the learner and exposure to different situations is a determining factor whether the student will involve himself or herself in examination malpractice.

Age has been negatively linked to malpractices in college, with younger students cheating more frequently than older students (Antion & Michael, 1993; Diekhoff et. al., 1996; Haines et.al. 1986; McCabe & Trevino, 1997; Newstead et.al., 1996; Whitley, 1998).

Furthermore, Hilbert (1985) and Tang and Zuo (1997) argue that it is not always the case that younger students cheat more often than older students. Those who argue that young students are likely to cheat believe that younger students are more immature in terms of both age and personality (Haines et al., 1986). These younger students can easily be pressurized by their peers. Cizek (1999) also reports that examination malpractice has increased significantly in the second half of the twentieth century, and that examination malpractices increase with the age of the student at least through age 25. It is argued that older students do not want to fail for fear of being embarrassed by younger ones. According to the study, literature has shown that there are differences between students' involvement in examination malpractices and their age group, and these studies have been done outside Malawi at secondary and tertiary levels. However, the present study has focused on primary level, precisely during PSLCE examinations.

2.4 Sex and examination malpractices

Different views exist as to which sex is involved more than the other in examination malpractices. According to Malawi National Examinations Board (MANEB) (2011), 16 males and 8 females were disqualified during MSCE examinations and this can be argued that there were more males involved in examination malpractices than females.

Loben and Levanon (1998) in Tope (2011) argue that more males engage in examination malpractices than females while Leming (1980) reports that there are more females involved in examination malpractice than males. This can be argued that there were more females involved in examination malpractices.

The findings of Loben and Levanon (1998) cited in Tope (2011) show that there might be differences between males and females in the reasons why more males indulge in cheating. For example, women are socialized differently and view cheating more negatively. On the other hand, males have no problem in assisting others and may view cheating acceptable.

Sex has been often linked to academic dishonesty with men generally reporting higher levels of cheating than women (Genereus & Mcleod, 1995; McCabe & Trevino, 1997; Michaels & Miethe, 1989; Newstead et al., 1996; Whitley, 1998). Bjorklund and Wenestam (1999) and Olatoye (2000) report that there is no obvious difference between female and male students' ways of selecting their reasons for or against cheating. Although sex is generally viewed as a contributing factor, different scholars have different views about it. It can be argued that both females and males can or cannot cheat and this means that there are differences between students' involvement in examination malpractices and their sex. These differences in the associated factors are the ones this study intends to explore, that is, whether sex of students involved in examination malpractices is a predictor of examination malpractice or not.

2.5 School type and examination malpractices

In their independent studies, Adeyemi (2010), Ijaiya (2000) and Igwe (2004), found that examination malpractices were identified more in private secondary schools than in government schools. In Malawi, some private schools have poor facilities. The problem is further compounded as the schools employ unqualified teachers by way of making huge profit using cheap labour but with the desire to produce good results (Chamba, 2009 as cited in Lwanda, 2006). Thus, it is possible for private schools to indulge in cheating during examinations in order to produce good results and eventually, enroll as many students as they can and earn a lot of profit.

However, some researchers argue that examination malpractices occur at a higher rate in government schools (Baiyelo, 2004; Daniel, 2005). There were observations in school systems which showed that government schools were engaged in examination malpractices at a high rate while private schools were model schools (Adeyegbe, 2002). These arguments and observations can also apply in the Malawian situation where primary education is free in all government primary schools. This makes such schools enroll a lot of learners who scramble for few secondary school places eventually. This may compel the students to indulge in examination malpractices in order for them to secure a place in secondary school. On the other hand, students in private schools usually have money which helps them go to private secondary schools. As such, they would be less likely to cheat as they are assured of a place in secondary school even if they do not perform well during examinations.

Sulton & Huba (1995) found that most students from religious schools more often thought cheating was never acceptable as compared to those in non-religious schools.

It can be argued that these students are rooted in the word of God where cheating is viewed as a sin. However, Descruisseaux (1999) found that examination malpractice occurs in all types of institutions and involves a wide array of students. According to the arguments, it means examination malpractice in Malawi can also occur in all types of primary schools.

2.6 Studies on factors influencing examination malpractices

Studies have identified numerous factors, both at school and at home, as well as psychological factors as influencing students' examination malpractice. An empirical study carried out by Uwadiae (1997) to find out how school factors predict examination malpractices in the Senior Secondary School Examinations (SSSE) Mathematics in Nigeria found that school factors accounted for as much as 66% of the variance in examination malpractice. The school factors considered were: school ownership, school type, syllabus coverage, examination facilities and school performance in SSSE. School ownership and school type influenced students' examination malpractices in that the owners encouraged the students to cheat so that they can increase the pass rate and create a name for their school. This would attract more students to enroll at the school and eventually bring profits. Syllabus coverage influenced examination malpractices especially when teachers did not finish the syllabus. As a result students were encouraged to use shortcuts like cheating to pass at all cost.

Students indulged in examination malpractices knowing that their performance was low but they did not want to fail anyway.

Ijaiya (1998) carried out a study of eradicating examination malpractices and he found that socio-economic factors were stronger than institutional factors i.e. remote causes were considered stronger than the immediate causes. The findings suggested that there is a link between living standards and the morality of the teachers and the wider society.

Oduwaiye (2005) also did a research on causes of examination malpractice and he found that the strong causes of examination malpractices are that students want to pass at all costs despite their weak performance and lack of preparedness for examinations. Oduwaiye (2005) agrees with Pratt, (1981) who states that students are likely to cheat when they are not prepared for examinations. Other studies on the causes of examination malpractice reveal that low morality, poor school facilities, inadequacy of trained teachers and corrupt nature of West African Examinations Council and National Examinations Council officials and desire to succeed at all costs by the students are the common reasons why students engage in examination malpractices (Suleman et.al., 2015). Adeyemi (2010) also reported that one of the causes of examination malpractices was desire by learners to pass at all costs. This implies that the attitude towards achieving paper qualifications at all costs has assumed great dimension in the education system at the expense of commitment to serious academic work.

Examination malpractice may also occur because of low levels of commitment to the ideals of higher education and learning orientations (i.e. wanting to learn and earning a grade) (Haines et. al. 1986; Whitley, 1998; Weiss et.al, 1993).

Again, past behavior tends to be the best predictor of future behavior and this appears to be true for academic dishonesty. It was observed that those who cheated in high school are more likely to cheat in college (Whitley, 1998). This is also in line with the UNESCO (2004) which report that examination malpractices are at all levels of Education in Africa. The report also notes that examination malpractices start from primary schools, mostly influenced by teachers at this level, and gradually extended to secondary schools and colleges. In universities, students who successfully practiced examination malpractices without being caught saw it as the only way they could survive in an examination.

Lambert (2003) points out that students, teachers, parents and other stakeholders nowadays value much achievement and ability to complete successfully their courses. That is why examination malpractice is at the peak since the higher the expected reward, the higher the rate of cheating (Whitley, 1998). Parents wanted good grades for their children, hence, they went to the extent of bribing to ensure their wards got unearned grades while teachers encourage students to cheat because they lacked the zeal to work but wanted to be praised (Munachonga, 2014).

Udoh (2011) found out that inadequate preparation for examinations is a causal factor of examination malpractice. With incessant by teachers in secondary schools, students are not adequately taught. In addition, inadequacy of equipment, inadequate teaching facilities and students' anxiety to achieve success by any means were perceived as causes of malpractice in public examinations.

Anderman, Griensinger, and Westerfield (1998); McCabe, Trevino, and Butterfield (2001) suggest that classrooms that emphasize high grades and test scores may drive the students to cheat. Lipson & MacGavern, (1993) found that students' workload make them not to prepare for other subjects. Davis, Grover, Becker, and McGregor (1992) pointed out that pressures for good grades in higher education, student stress, ineffective deterrents, teacher attitudes, an increasing lack of integrity and professionalism by teachers are also factors that contribute to examination malpractices. Newstead, Franklyn-Stokes, and Armstead (1996) found that 21% of the cheaters say it was lack of time to study that made them cheat and 20% explicitly stated that their cheating was a consequence of their wish to get better grades.

McCabe and Trevino (1997) found that peer cheating behavior, peer disapproval of cheating behavior and perceived severity of penalties for cheating were significantly more influential than individual factors. These are age, gender, GPA and participation in extracurricular activities. Peer related factors once again emerged as the most significant correlates of cheating behavior. McCabe and Trevino (1997) also found that cheating tends to be more prevalent on larger than on smaller campuses. In Nigeria, Ogidefa (2008) studied examination malpractice in educational institutions and found that students were not prepared to work hard, they hardly studied and prepared for examinations. Ogidefa (2008) also found that inferiority complex would make the student go to any length to pass examination.

Involvement in extracurricular activities has also been considered as a factor for students' involvement in examination malpractices.

Students who are involved in sports have, on average, higher levels of examination malpractice as compared to those who are not involved with sporting activities (Diekhoff et al., 1996; Haines et al., 1986). The reason for this is that students who participate in extracurricular activities have less time to devote to academics and studying (McCabe & Trevino, 1997).

According to MoEST (2010) in the South West Education Division Spot Check Report, the factors that contribute to examination malpractices in secondary schools using narration were as follows: under allocation of invigilators in some cluster centres; over registration of candidates in some cluster examination centres; use of under qualified/primary school teachers to invigilate examinations; and shortage of security officers in some cluster centres.

Other factors that contribute to examination malpractice include the following: teachers from neighboring schools being appointed to invigilate a sister school; absenteeism from invigilation duties after receiving allowances; inadequate furniture and infrastructures; and finally some candidates having no identity cards which can lead one to write for another. In his study, Dzama (1984) agrees that lack of material resources for Science learning and teaching contributes to poor performance of students due to ineffective teaching and learning. These students, who would like to pass at all costs, resort to using cheating in order to excel.

Furthermore, lack of materials and teachers in schools also contribute to examination malpractice in Malawi. Chalila and Nkhoma (2003) note that in Malawi poor results have been attributed to lack of materials and shortage of teachers.

Kaira (2002) reports that some people feel teachers are involved in cheating during examinations because they are not well qualified so that they have problems in preparing students for these examinations. The shortage of qualified teachers is so great in Malawi. According to MoEST (2000), only 34% of teachers in Lilongwe were qualified.

Quota system has also been considered as a reason why students cheat during examinations. Students are ranked within their districts with a number of students allocated to national secondary schools. The stakes associated with PSLCE in Malawi are high and Chakwera, Khembo, and Sireci (2004) observed that students who do not pass PSLCE and make it into secondary schools cheat to be placed in national secondary schools.

The points highlighted in this section shed more light on factors that lead to students' involvement in examination malpractices. The study focused on the statistically significant differences in the given associated factors of examination malpractices to conclude that age, sex and school type are predictors since literature has not shown whether there are differences or not in age group, sex, school type and each of the factors.

2.7 The perceptions of teachers on students' examination malpractices

Perceptions of teachers on students' examination malpractices are factors influencing examination malpractices viewed by the teachers. Most studies on perceptions of teachers on examination malpractices have been done in secondary schools.

Khan I., Khan M., and Khan J. (2012) did their study in secondary schools and they report that teachers are of the opinion that students' examination malpractices are done due to teachers' low pay, pressure from higher authorities, poor standards of teaching and good reputation of institutions. It can be argued that teachers are key players in ensuring that teaching and learning take place. Without teachers, teaching cannot take place and students cannot learn. In the Malawian schools, teachers have a duty to ensure that they adequately cover the syllabus and prepare students for examinations.

Since the main functions of examinations are for selection, certification, control, motivation and monitoring according to World Bank (2001), it has been discovered that some private schools encourage cheating to make them popular.

The popularity will enhance an increase in enrolment which will help the schools make more profit (Khan et al. 2012). Khan et al., (2012) report that teachers in government institutions cheat to make their institutions popular because of pressure from colleagues.

Mzuza, Yudong, and Kapute (2014) establish perceptions of teachers in primary schools on students' examination malpractices as lack of teaching materials, lack of motivation due to poor salaries and lack of parental support. This view concurs with Kruijer (2010) who found that high enrolment of students in primary schools in Malawi leads to frustration and lack of motivation in teachers to fully perform their duties.

Poor working conditions for teachers might affect the quality of education in terms of student examination passing rate (Kruijer, 2010).

Kaira (2002) reports that students indulge in examination malpractices because of lack of practice on the part of students, unqualified teachers found in schools, lack of knowledge of subject matter by teachers and lack of professionalism of teachers.

The view that under-qualified teachers contribute to examination malpractice is confirmed by MoEST (2000) and Sireci et al. (2002). The findings of Kaira (2002) imply that poor quality teachers are unable to cover the syllabuses which will make both teachers and students feel not prepared for examinations.

2.8 Theoretical framework

The study was guided by Bandura's social cognitive learning theory and Kant's deontological ethical theory. Bandura's social cognitive learning theory emphasizes that learning takes place through observation and imitation of the observed behaviour. Bandura (1997) pointed out that in the 1960's, learning through observing others was not considered to be important and this prompted the genesis of social cognitive learning theory. The theory emphasizes on the environment as the learning ground of human beings.

The proponents of social cognitive learning theory argue that people learn through seeing what others do in order to acquire knowledge, skills, beliefs and attitudes through interactions. People, through interactions, learn the importance and appropriateness of the behaviours they observed and imitated from other people,

which make them to judge and act based on their beliefs concerning the expected outcomes of actions.

The theory of Bandura looks much on the observation and evaluation of consequences that the models go through in life. Models are either reinforced or punished for their behaviours thus why people modeling them are able to make adjustments to their behaviours based on the effects and this is determination according to Bandura (Munsaka, 2011). Social cognitive learning theory stresses that students are more likely to model the behaviour of their peers, parents at their homes, teachers at school and what comes out of these behaviours (Bandura, 1997).

Bandura's social cognitive learning theory is appropriate to this study as it is viewed that students are encouraged by stakeholders like parents, teachers, and their fellow students to put much effort in their learning to achieve good grades and be role models to their peers rather than those who wish to engage in examination malpractices in order to succeed. Social cognitive learning theory maintains a discussion on the effects of behaviours such as examination malpractices which have the potential to enhance the desired behaviour because students are more likely to model. This happens because students who may have involved themselves in examination malpractice have made it to other levels of the education system and no punishment has been given to them. Therefore, integrity towards examinations can be learned by students through peer modeling which will influence the frequency of the desired behaviour.

This theory has given an eye opener to the study which has assumed that students engage in examination malpractices because they have been inspired by their peers who have been placed into good jobs and other levels through fraudulent means.

This would be important to ascertain whether this reason advanced for examination malpractices in the literature would apply for differences in age group, sex group and school type of students in this study.

The study has also used deontological ethical theory of Emmanuel Kant, a German philosopher (1947). It is a moral philosophical theory that judges the morality of an action based on rules. In his book, *Foundations of the Metaphysics of Morals*, Kant's argument is that to act in the morally right way, one must act purely from duty. Kant begins his argument that the highest good must be both good in itself and good without qualification.

The theory emphasizes on doing what is right according to one's obligations and duties. Thus, those involved in the handling and administration of examinations should adhere to their respective obligations and duties according to the laid down rules and regulations to avoid defeating the purpose of having examinations. Examination malpractices destroy the very core of human progress. There is need to transform the characters of persons involved, that is, students, parents, teachers, managers and other stakeholders. Kant's deontological theory puts emphasis on duty or obligation as a moral necessity.

Rules and regulations guide people to achieve their expectations without impinging on the rights of other society members to avoid some people taking advantage of a

lawless situation at the expense of others, especially those who are disadvantaged. This Kant's ethical theory is concerned with people performing the right action even if the action produces harm.

Hence, people have a duty to do the right thing even if when the result is going to be unpleasant. The theory of Kant is relevant to this study in the sense that the theory calls for anyone with a duty towards others, oneself to fulfill it and anyone with a responsibility for something to carry out the responsibility.

Rules are regulations important to guide people to achieve their ends. Furthermore, examination malpractices make the playing field unfair favouring one group over another as no one is to enjoy the fruits of the game after knowing he/she has defiled the rules at some point just to favour oneself.

Therefore obeying rules and regulations concerning examinations would change people's attitudes and responses to beliefs and rules which are accepted in the positive direction.

2.9 Chapter summary

The chapter has reviewed studies done on examination malpractices both in Malawi and other parts of the world. However, little information on studies done on examination malpractices during PSLCE examinations exists according to the literature. It is noted that literature is contradictory on age, sex and school type but this contradiction is showing differences in students' reasons for examination malpractices.

The differences in age group, sex group and school type would help to establish the predictors of students' examination malpractices during PSLCE. Most of the studies

are done using secondary school examinations outside Malawi and if in Malawi they have not looked at primary education sector. In addition, the studies are not specifying age, sex and school type which this study has looked at.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1 Chapter overview

This chapter describes and justifies the research design and methodology that were used to investigate the predictors of examination malpractices among students at Primary School Leaving Certificate of Education (PSLCE) examinations. The following sub-topics have been discussed in the chapter: research philosophy; research design and strategy; study site, sample and sampling technique; data collection instrument; validation of the questionnaire; data cleaning; data analysis techniques; ethical considerations; research limitations; and delimitation of the study.

3.2 Research philosophy

The philosophical framework that drives this study is pragmatism. This is the approach that involves using the method which appears best suited to the research problem (Cresswell, 2014). Pragmatism is described as one of the most widely accepted paradigms in mixed methods research (Biesta, 2010). According to Creswell (2014), pragmatic studies focus on real life situations by observing a problem within its context to better understand and find a solution to it.

The study employed a pragmatic philosophy because this philosophy is applicable to mixed research methods in the sense that the researcher drew liberally from both quantitative and qualitative assumptions when engaged in this study.

Therefore, by using this approach, the researcher had the freedom to choose research methods, techniques, and procedures that best meet the needs and purposes of this study. In addition, in this study the world is not seen as an absolute unity. In a similar way, mixed methods researchers consider many approaches for collecting and analyzing data rather than subscribing to only one way, hence the use of pragmatism (Cresswell, 2014).

3.3 Research design

The study applied a mixed methods approach since the approach provided the study with a more complete understanding of the research problem under study (Cresswell, 2014). It was, therefore, crucial to analyze the data both qualitatively and quantitatively in order to strengthen the credibility of the results and gain a better understanding of the research problem. This concurs with Creswell's (2013) observation that the use of mixed methods ensures that the researcher produces richer data and stronger evidence of knowledge than using a single method. For instance, qualitative data tend to be open-ended without predetermined responses while quantitative data usually include closed ended responses (Creswell, 2013). Since each design on its own has biases and weaknesses, the collection of both quantitative and qualitative data neutralizes these weaknesses (Creswell & Plano Clark, 2011).

This study specifically used convergent parallel design in order to develop a complete understanding of predictors of students' examination malpractices during PSLCE. Additionally, a closed-ended questionnaire was used to explore predictors of examination malpractices during PSLCE examinations using students and an open-ended questionnaire to establish perceptions of teachers on students' examination

malpractices during PSLCE. Furthermore, data from the closed-ended and open-ended questionnaires was analyzed quantitatively and qualitatively respectively. Then, the two sets of data were merged to look for convergence, divergence, contradictions or relationships within the data so as to give an overall interpretation.

In this study, qualitative data is translated on a form that has been analyzed quantitatively. This mixing can be characterized as a combination of measurement and interpretation that permits rich views of the phenomenon under investigation to be explored. Again, data transformation in this study just quantifies the occurrence of how often each associated factor has occurred for each age group, sex group and school type. Thereafter, differences in the occurrences are found, and these differences help to determine whether age, sex and school type is a predictor of examination malpractice.

3.4 Study site

There are six education divisions in Malawi, namely, South West Education Division (SWED), Shire Highlands Education Division (SHED), South East Education Division (SEED), Central East Education Division (CEED), Central West Education Division (CWED) and Northern Education Division (NED). However, due to financial and time constraints, the study was conducted in South West Education Division (SWED) only. This division has six districts, one of which is Blantyre Urban, where the study was conducted. There are six zones in this district.

However, much as the study was conducted in one division, the researcher presumed that students' examination malpractices are in all the education divisions since all divisions have similar characteristics.

3.5 Sample and sampling technique

3.5.1 Participant schools

There are 91 secondary schools and 225 primary schools in Blantyre Urban. Nine of the secondary schools were chosen and they constituted approximately 10% of all the schools. All these schools are found in all the six zones in the district. This made specific characteristics to be represented in the sample thereby reflecting true characteristics of the population. The study used stratified sampling technique to select 9 schools out of the 9 secondary schools (3 conventional, 3 CDSS and 3 private schools). Secondary schools were used because students who recently sat for PSLCE were in form one by the time this study was being conducted. The list of the schools was sought from the Education Division Manageress.

First, sampling involved division of the secondary schools into three categories: conventional, CDSS and private. Secondly, an equal number of participants were drawn from each category of secondary schools using non-proportional stratified cluster sampling. It is from these categories of secondary schools where types of primary schools (government, religious and private) were identified, and from these types of primary schools, the sample of teachers was drawn. Thirdly, samples from all the three categories of secondary schools were combined in a single sample to form the target population of primary schools which consisted of nine 9 schools (3 government, 3 religious, and 3 private).

From the nine selected schools, it was envisaged that each school should contribute 100 students (50 girls and 50 boys). The students themselves identified the nine primary schools where they sat for PSLCE examinations. These primary schools were categorized again into government, religious and private schools. The study used 10 teachers from each of the sampled schools who were assumed to have taught these students in primary school. Convenience and purposive sampling techniques were used in choosing the teachers based on their availability and their rich knowledge of the students' examination malpractices since they participated in supervision and invigilation of PSLCE examinations.

The study employed stratified sampling to investigate predictors of students' examination malpractices within a stratum so that in the end relevant information could be found to answer the research questions. The researcher also wanted balanced representation of participants. According to Cesar and Carvalho (2011), stratified sampling technique helps to reach this balanced representation of participants by spreading evenly over the population.

Thus, stratified sampling reduces variability within sub groups and provides a highly representative sample, which gives more confidence that the investigator can reach reliable and valid results.

3.5.2 Students' sample size

The study engaged secondary school students who were in forms one and two using purposive and convenience sampling techniques.

Purposive sampling is a form of non-probability sampling in which decisions concerning the individuals to be included in the sample are made by the researchers based on a variety of criteria which may include specialist knowledge of the research issue or capacity and willingness to participate in the research (Oliver, 2006). Convenience sampling is also a type of non-probability sampling method where the sample is taken from a group of people easy to contact or reach (Bluman, 2009).

These techniques were used because the researcher assumed that these students had relevant information for this study as they had recently sat for PSLCE examinations. Some of these students may or may not have come from schools that experienced examination malpractices especially in relation to the first research question. As a result, the researcher was of the view that rich knowledge of involvement in examination malpractice had been given since the participants were foretold that whatever information they were going to give would be confidential. Research question two of association between involvement in examination malpractices and age group, sex or school type of students took into consideration only those students who were involved in examination malpractices.

At each school, 100 students were targeted, half of whom were boys and the other half girls. Thus, in total 900 students were involved in the study of which 450 were boys and 450 girls.

3.5.3 Teachers' sample size

A total of ninety teachers (10 from each school) participated in the study. These were also purposively selected regardless of age and sex. The basis for choosing these

teachers was the researcher's assumption that these teachers had knowledge and information about students' examination malpractices during PSLCE examinations. This assumption was made because these were the teachers who had taught the sampled students at primary school and participated in the supervision and invigilation of their PSLCE examinations. These teachers were from schools found in all the six zones in Blantyre Urban. Hence, this allowed for generalizations to be made for Blantyre Urban as a whole. Table 1 gives a summary of the teachers under study.

Table 1: Description of teachers who participated in the study

Teacher's code name	Primary Schools	Code	Number of teachers
A1,A2,A3,A4,A5,A6,A7,A8,A9,A10	Pvt.	A	10
B1,B2,B3,B4,B5,B6,B7,B8,B9,B10	Pvt.	B	10
C1,C2,C3,C4,C5,C6,C7,C8,C9,C10	Pvt.	C	10
D1,D2,D3,D4,D5,D6,D7,D8,D9,D10	Religious	D	10
E1,E2,E3,E4,E5,E6,E7,E8,E9,E10	Religious	E	10
F1,F2,F3,F4,F5,F6,F7,F8,F9,F10	Religious	F	10
G1,G2,G3,G4,G5,G6,G7,G8,G9,G10	Govt.	G	10
H1,H2,H3,H4,H5,H6,H7,H8,H9,H10	Govt.	H	10
I1,I2,I3,I4,I5,I6,I7,I8,I9,I10	Govt.	I	10

Table 1 shows that each teacher was assigned a code name, thus, A1 to A10 are teachers from private school A; B1 to B10 are teachers from private school B; C1 to C10 are teachers from private school C; D1 to D10 are teachers from religious school D; E1 to E10 are teachers from religious school E; F1 to F10 are teachers from religious school F; G1 to G10 are teachers from government school G; H1 to H10 are teachers from government school H; and I1 to I10 are teachers from government school I.

3.6 Data collection instrument

The data collection tools for this study were questionnaires designed by the researcher. Questionnaires were deemed useful in this study because, according to Bryman and Bell (2007), they are quick to administer and do not suffer from the problem of an interviewer asking questions in a different order or in different ways. Self-report questionnaires are also more convenient for the respondents because they can complete a questionnaire when they want and at their desired speed. Additionally, questionnaires are ideal for sensitive issues like examination malpractice, which require confidentiality and anonymity of respondents (Bryman & Bell, 2007).

The researcher developed a closed-ended questionnaire (see appendix 1) which took the form of a Likert-type survey. This questionnaire was used to capture students' characteristics such as age, sex and school type, as well as information about their involvement in examination malpractices during PSLCE. The other questionnaire was open-ended (appendix 2), and it was meant to enhance richness of responses, some of which may not have been anticipated by the researcher (Gray, 2014). Thus, the open-ended questionnaire was used in order to understand in greater detail the behavior and

opinions of teachers on predictors of students' examination malpractices. The items in the questionnaires were tested for content validity and reliability through a pilot study in each category of primary and secondary schools found in all the six zones in Blantyre Urban.

3.7 Validation of the questionnaire

The two questionnaires which were developed (one for students and the other for teachers) were taken to language experts for grammar checking and modification. The closed-ended questions in the questionnaire for students as well as the open ended questions on perceptions of teachers were modified to suit the purpose of the study. For example, this involved removal or addition of some items so as to produce an instrument with appropriate content. In other words, this way of checking the questionnaire question by question ensured content validity.

The questionnaires were piloted before the main study was conducted. Based on the responses which were given, some questions were rephrased and some dropped. Piloting was done in schools which were not in the sample to avoid carry-over effect, to establish the face validity of the instrument, and to improve questions and format of the instrument.

This made it possible to determine if students and teachers from the sampled secondary and primary schools could understand the instructions and questions, as well as the response options. At the end of the pilot study, students and teachers who participated were granted an opportunity to make some observations and comments about the instrument. Their input was used to make appropriate changes to the

original data collection instruments. This agrees with what Cohen, Manion, and Morrison (2007) contend, that a pilot study allows a researcher to make appropriate changes to the observation system or procedure.

3.8 Data cleaning

Raw data from the completed questionnaires were recorded as follows: Firstly, in the process of collecting the questionnaires from the respondents, the researchers cleaned the data. Data cleaning is a process of checking for clerical response errors in the completed questionnaires. For instance, where a question statement had two responses, it was checked to ascertain if the respondent crossed out one response option and endorsed another option. Questionnaires with some missing data (e.g. unanswered questions) were concurrently checked.

Where a questionnaire contained unanswered questions, the participant was contacted as the researcher was collecting the questionnaires for them to supply the information immediately. Questionnaires for teachers were sorted according to school type and they were grouped into themes.

3.9 Data analysis technique

The analysis of the data was done at three levels. First, quantitative data were analyzed using the Statistical Package for Social Sciences (SPSS) version 18. Second, qualitative data were analyzed by coding themes and variables. Then, the analysis involved the synthesis and triangulation of the quantitative and qualitative data.

Quantitative data were analyzed using the SPSS version 18 to conduct descriptive analyses of the data including frequencies, percentages and to run chi-square (χ^2) test of independence. χ^2 was used to answer research question 1 which looked at statistical significant association between variable involvement in examination malpractices with two levels (involved and not involved) and age with three levels (12 years and below, 13-15, 16 years and above); sex with two levels (female and male); school type with three types (government, religious and private).

Kruskal Wallis H test and Mann Whitney U test were used to answer research question 2 which involved exploring statistically significant differences between each of the given associated factors of students' examination malpractices and age, sex and school type. The two tests were used because the dependent variable was measured at the ordinal level indicated by the inclusion of a Likert scale of a 4-point scale from 1= strongly disagree, 2= disagree, 3= agree, 4= strongly agree. The independent variable had two categorical independent groups for Mann Whitney U test and more than two for Kruskal Wallis H test. There was also independence of observations which meant that there was no relationship between observations in each group or between the groups themselves. There were different participants in each group with no participant being in more than one group.

McMillan and Schumacher (2001) describe data analysis as an ongoing cyclical process integrated into all phases of qualitative research. As the first step in analyzing teachers' perceptions qualitative data, schools were coded using letters from A to I and participants using numbers from 1 to 10 as shown in Table 1 above. All information written by all teachers was read for familiarization with the data.

Thereafter, a table containing codes and frequencies was made, as indicated in Table 2 below:

Table 2: Frequencies of statements of perceptions and their themes

Theme	Statement of perception	Govt. (G, H, I)	Religious(D, E, F)	Pvt. (A, B, C)	Total frequency
1. Maladministration of examinations	Leakage	19(63%)	16(53%)	18(60%)	53
	Lack of supervision of students	20(67%)	15(50%)	19(63%)	54
	Large classes	10(33%)	10(33%)	26(86%)	46
	Low salaries	9(30%)	24(80%)	13(43%)	46
	Lack of seriousness of MANEB officials	14(47%)	24(80%)	15(50%)	53
	Overloading of work of teachers	24(80%)	15(50%)	18(60%)	57
2. Poor teaching and learning skills	Learners rely on rote learning and thereby fail to comprehend questions	9(30%)	15(50%)	3(10%)	27
	Lack of teachers' subject matter	25(83%)	6(20%)	12(40%)	43
	Lack of preparation by the teachers and learners	30(100%)	30(100%)	30(100%)	90
3. Fear of failure	Desire of learners to pass at all costs	29(97%)	17(57%)	25(83%)	71
	Too much emphasis on certificates	24(80%)	25(83%)	24(80%)	73
	Fear of failure	21(70%)	26(87%)	19(63%)	66

4. Negative effects of examination malpractices	Attracts indiscipline cases	6(20%)	2(6%)	0(0%)	8
	Deteriorates educational standards	5(17%)	24(80%)	7(23%)	36
	Produced half-baked graduates	3(10%)	23(77%)	17(57%)	43
5. Peer pressure	Peer pressure	22(73%)	17(57%)	21(70%)	60

Qualitative data were subjected to thematic analysis. Thematic analysis is a method that is used to identify, analyze, and report themes or patterns within data (Creswell, 2014; Braun & Clarke, 2006). A theme captures the salient features about the data in relation to the research questions and represents meaning within the data set. The thematic approach is useful when little or nothing is known about the topic under study (Braun & Clarke, 2006), hence suitable for this study.

The perceptions of teachers were categorized ordered into emerging themes. Analysis involved moving data from category to category looking for commonalities and differences within the categories. The data were arranged and rearranged until some measure of coherence became evident. At this stage, all the categories were brought together to identify links that existed between them. As the categories became clearer, themes which emerged from the data were merged together.

Lastly, the researcher triangulated both the quantitative and qualitative results to see the connections, and finally, an interpretation was done.

3.10 Ethical issues

Ethical considerations of this study were centred largely on issues of informed consent, anonymity, data protection and confidentiality. The researcher sought permission from the Ministry of Education, Science and Technology through the South West Education Manageress in SWED (see appendix 4). The Division Manageress granted the District Education manageress of Blantyre Urban authority to allow the researcher to go into the schools and administer the questionnaires to teachers and students of the concerned schools so that the study was conducted in a value-free manner.

Permission to conduct research in the South West Education Division specifically in Blantyre Urban was granted after the researcher produced an introductory letter from Chancellor College (see appendix 3). In addition, informed consent was sought from teachers and students. Both teachers and students were given the name of the researcher and her full details.

The researcher also stated that the information which the respondents would give would be purely for academic use. She also indicated how the respondents were selected and assured them of confidentiality. Data remained anonymous as codes were used instead of names. The researcher made sure that respondents' views were not revealed or discussed. All this is supported by Creswell (2014) who states that getting permission in order to access research participants, protecting identity of participants and confidentiality of the study findings are prerequisites to research ethics.

It was, therefore, necessary to protect the anonymity of teachers and students because the study topic was very sensitive. Such anonymity prevented them from being misquoted and implicated. Again, all efforts were made to ensure that the rights of participants were protected and respected. In short, participants were assured that they would suffer no harm as a result of participating in this study. They were also informed that they would be given feedback on the study findings for them to have an account of the study results.

3.11 Research limitations

The researchers would have wished to collect data in other schools of all the six Education Divisions of the country but due to distances, time and financial constraints involved samples were drawn from SWED but in Blantyre Urban only. As such the results can only be generalized to Blantyre Urban.

The researcher was unable to collect with data from reliable sources like MANEB because people would not want to open up to give the right information or documents on examination malpractices for fear of being implicated. Most of the people were afraid of being misquoted as the nature of the study topic is quite sensitive. The people from MANEB were flexible to share information after the researcher told them that the given information will be treated confidentially and that it is solely for academic purpose. It can be argued that the information given might or might not be enough for the study as little is known.

3.12 Delimitations of the study

Examination malpractice is done at all levels (PSLCE, JCE and MSCE) but this study chooses the primary school level. The schools involved were conventional, private and Community Day Secondary Schools. These schools may not have constituted a representative sample of all the three types of secondary schools in Malawi. Again, the study also assumed that the teachers involved in the study are the ones who taught these students in primary schools. However, it might happen that the teachers who taught these students are transferred to other schools and some retired from the profession.

3.13 Chapter summary

This chapter presented the methodology that was used in the study. A convergent parallel mixed method design which employed both quantitative and qualitative methods was used to explore predictors of examination malpractices during Primary School Leaving Certificate of Education specifically age, sex and school type. Eight hundred and ninety- five (895) students and ninety teachers participated in the study. The instruments for data collection were questionnaires, a closed questionnaire for the students and open ended questionnaire for the teachers. Data were analyzed both quantitatively and qualitatively. The chapter has also shown that ethical issues were highly considered.

CHAPTER 4

RESULTS AND DISCUSSION

4.1 Chapter overview

This section presents and discusses the findings of this study based on the analysis of the data collected through the questionnaires. A summary statement of the findings will be presented under each research question. The discussion of the results will be in relation to findings of other related studies as discussed in the literature reviewed earlier in Chapter 2.

4.2 Association of students involved in examination malpractices by age, sex and school type

In this section, the study looked at the statistical significant association between student's involvement in examination malpractices and their age group, student's involvement in examination malpractices and their sex and finally, student's involvement in examination malpractices and their school type. The study used Pearson chi-square of independence in order to examine the statistically significant association of these variables and used $p\text{-value} = 0.05$.

4.2.1 Association between student's involvement in examination malpractices and their age group

The researcher looked at the statistically significant association between age group and the involvement of students in examination malpractices. The study targeted 900 but those who participated were 895. Some of them were involved and others were not involved. The results are summarized in Tables 3 and 4.

Table 3: Age group and student involvement in examination malpractices

Age group of respondent	Examination malpractices		Total
	Involved	Not involved	
12 years and below	4	13	17
13 – 15 years	99	381	480
16 and above years	76	322	398
Total	179	716	895

Table 4: Test statistics for age group of students

Age group	
Pearson χ^2	0.4531
Df	2
Pr	0.80

As shown in Table 4, the p-value = 0.80 and a Pearson chi square test for independence $\chi^2 (2, n = 895) = 0.4531$, therefore we fail to reject the null hypothesis. Hence, there is no statistically significant association between age group of students and their involvement in examination malpractices.

4.2.2 Association between students' involvement in examination malpractices and their sex

The study looked at the association between students' involvement in examination malpractices and their sex. The results are summarized in Tables 5 and 6.

Table 5: Sex and students' involvement in examination malpractices

Respondent's sex	Involved	Not involved	Totals
Female	82	365	447
Male	97	351	448
Totals	179	716	895

Table 6: Test statistics for sex of students

Sex	
Pearson χ^2	1.5296
Df	2
Pr	0.22

As indicated in Table 6, the p-value = 0.22 and Pearson chi-square test for independence, $\chi^2(1, n = 895) = 1.5296$. As such, we fail to reject the null hypothesis. This shows that there is no statistically significant association between sex of students and their involvement in examination malpractices.

4.2.3 Association between students' involvement in examination malpractices and their school type

The study looked at the association between students' involvement in examination malpractices and their school type. The results are summarized in Tables 7 and 8.

Table 7: School type and students' involvement in examination malpractices

Respondent's school type	Involved	Not involved	Totals
Government	77	194	271
Religious	64	392	456
Private	38	130	168
Totals	179	716	895

Table 8: Test statistics for school type of students

School type	
Pearson χ^2	22.8495
Df	2
Pr	0.00

As we can see from Table 8, p-value = 0.00 and a chi-square test for independence $\chi^2 (2, n = 895) = 22.8495$, hence, we reject the null hypothesis. This shows that there is a very strong evidence that there is a statistically significant association in school type of students and their involvement in examination malpractices.

4.3 How much variability in factors of examination malpractices is explained by age group, sex, and school type?

The study looked at the following factors of examination malpractices which led the 179 students to cheat during PSCLE examinations: student's workload, student attitude towards examinations, laziness by students to prepare for examinations, wish to help a friend, fear of failure, lack of confidence, inadequate preparation for examinations, large population of students in many schools, syllabuses being wide in many schools, corrupt invigilators and supervisors, inadequate funding of schools, quota system, inadequate school resources, desire to meet societal and parental expectation, accessibility to question papers, leakage through teachers, inadequate time to prepare for examinations, lack of supervision, pressure by peers to cheat, poor counseling services, past history, involvement in extracurricular activities and many students are desperate.

The study examined each factor by age, sex and school type. In order to address this question, it also examined whether there is a statistically significant difference between each factor of examination malpractices and age group of students, then sex of the students and finally school type. It used Kruskal Wallis H test in order to examine whether there is a statistically significant difference between each factor of examination malpractices and age group, and similarly for school type. In addition, Mann Whitney U test was used to examine whether there is a statistically significant difference between each factor of examination malpractices and sex of the students and used $P\text{-value} = 0.05$. The essential results hypothesized that there would be no statistically significant difference between age group; sex; school type of students and each of the given factors are presented in tables 9 and 10. These results have

significant implication to the objective of exploring age, sex and school type as predictors of students' examination malpractices. The non-essential results have been presented in the appendix section, see appendix 6.

Table 9: Rank sums and mean ranks

Associated variable		Variable							
		Age in years			Sex		School type		
Observed		12 & Below 4	13-15 99	16 & Above 76	Female s 82	Males 97	Govt 77	Religious 64	Pvt 38
Students' work load	Rank sum	231	9206.5	6672.5	6060	10050	6738.5	6159.5	3212
	Mean rank	57.8	93	87.8	73.9	103.6	87.5	96.2	84.5
Laziness	Rank sum	577	8432	7101	6814	9296	6784.5	5583	3742.5
	Mean rank	144.3	85.2	93.4	83.1	95.8	88.1	87.2	98.5
Corrupt invigilators and supervisors	Rank sum	602	8467	7041	7458.5	8651.5	6849.5	5406	3854.5
	Mean rank	150.5	85.5	92.6	91	89.2	89	84.45	101.4
Inadequate funding of schools	Rank sum	165	9551	6394	7188.5	8921.5	7080.5	5249.5	3780
	Mean rank	41.3	96.5	84.1	87.7	92	92	82.0	99.5

Quota system	Rank sum	488	9544	6078	7564.5	8545.5	7176.5	5167.5	3766
	Mean rank	122	96.4	80	92.3	88.1	93.2	80.7	99.1
Inadequate time	Rank sum	615	9129.5	6365.5	7677	8433	6871.5	5555.5	3683
	Mean rank	153.8	92.2	83.8	93.6	86.9	89.2	86.8	96.9
Past history	Rank sum	290	7869.5	7950.4	8685	7425	7183.3	6844.5	3238
	Mean rank	72.5	79.5	104.6	105,9	76.6	93.3	88.9	85.2

Table 10: Relationship between factors that influence examination malpractices and their relationship to age, sex and school type

Associated variable	Variable		
	Age	Sex	School type
Students' work load	$\chi^2 = 2.236$, Pr = 0.33	U = 2657, Pr = 0.0001	$\chi^2 = 1.696$, Pr = 0.43
Laziness	$\chi^2 = 6.145$, Pr = 0.046	U = 3411, Pr = 0.09	$\chi^2 = 1.437$, Pr = 0.49
Corrupt invigilators and supervisors	$\chi^2 = 7.050$, Pr = 0.03	U = 3898.5, Pr = 0.81	$\chi^2 = 2.881$, Pr = .24
Inadequate funding of schools	$\chi^2 = 6.506$, Pr = 0.04	U = 3785.5, Pr = 0.57	$\chi^2 = 3.109$, Pr = 0.21
Quota system	$\chi^2 = 6.309$, Pr = 0.04	U = 3792.5, Pr = 0.58	$\chi^2 = 3.764$, Pr = 0.15
Inadequate time	$\chi^2 = 8.049$, Pr = 0.02	U = 3680, Pr = .37	$\chi^2 = 1.029$, Pr = 0.60
Past history	$\chi^2 = 11.543$, Pr = 0.03	U = 2672, Pr = 0.000	$\chi^2 = 0.725$, Pr = 0.70

4.3.1 Is there significant difference between Age group of the students and factors of examination malpractices during PSLCE?

Under this sub-research question, the study examined whether there was a statistically significant difference between age group of involved students and each associated factor of examination malpractices during PSLCE. The study used Kruskal Wallis H test. The results with significant implications to the objective are summarized in Tables 9 and 10.

4.3.1.1 Age and laziness

A Kruskal Wallis H test shows that there is a statistically significant difference in age group with laziness. $\chi^2_{(2)} = 6.145$, $p = 0.0463$, with a mean rank of laziness of 144.25 for 12 years and below, 85.17 for 13-15 years and 93.43 for 16 years and above since $P < 0.05$. This gives an evidence that at least one age group's views on laziness as an associated factor influencing students' examination malpractice differs from the rest. Hence, age can be considered as a predictor.

4.3.1.2 Age and corrupt invigilators and supervisors

A Kruskal Wallis H test shows that there is a statistically significant difference in age levels with corrupt invigilators and supervisors. $\chi^2_{(2)} = 7.050$, $p = 0.03$, with a mean rank of 150.50 for 12 years and below, 85.53 for 13-15 years and 92.64 for 16 years and above since $P < 0.05$. This also gives an evidence that at least one age group's views on corrupt invigilators and supervisors as an associated factor influencing students' examination malpractice differs from the rest. Hence, age can be considered as a predictor.

4.3.1.3 Age and inadequate funding of schools

A Kruskal Wallis H test shows that there is a statistically significant difference in age levels with inadequate funding of schools. $\chi^2_{(2)} = 6.506$, $p = 0.04$, with a mean rank of 41.25 for 12 years and below, 96.47 for 13-15 years and 84.13 for 16 years and above since $P < 0.05$. This too gives an evidence that at least one age group's views on inadequate funding of schools as an associated factor influencing students' examination malpractice differs from the rest. Hence, age can be considered as a predictor.

4.3.1.4 Age and quota system

A Kruskal Wallis H test shows that there is a statistically significant difference in age levels with quota system. $\chi^2_{(2)} = 6.309$, $P = 0.04$, with a mean rank of 122.00 for 12 years and below, 96.40 for 13-15 years and 79.97 for 16 years and above since $p < 0.05$. This too gives an evidence that at least one age group's views on quota system as an associated factor influencing students' examination malpractice differs from the rest. Hence, age can be considered as a predictor.

4.3.1.5 Age and inadequate time

A Kruskal Wallis H test shows that there is a statistically significant difference in age levels with inadequate time. $\chi^2_{(2)} = 8.049$, $p = 0.02$, with a mean rank of 153.75 for 12 years and below, 92.22 for 13-15 years and 83.76 for 16 years and above since $P < 0.05$. This too gives an evidence that at least one age group's views on inadequate time as an associated factor influencing students' examination malpractice differs from the rest. Hence, age can be considered as a predictor.

4.3.1.6 Age and past history

A Kruskal Wallis H test shows that there is a statistically significant difference in age levels with past history. $\chi^2_{(2)} = 11.543$, $p = .003$, with a mean rank of 72.50 for 12 years and below, 79.49 for 13-15 years and 104.61 for 16 years and above since $P < 0.05$. This gives an evidence that at least one age group's views on past history as an associated factor influencing students' examination malpractice differs from the rest. Hence, age can be considered as a predictor.

4.3.2 Is there significant difference between sex of the students and factors of examination malpractices during PSLCE?

4.3.2.1 Sex and factors of examination malpractices during PSLCE

Under this sub-section, the study examined whether there was a statistically significant difference between sex of involved students and each of the associated factors influencing students' examination malpractices. It used Mann Whitney U test in order to examine the differences between sex and each associated factor of examination malpractices. The results with significant implications to the objective are summarized in Tables 9 and 10.

4.3.2.2 Sex and students' workload

The study determined whether there was a statistically significant difference between sex and students' workload.

Referring to tables 9 and 10, Mann – Whitney test, $U=2657$, $p = 0.0001$ indicates that the students' workload is statistically significantly greater for males (mean rank = 103.61) than for females (mean rank = 73.90).

This too gives an evidence that at least one sex group's views on students' workload as an associated factor influencing students' examination malpractice differs from the rest. Hence, sex can be considered as a predictor.

4.3.2.3 Sex and past history

The researcher hypothesized whether there would be a statistically significant difference in sex with a factor of past history. The results are summarized in Tables 9 and 10. Mann-Whitney test, $U = 2672$, $p = 0.000$ indicates that mean rank for females (105.91) and males (76.55) is statistically significantly different. This too gives an evidence that at least one sex group's views on past history as an associated factor influencing students' examination malpractice differs from the rest. Hence, sex can be considered as a predictor.

4.3.3 Is there significant difference between school type of the students and factors of examination malpractices during PSLCE?

Under this sub-research question, the study examined whether there was a statistically significant difference between school type of involved students and each factor of examination malpractices during PSLCE. It used Kruskal Wallis H test. To do this H test, the researcher performed the following steps:

H_0 : There is no statistically significant difference between school type and each factor of examination malpractices.

H_a : There is a statistically significant difference between school type and each factor of examination malpractices.

The results have shown non-significant implications to the objective as summarized in Tables 9 and 10 and appendix 6 has all the details of the summary of statistics. School type of involved students has been considered not a predictor of examination malpractices using the given associated factors since the study has failed to reject the null hypothesis in all the factors as in all the cases the $p\text{-values} > 0.05$. This gives an evidence that all students in all the types of schools have similar views in all given associated factors influencing students' examination malpractice.

4.4 Research question 3: What are the perceptions of teachers on factors that influence examination malpractices?

4.4.1 The perceptions of teachers on factors that influence examination malpractices

This sub-section presents the findings of the study on teachers' perceptions on factors that influence students' examination malpractices during PSLCE examinations in the three categories of primary schools i.e. government, religious and private.

The data were gathered from teachers who were assumed to have taught the students in the study in primary schools in all the six zones found in Blantyre Urban using an open ended questionnaire.

The findings have been presented based on the themes that emerged from the quotes of the respondents. Interpretation and discussion of the findings follow immediately after presentation of each theme. Code names have been used to identify data extracts according to each research participant. Out of the ninety (90) teachers who participated in the study, thirty (30) were from government schools, thirty (30) were

from religious schools and another thirty (30) were from private schools. The results of teachers' perceptions on examination malpractices have been organized into five themes namely; maladministration of examinations, poor teaching and learning skills, fear of failure, negative effect of examination malpractices and peer pressure. Table 11 gives a summary of these themes and sub-themes. The numbers in brackets are percentages of participants per school type

Table 11: Themes and sub-themes: A summary

Theme	Sub-themes	Example of quote	Number of participants		
			Govt	Religious	Pvt
1.Maladministration of examinations	Leakage	<i>“There is a lot of discussions on internet forums of various stakeholders on examinations”(A1)</i>	19(63%)	16(53%)	18(60%)
	Lack of supervision of students	<i>“Some teachers do not search learners thoroughly” (H4)</i>	20(67%)	15(50%)	19(63%)
	Large classes	<i>“Free education lead to large classes and individual help is not done” (G7)</i>	10(33%)	10(33%)	26(86%)
	Low salaries	<i>“Low salaries in primary schools influence teachers to indulge in examination cheating to boost their finances” (E5)</i>	9(30%)	24(80%)	13(43%)
	Lack of seriousness of MANEB officials	<i>“Failure to train invigilators adequately as it is done in only a day” (H9)</i>	14(47%)	24(80%)	15(50%)
	Overloading of work of teachers	<i>“There is no specialization in primary school</i>	24(80%)	15(50%)	18(60%)

		<i>teachers as a result they teach all subjects such that they fail to monitor and supervise learners' work on each subject thoroughly"</i> (B10)			
2.Poor teaching and learning skills	Learners rely on rote learning and thereby fail to comprehend questions	<i>"Some teachers teach by drilling the content"</i> (D10)	9(30%)	15(50%)	3(10%)
	Lack of teachers' subject matter	<i>"Some teachers do not know some subject content"</i> (F3)	25(83%)	6(20%)	12(40%)
	Lack of preparation by the teachers and learners	<i>"Lack of study habits by students"</i> (A8)	30(100%)	30(100%)	30(100%)
3.Fear of failure	Desire of learners to pass at all costs	<i>"Some students' anxiety comes from their fear and hate of failure"</i> (C6)	29(97%)	17(57%)	25(83%)
	Too much emphasis on certificates	<i>"There are limited spaces in secondary schools"</i> (J7)	24(80%)	25(83%)	24(80%)

	Fear of failure	<i>“All students would like to pass PSLCE” (B2)</i>	21(70%)	26(87%)	19(63%)
4.Negative effects of examination malpractices	Attracts indiscipline cases	<i>“Students are rude to their teachers because they know that they will cheat during examinations” (I3)</i>	6(20%)	2(6%)	0(0%)
	Deteriorates educational standards	<i>“People lose interest in the system because of cheating during examinations” (D10)</i>	5(17%)	24(80%)	7(23%)
	Produced half-baked graduates	<i>“Students who have been selected by means of cheating perform poorly in secondary schools” (A9)</i>	3(10%)	23(77%)	17(57%)
5.Peer pressure	Peer pressure	<i>“There are usually competitions among peer groups” (F1)</i>	22(73%)	17(57%)	21(70%)

4.4.1.1 Main theme: Maladministration of examination malpractices

4.4.1.1.1 Sub-theme: Overloading of work by teachers

The perceptions of teachers summarized in Table 11 above.

The results reveal that maladministration of examinations in primary schools is the leading theme with overloading of work by teachers as the leading sub-theme shows a total of 57 participants. One of the teachers confirmed that:

In primary schools teachers teach all subjects as a result they fail to prepare students for examinations in only two terms. In addition, students' work in each subject is not adequately monitored as a result students engage in examination malpractices (G2, 2014).

The interpretation of the sub-theme is that teachers are overloaded with work due to shortage of teachers. This makes them stressed and unable to finish the syllabus in two terms. Again, there is no specialization of subjects amongst primary school teachers in Malawi. Consequently, this makes these teachers to be overloaded with work. This is in line with observations by Makaula (2018), Chalila and Nkhoma (2003), Kaira (2002) and MoEST (2000) who have noted that in Malawi, it is felt that students are not adequately prepare for examinations because of shortage of teachers who are qualified in all the subjects taught in schools.

4.4.1.1.2 Sub-theme: Lack of supervision of students by teachers

Under this sub-theme, there were 54 participants and one of the teachers confirmed that:

Students cheat during examinations because some MANEB officials fail to adequately train invigilators and other people involved in administration of examinations since it is done in one day (C3, 2014).

Based on this, it could be argued that MANEB officials should be acting according to one's obligations and duties. They should take their time to train those handling and administering examinations thoroughly so that they also do a good job to avoid defeating the purpose of having examinations. This concurs with Kanty (1947) whose deontological ethical theory puts emphasis on duty or obligation as a moral necessity. This means that if invigilators are well trained, they will know their duty during examinations.

4.4.1.1.3 Sub-theme: Large classes

Having large classes is one of the sub-theme under maladministration of examinations. One teacher stated that:

There are so many learners in primary schools such that there is a teacher pupil ratio of 1 to 50 and above. In such classes preparing students for examinations is a problem. There is no individual assistance but by the end of the day they want to go to national secondary schools (I2, 2014).

Large classes came into existence because of the 1994 Free Primary School policy which made the quality of education in Malawi to be of poor quality (World Bank 2010). In these large classes, assessment and feedback might not be supervised by teachers yet students still expect to go to secondary schools. Consequently, they indulge in examination malpractices (Chimombo, Kunje, Chimuzu & Mchikoma, 2005; World Bank, 2010).

4.4.1.1.4 Sub-theme: Low salaries

Under this sub-theme, one teacher confirmed that:

Salaries in primary schools are very low that make teachers move up and down doing part time jobs to boost their finances instead of preparing for their students for examinations (E3, 2014).

Salaries of some MANEB officials and primary school teachers are generally low.

This may influence them to leak examination papers intentionally so that they sell and boost their finances. This concurs well with Khan et al. (2012) who reported that teachers receive low salaries and have poor conditions of service.

4.4.1.1.5 Sub-theme: Lack of seriousness by MANEB officials

One of the teachers under this sub-theme confirmed that:

Some examination centres are located in very remote areas such that MANEB officials do not reach those schools (F4, 2014).

It was also confirmed by another teacher from a government primary school that:

There is lack of security of examinations by the examining board MANEB to make their bosses inefficient (G7, 2014).

It is one of the duties of MANEB officials to visit all examination centres and see what is happening. Failure for them to do this is an indication that their duties are not performed efficiently. This contradicts with Emmanuel Kant's ethical theory which emphasizes on acting according to duty (Kant, 1947).

This implies that there are examination leakages made deliberately by MANEB officials. Some respondents could not indicate why this happens, but others indicated that MANEB officials leak examinations to sabotage the management and administration of examinations so that their bosses fail.

4.4.1.2 Main theme: Poor teaching and learning skills

The sub-themes encompassed in the theme of poor teaching and learning skills are: learners rely on rote learning and thereby fail to comprehend questions, lack of teachers' subject matter and lack of preparation by teachers and learners.

Under this sub-theme one teacher had this to say:

Syllabuses are wide in some subjects as a results most teachers are examination oriented when teaching. Learners are drilled and are unable to acquire communication skills. Most learning is done by memorization hence students cannot apply and understand some topics when some teachers teach. Finally learners involve themselves in cheating (B8, 2014).

4.4.1.2.1 Sub-theme: Lack of teachers' knowledge subject matter

Under this sub-theme one teacher confirmed that:

Some teachers are incompetent as they don't even know what to prepare for their lessons as a result they spend most of their time chatting in their classes (E6, 2014).

4.4.1.2.2 Sub-theme: Lack of preparation by teachers and learners

The findings revealed that teachers perceived that lack of preparation by teachers and learners as a contributing factor to students' examinations during PSLCE. One of the teachers from a private primary school confirmed that:

Most students are lazy to work hard and lack good study habits. Most teachers do not finish syllabuses as primary school examinations nowadays are written early in the first month of opening third term of the school year (A7, 2014).

This implies that some teachers do not fully prepare their learners for examinations due to the methods they use since students are not adequately involved. These teachers do not adequately cover syllabuses and, as a result, this can lead to reduced confidence levels amongst learners during examinations. This concurs with Kaira (2002) whose implication from her study was that teachers of low quality do not cover the syllabuses thereby making both teachers and students feel unprepared for examinations.

The leading sub-theme is lack of preparation by teachers and learners, and this is backed by 100% of the participants from each of the three types of primary schools. Based on this sub-theme, most teachers in primary schools lack knowledge of subject matter. This might lead to lack of preparation for their lessons. Consequently, teachers' unpreparedness leads to lack of preparation for examinations on the part of the learners.

Learners want to pass at all cost but teachers lack the zeal to work and teach effectively because they lack knowledge of subject matter. Therefore, teachers might fail to cover the prescribed syllabuses. Despite all this, teachers still want to be seen to be working and expect to be praised and recognized for a job not well done. In the end, teachers might take a leading role in examination malpractices.

This theme concurs with Kaira (2002) and Ogidefa (2008) who found that teachers do not work hard enough to prepare learners for examinations and the learners themselves hardly study to prepare for examinations.

4.4.1.3 Main theme: Fear of failure

The theme of fear of failure has emerged from the following sub-themes: too much emphasis on certificates, desire of learners to pass at all costs and fear of failure.

4.4.1.3.1 Sub-theme: Too much emphasis on certificates

Too much emphasis on certificates plays a major reason why students have a fear of failure during examinations perceived by teachers. One teacher from a religious primary school confirmed that:

There are limited spaces in secondary schools thus why the emphasis has been given rise to examination malpractices because academic excellence, skills and competency are sacrificed on the altar of certificate (E3, 2014).

4.4.1.3.2 Sub-theme: Desire of learners to pass at all costs

The findings reveal that teachers perceived desire of learners to pass at all costs influence learners to have fear of failure during examinations. One of the teachers from government primary school confirmed that:

Learners cheat during examinations because of the anxiety which comes from their fear of not getting the best marks as such they just hate failure and they cannot deal with it (G3, 2014).

4.4.1.3.3 Sub-theme: Fear of failure

Based on reviewed literature, students cheat because of fear of failure as one of the reasons for students' examination malpractices. One of the teachers from religious primary school supported by confirming that:

Most learners fear examinations with a feeling of ill preparation (D9, 2014).

Under this theme of fear of failure, 97% of teachers from government schools perceive that learners cheat because they desire to pass at all cost. The results indicate that that there is too much emphasis on certificates leading the students to pass at all costs. This emphasis on certificates leads students to take short cuts so that they get high grades in order to secure a place at secondary school where places are limited due to inadequate infrastructure. Students' scramble for the few places at secondary school and this tempts many of them to indulge in examination malpractices.

This concurs with McCabe, Trevino and Butterfield (2001) who found that candidates engage in examination malpractice because of high levels of stress which they have for obtaining the pass percentage and because the scores are considered for promoting them to the next level.

4.4.1.4 Main theme: Negative effects of examination malpractices

The study has found that examination malpractices have negative effects in the education system. The negative effects are that they attract indiscipline cases, deteriorates the educational standards and produce half-baked graduates.

4.4.1.4.1 Sub-theme: Attracting indiscipline cases

From the researchers' knowledge, indiscipline case is the deviant behaviour portrayed by students as well as teachers during examinations. This was confirmed by one of the teachers from a private school:

There is indiscipline among teachers who engage in private business instead of preparing students for examinations leading to poor performance during examinations. Students who are not well prepared have disruptive behavior in the examination room including the use of offensive language (A5, 2014).

4.4.1.4.2 Sub-theme: Deteriorating educational standards

Under this sub-theme, one teacher from a religious primary school confirmed that:

People lose interest and trust in the education system because of cheating during examinations (F7, 2014).

4.4.1.4.3 Sub-theme: Producing half-baked graduates

Based on reviewed literature, production of half-baked graduates is one of the negative effects of examination malpractice. One of the teachers from a government primary school stated that:

In the labour market students who have gone through cheating do not perform as a result they are unable to defend their certificates (G6, 2014).

In the emergent theme of negative effects of examination malpractices, 20% and 6% of teachers from government and religious schools respectively said that examination malpractices attract indiscipline cases but none of the teachers from private schools (0%) confirmed this as a reason for students' examination malpractices. The large percentage of teachers in government primary schools might come to this sub-theme because of large population in primary schools due to the introduction of Free Primary School education policy. As pointed out by some respondents, examination malpractices gave pupils a false sense of success since learners are awarded with certificates that they do not deserve and are unable to defend them.

This is in line with Malunga's (2000) observation who reported that examination malpractices have brought harm not only to moral development but also to intellectual development of the youths since cheating makes them lack moral discipline, skills and competence in using resources under their disposal. This would be avoided if learners were adequately prepared for examinations. This practice might lead to deterioration of educational standards by producing half-baked graduates who cannot perform in the community and the nation at large.

4.4.1.5 Main theme: Peer pressure

Under this theme there is only one sub-theme of peer pressure.

4.4.1.5.1 Sub-theme: Peer pressure

One of the teachers in religious primary school confirmed that:

There are usually competitions among peer groups such that some peers are misled along the way to cheat in order to be selected to a good secondary school (F2, 2014).

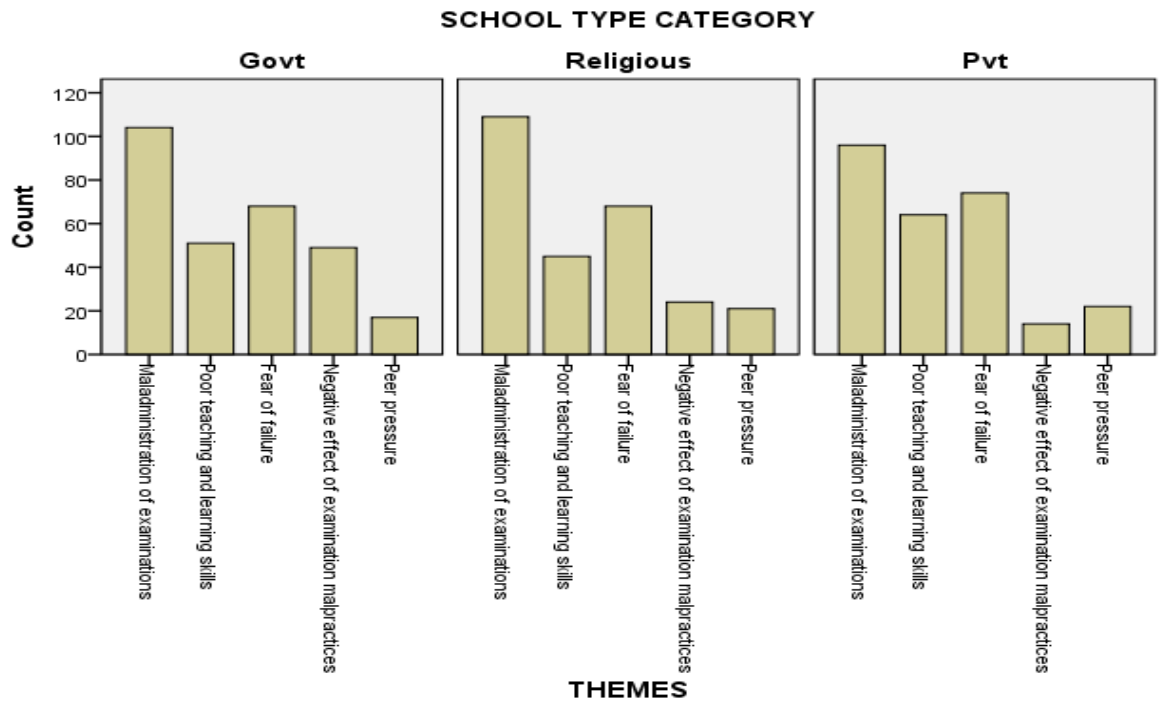
The study generated this sub-theme of peer pressure based on responses from a total of 60 participants. The majority of teachers (73% from government schools and 70% from private schools) were of this view. The results show that students are involved in examination malpractices because of the influence of stakeholders like parents because they want their wards to do well and even teachers including administrators.

This finding concurs with Khan et al., (2012) who reported that there is cheating in schools in order to make the schools popular, so these schools are influenced by other schools.

4.4.2 Major factors perceived by teachers on examination malpractices

The study also explored the major factors that lead to examination malpractices in all the three types of schools. The graph below shows the factors of students examination malpractices in the three types of schools based on the teachers' perceptions. The count is the percentage number of participants per type of school.

Figure 1: Themes and number of participants



Source: Data from field research, 2014

The results show that the theme of maladministration of examinations as perceived by teachers is dominant in all the three types of schools. Under this theme, lack of supervision of students and leakage of examinations influence students to cheat during examinations (refer to table 11) with a total of 54 and 53 participants respectively in all the three types of primary schools. This appears to imply that effective supervision of students during examinations is lacking in all the three types of primary schools. It might also imply that there is failure of some MANEB officials in keeping examination materials secure prior to an examination. These assumptions are in line with findings of a study by Suleman et al., (2015) in secondary schools. These scholars found lack of supervision by invigilators and leakages of examination papers influence students' cheating during examinations.

The second is fear of failure. This implies that there is too much emphasis on certificates and all people - parents, teachers, administrators, and students themselves - have a desire to do well at all costs. Another cause as perceived by the teachers was the desire among the students to pass examinations at all cost. This implies that the attitude towards acquiring a certificate at all cost has dominated in the education system at the expense of commitment to serious academic work. This has made learners develop a negative attitude towards studying based on the analysis of the values of society. The society puts much emphasis on certificates to allow for admission into secondary level of the education system and has ignored acquisition of knowledge and skills through studying. The findings concur with the World Bank (2001) and Oduwaiye (2011) who found that students fear to fail because of certification and desire to pass examinations.

In addition, the study has explored a theme of poor teaching and learning skills to have an impact on students' examination malpractices.

Under this theme, the sub-themes are: learners' reliance on rote learning and their subsequent failure to comprehend questions; lack of teachers' knowledge subject matter; and lack of preparation by the teachers and learners. The leading sub-theme is lack of preparation by the teachers and learners as confirmed by all the 90 participants in all the three types of schools. This implies that many students might not have been well groomed for examinations, so they would want to pass examination by all means. This finding supports the results of Adeyemi (2010) who found that ill preparation for examinations lead students indulge in examination malpractices.

The other theme which emerged from teachers' perceptions is negative effects of examination malpractices with a leading sub theme of production of half-baked

graduates seconded by deterioration of educational standards, and lastly, attraction of indiscipline cases. This theme implies that examination malpractices bring destruction not only to the education system, but also cause continual training of youths into the culture of fraud. Examination results due to malpractices portray a false image to the nation at large. The findings agree with MoEST-PIF (2001) and Mtunda (1998) who reported that Malawian education system is losing its quality and students are unable to defend their certificates because of cheating yet they have completed their primary school education. The finding has highlighted attracting of indiscipline cases as one of the root causes of examination malpractices, and this agrees with the findings of Adeyemi (2010). The assumption here is that examination malpractice is a function of indiscipline in the school system.

The last emerging theme is peer pressure where students are under pressure to pass examinations in order to look successful to their peer-group and parents.

Some students who befriend themselves with peers who engage in examination malpractices are problems since they are encouraged to copy peer behavior which provides support and motivation to engage in examination malpractices (McCabe et.al, 2001). Students are under pressure to pass examinations at all cost because of the competition to get good grades and be selected to secondary schools.

4.5 Discussion of the findings of quantitative research questions

This section presents a discussion of the research findings in relation to the research questions one and two. Qualitative research answers results have been discussed soon after presentation of the findings in the results sub section. The section is critical in

the sense that it shows the outputs of the study. The section further contextualizes the findings of this study by relating them with previous research.

4.5.1 Answers to the research questions

This study sought to answer three research questions which were:

1. Is there an association between students' involvement in examination malpractices and their age group, sex, school type?
2. How much variability in factors of examination malpractices is explained by age group, sex and school type?
3. What are the perceptions of teachers on factors that influence students' examination malpractices?

The answers are as follows:

To the research question one: Is there an association between students' involvement in examination malpractices and their age group, sex, school type?

The answer is that there is a statistically significant association only between school type and student's involvement in examination malpractices but not with age and sex.

This means that there is no statistically significant association in the three age groups of 12 years and below, 13-15 years and 16 years and above in their involvement in examination malpractices. Examination malpractices occur in the same way in all the age groups. Since most primary school students are greater than 25 years, the results of this study contradict with the findings of Whitley, (1998) who found that younger students cheat more frequently than older students. The findings also contradict with Cizek (1999) who reported that examination malpractices increase with age of student at least through age 25. This also contradicts with Grimes & Rezek (2005) who found that the greater maturity that comes with age may generate a lower propensity to cheat

for older students as most primary students are not all that mature enough. The contradictions might have come because in most cases students in primary schools are below the age of 25 and most studies of this nature have used secondary school students who are above the age of 25. This finding implies that all students of all age groups have the same perceptions towards examination malpractices.

In terms of sex of students, the results support the findings of a study by Olatoye (2002) which revealed that examination malpractice is a general phenomenon among male and female students. Whitley (1998) also found that male and female candidates were almost equal in their desire to engage in examination malpractice. This means that both male and female students have equal chance of being involved in examination malpractices. The results also support the findings of Bjorklund and Wenestam (1999) who found that there are no obvious differences between females and males in their reasons for cheating during examinations.

This implies that examination malpractices is not a function of sex, but rather, both male and female students have the tendency to be involved in examination malpractices.

The study's finding that there is a statistically significant association in the three types of primary schools and involvement in examination malpractices during Primary School Leaving Certificate of Educations (PSLCE) implies that there are different views among students pertaining examination malpractices in the three types of schools. These finding concurs with Sulton and Huba (1995) who found that students who were more religious thought that cheating was never acceptable in schools.

The statistically significant differences between age group, sex, school type and each of the given factors have been taken into consideration in this study. This concurs with MoEST (2010) who found that learners in religious schools were more likely to exhibit higher incidences of cheating than those in government schools. This means that the education provided was strongly religious in nature such that learners might spend most of their time on religious activities bearing in their minds that God will make them succeed even without hard work. However, the finding of the study contradicts with Descruissaex (1999) who found that dishonest behavior occurs in all the types of schools. A comparison of Descruissaex's (1999) finding to results of this study shows that there are still differences in students' views on examination malpractices. In summary, on school type, the findings of this study indicated that some students in primary schools who were involved in examination malpractices have benefited as they were selected to conventional secondary schools while others have not benefited as they were placed in CDSSs and some not selected at all.

To the research question two: How much variability in factors of examination malpractices is explained by age group, sex and school type?

The answer is that age is a predictor of examination malpractice with associated factors of laziness, corrupt invigilators and supervisors, inadequate funding of schools, quota system, inadequate time and past history. However, the study has found no statistically significant association between involvement in examination malpractices and age of students. Thus, students of different age groups have the same views of examination malpractices although they have different reasons for indulging in these malpractices as shown in the results of this study.

Secondly, sex has been identified as a predictor of examination malpractice with associated factors of student's workload and past history, although the study has also found no statistically significant association between sex and examination malpractice. This means males and females view examination malpractices in the same way.

From the results of the study, although students have same views, they have different reasons for being involved in examination malpractices hence sex being considered a predictor of examination malpractice. Some female students involve themselves in examination malpractices more than male students because females have little time to study. There might be situations where a male and a female student would be coming from the same home but apart from doing school work a female student would also be expected to do chores such as sweeping, washing plates and cooking for a brother who may just be watching television as he is waiting for a meal to be served to him. This exhausts the girl child thereby making her unable to study. As a result, such a student is likely to be engaged in examination malpractices if she is to pass examinations.

The finding of past history concurs with Bandura's theory where a student is just an absorber of information through modeling. Students indulge in examination malpractices because they imitate what others did in the past and placed them at the next level without being detected.

In primary schools, the results of PSLCE examinations are for certification and selection into form one of the secondary school. For one to be selected, students are ranked within their districts where each district is allocated number of spaces in

national secondary schools. The quota depends on the proportion of candidates in the district in relation to the total population. Since selection is a very important aspect of PSLCE examinations, students are usually under pressure to perform well so that they may be selected into secondary education. As a result, some students are tempted to engage themselves examination malpractices.

Lastly, the results show that school type is not a predictor of examination malpractice for all the associated given factors although the study has found no statistically significant association between students' involvement in examination malpractices and their school type. This finding contradicts with Khan et al., (2012) who reported that teachers in government institutions cheat to make them popular because of pressure from colleagues. The finding also contradicts with Adeyemi (2010) who found that examination malpractices were identified more in private than in government schools to have good results which may attract many students to enroll in such schools hence, make large profits.

To research question three: What are the perceptions of teachers on factors that influence students' examination malpractices?

The answer is that themes of maladministration of examinations, fear of failure, poor teaching and learning skills, negative effects of examination malpractices and peer pressure have emerged as reasons students indulge in examination malpractices as perceived by teachers in the three different types of schools. These themes have been analyzed qualitatively and have been discussed soon after the findings.

From the findings which address the three research questions, the study has found no statistical significant association between students' involvement in examination

malpractices and students' age group. A similar observation has been in terms of sex of students and their involvement in examination malpractice, implying that these students have same opinions about examination malpractices.

Looking at research question two, the study has found that there are statistical significant differences between age group of students involved in examination malpractices and associated given factors of past history of examination malpractices, inadequate time for preparation for examinations, quota system, in adequate funding of schools, corrupt invigilators and supervisors and laziness by teachers and students. A similar observation is also made on sex of involved students and associated factors of students' workload and past history of examination malpractices.

Even though the study has found that students have the same opinions as shown in the findings of research question one, they have different reasons for cheating during examinations. The differences are on the associated factors with statistical significant differences which are in findings of research question two. This makes it plausible to conclude that age and sex are predictors of students' examination malpractices.

The study has also found a statistical significant association between students' involvement in examination malpractices and their school type. This means that these students have different opinions of examination malpractices. In the second research question, the study's findings on school type have no given associated factors which show statistical significant differences. This may imply that these students with different opinions might have other reasons which lead them to be involved in examination malpractices other than the ones they provide.

Despite that there are different opinions of students in the three types of primary schools, the teachers in these schools have suggested that students cheat because of maladministration of examinations, poor teaching and learning skills, fear of failure, negative effects of examination malpractices and peer pressure. In the theme of maladministration of examinations, there are differences in the number of participants on each sub-theme (see Table 11). Leakage has 63% of participants from government schools, 53% from religious schools and 60% from private schools; lack of supervision of students has 67% from government schools, 50% from religious schools and 63% from private schools; large classes has 33% from government schools, 33% from religious schools and 86% from private schools; low salaries has 30% from government schools, 80% from religious schools and 43% from private schools; lack of seriousness of MANEB officials has 47% from government schools, 80% from religious schools and 50% from private schools; overloading of work of teachers has 80% from government schools, 50% from religious schools and 60% from private schools.

These findings are from 30 participants in each school type regardless of age and sex, and have shown differences in all the sub themes (see Table 11). The information from teachers in the three types of schools has shown that the associated factors that might lead school type a predictor not stipulated in the questionnaire are low salaries and lack of seriousness of MANEB officials on the maladministration of examinations. Referring to Table 11, the other themes which can be merged to the finding of statistical significant association between students' involvement in examination malpractices and their school type are poor teaching and learning skills and negative effects of examination malpractices.

Under these themes, sub themes related to associated factors which are not shown in students' questionnaire are learners' reliance on rote learning and their subsequent failure to comprehend questions; lack of teachers' knowledge of subject matter, attraction of indiscipline cases, deterioration of educational standards and production of half-baked graduates. The percentages showing differences are shown in Table 11. This means that school type too is a predictor of examination malpractices during PSLCE.

4.6 Chapter summary

Overall, the findings of the study have revealed that there is a statistically significant association between school type and students' involvement in examination malpractices.

In addition, age has been found a predictor of examination malpractices because different age groups have revealed differences in their views relating to the following factors: laziness, corrupt invigilators and supervisors, inadequate funding of schools, quota system, inadequate time, and past history. Similarly, sex has been confirmed a predictor of examination malpractices relating to students' workload and past history.

Finally, the study has found a statistically significant association between students' involvement in examination malpractices and their school type. The study has also found no statistically significant differences between each of the given associated factors and school type. It can therefore be concluded that the other associated factors where there are differences might be maladministration of examinations due to teachers low salaries and lack of seriousness of MANEB officials; poor teaching and learning skills especially where learners rely on rote learning because teachers lack

knowledge of subject matter; and negative effects of examination malpractices specifically targeting factors such as attracting indiscipline cases, deterioration of educational standards and production of half-baked graduates. The percentages showing differences are shown in Table 11 and this has proved that school type is a predictor of students' examination malpractices.

CHAPTER 5

SUMMARY, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

5.1 Chapter overview

This chapter presents the summary, conclusions, implications and recommendations emanating from the findings and discussions of the study.

5.2 Summary

Overall, the findings of the study have revealed that age, sex and school type are predictors of students' examination malpractices during PSLCE. In other words, age, sex and school type influence students to cheat during examinations. Qualitative data focused on exploring perceptions of teachers on students' examination malpractices during PSLCE. The combination of the qualitative and quantitative data allowed the researcher to identify associated factors that bring variation in the three types of primary schools. Thematic analysis allowed exploration of associated factors which have differences in the three types of schools and this helped to pick up unexpected results of statistically significant association between students' involvement in examination malpractices and their school type. Thematic analysis also permitted discovery of new inductive information about the associated factors that show variability explained by school type.

5.3 Conclusions

Based on the findings, the study concludes that examination malpractices do exist during PSLCE in Blantyre Urban. Examination malpractices are there in almost every type of primary school and both sexes and all age groups of students are involved.

Considering the findings of this study on research question one, it can be concluded that there is no statistically significant association between students' involvement in examination malpractices and their age group as well as sex. This means students have same views of examination malpractices regardless of their age and sex. It can also be concluded that there is a statistically significant association with students' school type and their involvement in examination malpractices. This means that students view examination malpractices differently.

The study also finds that there is a statistically significant age difference with associated factors of laziness, corrupt invigilators and supervisors, inadequate funding of schools, inadequate time to prepare for examinations and past history. It also finds a statistically significant sex difference with associated factors of past history and students' workload. It can be concluded from the findings that age and sex are predictors of examination malpractices using associated factors where statistically significant differences have been shown. The conclusion that there is no statistically significant difference between school type and each of the given associated factors although there is a statistically significant association between students' involvement and their school type. This means that there might be other associated factors rather than the given ones.

Using the given associated factors, the study has shown that school type is not a predictor of students' examination malpractices. It has also been observed in the study that teachers are of the view that students cheat during PLSCE because of maladministration of examinations; poor teaching and learning skills; fear of failure; negative effects of examination malpractices; and peer pressure as the main themes. However, there is a statistically significant difference in none of each of the given associated factors, the study compared the findings of the association with school type and the results of teachers' perceptions. The study has merged the two analyses and found that the other associated factors with differences are low salaries of teachers and lack of seriousness by MANEB officials which are sub-themes of maladministration of examinations.

Other differences are found in the themes of poor teaching and learning skills i.e. rote learning and thereby fail to comprehend questions; lack of teachers' subject matter; negative effects of examination malpractices i.e. attracts indiscipline cases, deteriorates educational standards and produced half-baked graduates. These sub-themes are not related to the given associated factors for research question two and differences in number of participants by school type have been identified as shown in Table 11. Therefore, school type has been taken as a predictor with the associated factors perceived by teachers.

Thus, the study has found age, sex and school type as predictors of examination malpractices.

5.4 Implications

Based on the findings of the study, there is need to have proper teaching which would help to stop students from cheating during examinations. For instance, there is need for teachers to ensure that they have adequately covered the syllabus and must be knowledgeable about the content of the subjects that they teach. Teachers should teach students good study habits so that these students know best study techniques.

5.5 Recommendations for curbing examination malpractices at Primary School Leaving Certificate of Education

In view of the findings of the study of age, sex and school type as predictors of examination malpractices at Primary School Leaving Certificate of Education examinations, the following recommendations are made:

1. Ministry of Education, Science and Technology in Malawi should encourage the responsibility of Internal Procurement Committee (IPC) to focus on providing resources to teachers. This will provide conducive learning and teaching environment in schools since provision of learning facilities is likely to increase students' confidence to face examinations.
2. Based on the research study, there is need to have regular in-service trainings with teachers to refresh knowledge in their teaching subjects. This will enable students to demonstrate the expected abilities since teachers will have exposed them to necessary skills during lessons.
3. School rules and procedures should be introduced early in the school year and consequences should be enforced consistently across students and throughout the school year. This will be a good foundation of self-discipline and moral character for the youths.

4. Posting of examination supervisors should be changed on daily or weekly basis to avoid corruption of invigilators as well as supervisors themselves. This will also help teachers, supervisors and invigilators to be committed to the conduct of examinations.
5. Students should be thoroughly prepared for examination by suggesting to them different ways of studying, giving them practice tests like those to be used by MANEB, teaching them test-taking skills and emphasizing the value of tests as a tool for improving learning.
6. Proper orientation on avoiding examination malpractices and its consequences to all students in all school institutions to help them learn to prepare for examinations and change their mindset.
7. Training and retraining of primary teachers since they are implementers of the curriculum as lack of subject matter leads to examination malpractices in PSLCE.

5.6 Suggestion for further studies

Results from this study have prompted the researcher to make the following suggestions for further research:

1. Subsequent research should cover more schools of all categories in both rural and urban areas in the country to improve the authenticity of the study.
2. In order to generalize the findings and to get more reliable data, more schools from different districts in all education divisions of the country should be involved.

3. Again, future researchers should find to what extent age group, sex, and school type predict examination malpractices during Primary School Certificate of Examinations.

4. Teaching experience, age, sex and qualifications of teachers should be taken into consideration in future studies,

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APPENDICES

Appendix 1: Questionnaire to the Students

The students' learning strategy use of questionnaire.

Introduction

Dear Student,

I am conducting an exploratory research on factors contributing to students' examination malpractices in Primary School Leaving Certificate of Education examinations in Malawi. The purpose of my study is to curb examination malpractices hence improve quality of education in Malawi.

You have been identified to assist in this research because you recently sat for the Primary School Leaving Certificate of Education examinations. The information you will provide will be treated with due confidentiality. Please note that there are no wrong or right answers to these questions. All what is required is your opinion.

Do not write your name.

Thank you very much for your co-operation.

Name of primary school_____

School type: Government____ Religious____ Private____

Age: 12 years and below____ 13-15 years____ 16 years and above____

Sex: Female___ Male___

Please tick in the appropriate box

SECTION A

Have you ever been involved in examination malpractices Yes___ No___

SECTION B

Factors that lead to examination malpractices are:

Factor	Strongly disagree	Disagree	Agree	Strongly agree
Students' work load				
Student attitude				
Laziness by teachers and students				
Wish to help a friend				
Fear of failure				
Lack of confidence by teachers and students				
Inadequate preparation for examinations by teachers and students				
Large population of students in many schools				
Syllabuses are wide in many subjects				
Corrupt invigilators and supervisors				

Inadequate funding of schools				
Quota system				
Inadequate school resources				
Desire to meet societal and parental expectation				
Accessibility to question papers				
Leakage through teachers				
Inadequate time for learning				
Lack of supervision during examinations				
Pressure by peers to cheat				
Poor counseling services				
Past history				
Involvement in extracurricular activities				
Many students are desperate				

End of the questionnaire.

**ONCE AGAIN, A BIG THANK YOU FOR YOUR PRECIOUS TIME AND
FRUITFUL CONTRIBUTIONS!**

Appendix 2: Questionnaire to the Teachers

The teachers' learning strategy use of questionnaire.

Introduction

Dear teacher,

I am conducting an exploratory research on specific factors contributing to students' examination malpractices in Primary School Leaving Certificate of Education examinations in Malawi. The purpose of my study is to curb examination malpractices hence improve quality of education in Malawi.

You have been identified to assist in this research because you are assumed to be the ones who recently taught students who are in forms one and two in primary schools. The information you will provide will be treated with due confidentiality. Please note that there are no wrong or right answers to these questions. All what is required is your opinion.

Do not write your name.

Thank you very much for your co-operation.

Name of primary school _____

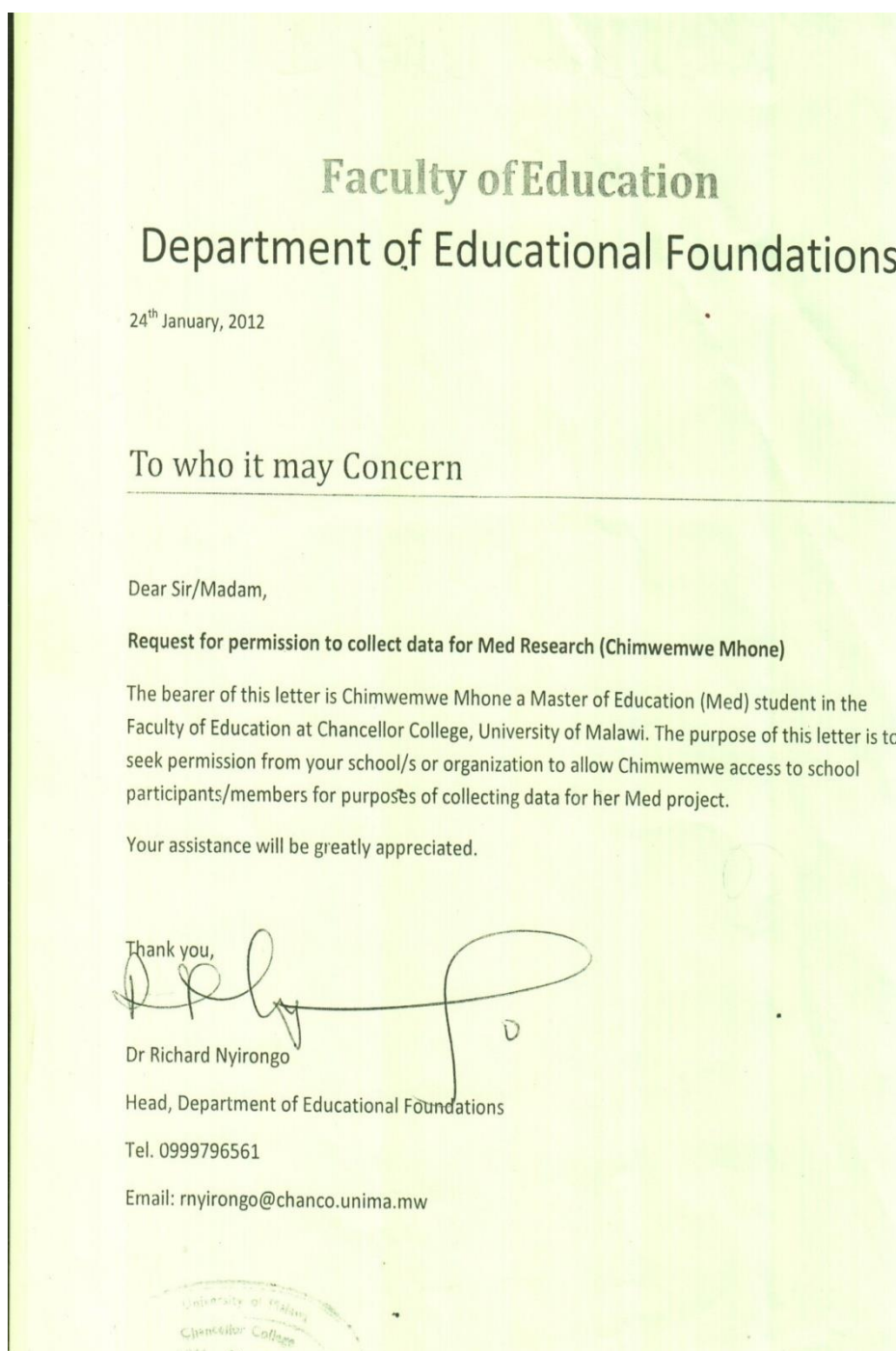
School type: Government___ Religious___ Private___(Tick)

What are your perceptions towards students' examination malpractices in Primary School Leaving Certificate of Education examinations in Malawi?

End of the questionnaire.

ONCE AGAIN, A BIG THANK YOU FOR YOUR PRECIOUS TIME AND FRUITFUL CONTRIBUTIONS!

Appendix 3: Introduction letter 1



Appendix 4: Introduction letter 2

Ref. No. SWED 1/1

26th January 2012

FROM: THE EDUCATION DIVISION MANAGER, SOUTH WEST EDUCATION
DIVISION, PRIVATE BAG 386, CHICHIRI, BLANTYRE 3

TO : ALL HEAD TEACHERS, SOUTH WEST EDUCATION DIVISION

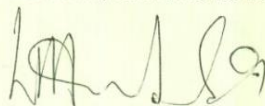
RE: PERMISSION TO COLLECT DATA FOR MED RESEARCH – CHIMWEMWE MHONE

We write with reference to the above stated subject matter.

Chimwemwe Mhone is doing her Masters at Chancellor College and would like to collect data in schools for her research.

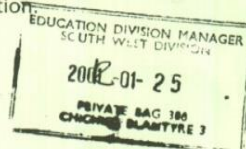
This letter serves to advise you to cooperate with Mrs. Mhone and assist her with the necessary data she requires.

We thank you in advance for your cooperation.



L.M. Kamsesa (Mrs.)

For: **THE EDUCATION DIVISION MANAGER (SWED)**



Appendix 5: Table of Rank sums and mean ranks of associated variables with no statistical significant differences

Associated variable		Variable							
		Age in years			Sex		School type		
Observed		12 & Below 4	13-15 99	16 & Above 76	Females 82	Males 97	Govt 77	Religious 64	Pvt 38
Students' attitude	Rank sum	390.5	9362.5	6357	7560	8550	6321.5	5956.5	3832
	Mean rank	97.63	94.57	83.64	92.2	88.14	82.09	93.07	100.86
Wish to help a friend	Rank sum	405.5	8752.5	6952	7228	8882	6974	5635.5	3500.5
	Mean rank	101.38	88.41	97.47	88.15	91.57	90.57	88.05	92.12
Fear of failure	Rank sum	523	8349	7238	7212	8897.5	6620.5	5582.5	3907
	Mean rank	130.75	84.33	95.24	87.96	91.73	85.98	87.23	102.82
Lack of	Rank	181.5	8867.5	6882	7160	8771	7244	5361	3326

confidence	sum								
	Mean rank	45.38	90.48	90.55	87.32	90.42	94.08	83.77	87.53
Inadequate preparation for examinations	Rank sum	301.5	8709.5	7099	7142	8968	7084	5744.5	3281.5
	Mean rank	75.38	87.97	93.41	87.1	92.45	92	89.76	86.36
Large population of students in many schools	Rank sum	220.5	8758.5	7131	7590	8520	7008.5	5570	3531.5
	Mean rank	55.13	88.47	93.83	92.56	78.84	91.02	87.03	92.93
Syllabuses are wide in many subjects	Rank sum	241.5	8795	7073.5	7093.5	9016.5	6698.5	5781.5	3630
	Mean rank	60.38	88.84	93.07	86.51	92.95	86.99	90.34	95.53
Inadequate school resources	Rank sum	165	9551	6394	7318	8792	7140	5221	3749
	Mean rank	41.25	96.47	84.13	89.24	90.64	92.73	81.58	98.66

Desire to meet societal and parental expectation	Rank sum	339	9439	6342	7224.5	8885.5	7323.5	5216	3570.5
	Mean rank	84.75	95.24	83.45	88.1	91.6	95.11	81.5	93.96
Accessibility to question papers	Rank sum	263.5	9274.5	6572	775.5	8354.5	7316.5	5371	3422.5
	Mean rank	65.88	93.68	86.47	94.58	86.13	95.02	83.92	90.07
Leakage through teachers	Rank sum	530	8675	6905	7390.5	8719.5	6905	5727	3478
	Mean rank	132.5	87.63	90.36	90.13	89.89	89.68	89.48	91.53
Lack of supervision	Rank sum	348	9176	6586	7252	8858	6871.5	5555.5	3683
	Mean rank	87	92.69	88.66	88.44	91.32	89.24	86.8	96.92
Pressure by peers to cheat	Rank sum	244	9139	6727	7585	8525	6950.5	5744	3415.5
	Mean rank	61	92.31	88.51	92.5	87.89	90.27	89.75	89.88

	rank								
Poor counselling services	Rank sum	349	9241	6520	7565.5	8544.5	6822	5729.5	3558.5
	Mean rank	87.25	93.34	85.79	92.26	88.09	88.6	89.52	93.64
Involvement in extracurricular activities	Rank sum	292	9036.5	6781.5	7511	8599	7226.5	5613.5	3270
	Mean rank	73	91.28	89.23	91.6	88.65	93.85	87.71	86.05
Many students are desperate	Rank sum	266	8762.5	7081.5	7250.5	8859.5	6905.5	5845.5	3359
	Mean rank	66.5	88.51	93.18	88.42	91.34	89.68	91.34	88.39

Appendix 6: Table showing non-statistical significant differences in the relationship between associated factors that influence examination malpractices and the age group, sex and school type of students

Associated variable	Variable		
	Age	Sex	School type
Students' attitude	$\chi^2=2.171$, Pr=0.34	U = 2657, Pr = 0.0001	$\chi^2=4.000$, Pr=0.14
Wish to help a friend	$\chi^2= 0.380$, Pr= 0.83	U =3825, Pr =0.65	$\chi^2=0.178$, Pr=0.91
Fear of failure	$\chi^2=4.822$, Pr = 0.09	U =3809 , Pr =0.62	$\chi^2= 3.231$, Pr=0.20
Lack of confidence	$\chi^2=3.300$, Pr=0.19	U =3839, Pr =0.78	$\chi^2=1.542$, Pr=0.46
Inadequate preparation for examinations	$\chi^2=0.893$, Pr=0.64	U =3739, Pr =0.47	$\chi^2= 0.340$, Pr=0.84
Large population of students in many schools	$\chi^2=2.554$, Pr=0.28	U =3767, Pr =0.52	$\chi^2=0.399$, Pr=0.82
Syllabuses are wide in many subjects	$\chi^2=1.791$, Pr=0.41	U = 3690, Pr =0.38	$\chi^2=0.765$, Pr=0.68
Inadequate school resources	$\chi^2=4.633$, Pr=0.10	U = 3915, Pr =0.85	$\chi^2=3.175$, Pr=0.20
Desire to meet societal and parental expectation	$\chi^2=2.474$, Pr=0.29	U = 3821.5, Pr =0.64	$\chi^2=2.935$, Pr=0.23
Accessibility to question papers	$\chi^2=1.895$, Pr=0.39	U = 3602.5, Pr =0.25	$\chi^2=1.768$, Pr=0.41
Leakage through teachers and	$\chi^2=3.258$, Pr=0.20	U = 3966.5, Pr = 0.97	$\chi^2= 0.047$, Pr=0.98

students			
Lack of supervision	$\chi^2=0.663$, Pr=0.72	U = 3849, Pr = 0.70	$\chi^2 = 1.069$, Pr=0.59
Pressure by peers to cheat	$\chi^2=1.666$, Pr=0.43	U = 3772, Pr =0.53	$\chi^2 = 0.004$, Pr = 1.00
Poor counselling services	$\chi^2=1.024$, Pr = 0.60	U = 3791.5, Pr = 0.57	$\chi^2 = 0.277$, Pr = 0.87
Involvement in extracurricular activities	$\chi^2 = 0.562$, Pr = 0.76	U = 3846, Pr = 0.69	$\chi^2 = 0.853$, Pr = 0.65
Many students are desperate	$\chi^2 = 1.344$, Pr = 0.51	U = 3847, Pr = 0.69	$\chi^2 = 0.092$, Pr = 0.95