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Factors of Examination Malpractice in Secondary Schools. A Case Study of Morogoro Municipality, Tanzania

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ABSTRACT

The study was set to find out the factors of examination malpractice in secondary schools in Morogoro Municipality. Four secondary schools, 28 students, 4 heads of school, 42 Teachers, 4 school committee chairpersons, 4 WEOs, and 1DEO within Morogoro Municipality were selected. The data was collected through interviews and questionnaires to determine the causes of examination malpractice in secondary schools. The study used both qualitative and quantitative approach which employed the descriptive design in addressing possible factors of examination malpractices in secondary schools. Quantitative data were analyzed by using SPSS while qualitative data were analyzed through content analysis. The study found that inadequate coverage of syllabus; desire to pass the examination at all costs, corruption and moral decay, overcrowded class, pressure from peers, parents and guardians, learning environment students positive attitude to examination malpractice, low salary for teachers and low level of self-control were the factors of examination malpractice.

Key Words: *Examination malpractice, secondary schools, parents, students, teachers, Morogoro*

INTRODUCTION

The trend of examination malpractices found its roots in human communities, it is not yet fully known. Kibler, (1993) dates examination malpractices back to thousands of years ago. He observed that their first known existence was in the Chinese civil service examinations where examinations were given in individual cubicles to prevent examinees from looking at the test papers of others. In the process, examiners searched for notes prior to entering the cubicles. In addition, the death penalty was affected for both the examinees and examiners should any one of them be found guilty of cheating. Despite the offence carrying a death penalty for both the examinee and the examiner, cheating still persisted. China was not the only place to face the grievous challenges of examination malpractices. Perry, (2000) observed that in the late nineteenth and early twentieth century, cheating was widespread at college campuses in the United States.

In India, the observation was made that examination malpractice, a form of corruption is sustained by whatever sustains corruption (Maheshwari, 2009). It was noted that social, economic, political, religious and educational vices were celebrated and rewarded in the country while virtue was punished. In recent times everything was determined by the desire for success and wealth irrespective of the means used to achieve this success. There is a disjunction between the culturally acclaimed goals and the institutional procedures for achieving these goals. The reasons that are given for learner involvement in examination malpractices are varied. The study further asserted that, learners were involved because they wanted to succeed in the fast changing world that places emphasis on certificate achievement. The trend was influenced by many factors such as lack of confidence as a result of inadequate preparation, peer influence, social influence, parental support and poor facilities in schools. Contemporary Indian society placed great emphasis on success oriented goals without equivalent emphasis on institutional means of attaining these goals. Many pupils were ready to give encouragement and pay costs for leakages and other malpractices because they desperately wanted to acquire certificates or degrees.

In Pakistan the trend of examination malpractice was on the increase. According to Nawar, (2011) in the past, the value system was strong but the breakdown in ethics in Pakistan culture generated many problems for the education sector. Some of the causes identified for the increase in malpractices included a weak educational system, pressure from teachers and parents; decline in ethical social values, self-centered culture and, technological developments. Educational institutions have become so competitive in nature that students feel the pressure and burden which compels them to adopt

unfair means Mshangi, (2013). As per the criteria of certain society, honesty was not important but getting a lucrative job is.

In Africa, the situation of examination malpractice is not that much better. As the UNESCO (2004) report noted, educational systems were crisis ridden owing to examination malpractices in schools as well as universities. The report also noted examination malpractices start from primary schools, mostly perpetuated by teachers at this level, extended to secondary schools, colleges. And universities, students who successfully practiced examination crimes in secondary schools without being caught saw it as the only way they could survive in examination Mkude, (2011). Therefore, examination results tend to give a false picture of the state of affairs; hence some school graduates could not defend the grades obtained in examinations.

Umar, (2004) stated that in Nigeria, it was almost a routine for students to cheat in examinations. Many Nigerian schools were partly to blame as they wanted their students to perform well in the examination and so rather than work through supervision of teaching and learning; they aided and abet examination malpractices. Hutt & Tang, (2012) stated that, the situation was worsened with the shortage of qualified teachers, supply of instructional materials such as audio-visual aids, books, science equipment and the poor remuneration of teachers, supervisors and invigilators. Therefore, under these conditions, the option remaining was that of aiding pupils and students cheat in order to pass and ultimately get money. The general over-dependence on educational certificates as a measure of one's knowledge and competence led to a mad rush by most people for educational certificates Okay & Moses, (2019). Vulnerable pupils, mostly from rural areas were adversely affected as they could not afford to offer the various items, such as money, to get assistance in examinations. Hence, they could not lift themselves out of poverty. Epilogue, (2001) further wrote that candidates caught cheating were not allowed to continue with the examination and are prohibited from taking any examination for the next two years. And if a candidate had already written any papers at the examination, the results were cancelled. In addition, a candidate might be prosecuted and, if found guilty, he/she was liable to conviction to a fine or imprisonment or both. Consequently, despite these measures having been put in place to try and arrest the scourge, the incidences of malpractices in examinations continued to wreak havoc.

The history of examination misconduct in Tanzania is quite old as it has been mentioned by several studies done by Anangisye, (2011), and Omari, (1976). The problem assumed a national character in 1967. Then a committee was set up to carry out an investigation into the explosion of examination malpractice that year. Also decree No. 25 of 1993 on examination leakage imposes a penalty of five (5) years imprisonment any person found guilty in connection with examination leakage Mkude, (2011). Despite this, examination malpractice is still being witnessed and practiced. In order to ameliorate the incidence of examination malpractice, and in fact, improve the standard of our secondary schools education, it is necessary to unveil the modus operandi and multifarious strategies adopted by the perpetrators of this unwholesome and un-academic act and alert students of the ugly effects, academically and other wise Anangisye, (2011). The awareness will help the authorities to check the current pervasiveness of examination malpractice in our secondary schools and other institutions of higher learning. For example examination malpractice in Tanzania in 2019 the executive secretary of NECTA when announcing the results of form four in Dodoma, he explained how the school administration of Tumaini Lutheran seminary secondary school in Morogoro region committed examination malpractice where teachers and police officer participate. He said due to that malpractice, the council had cancelled the results of all students of that school NECTA, (2019). Against this background, the current research study was set to examine the causes of examinations malpractice in secondary schools in Morogoro Municipality.

Purpose of the Study

The main purpose of this study was to find out factors of examinations malpractice in secondary schools in Morogoro Municipality, Tanzania.

Significance of the Study

The imperativeness of this study cannot be underrated. The study would be of high significance in that it would help to serve as an eye opener to the students in knowing the negative effects/consequences of involving oneself in the act of examination malpractice. The study would also be helpful to the teachers in such a way that it serves as information on existing forms of examination misconduct practiced by students as well as ways of controlling them. Moreover, the study findings would be beneficial to Education Authorities keep them informed on the recent techniques involved in examination malpractice, causes at the same time opening their eyes to the need to curb examination malpractice. In addition, the study would also be beneficial to the government as it would help the government to see the reasons why trained and qualified teachers should be recruited into our secondary schools, why seminars and workshops should be organized by the government for the teachers to enable update their knowledge. Furthermore, the study would then help society and parents at large in knowing what their children do in school and ways of assisting them to learn and concentrate more on their studies and depend less on external studies' help during examinations.

METHODOLOGY

The study employed descriptive research design to get information from teachers, students, DEO, WEOs, school committee chairpersons and head of schools on factors of examination malpractice in secondary schools. Descriptive

research design was suitable for use because it enabled the researcher to collect both qualitative and quantitative data, gather information from various respondents and also provide picture behavior of particular population. A total number of 83 respondents were selected (i.e 28 students, 4 heads of school, 42 Teachers, 4 school committee chairpersons, 4 WEOs, and IDEO from Morogoro Municipality). Semi structured interview was used to collect data from DEO, school committee chairpersons and head of schools and questionnaire was used to collect data from WEOs, teachers, and students. Qualitative data that was obtained through interview or oral submission was coded for ease of narration. The quantitative data were subjected to Statistical Package for Social Sciences (SPSS) software package and the rest for descriptive information which produced tables of frequencies and percentages, and qualitative data was analyzed by using content analysis

FINDINGS AND DISCUSSION

Factors of Examination Malpractice in Secondary Schools

The reasons that were given for involvement in examination malpractice by different respondents are;

Table 4.6: Inadequate Coverage of Syllabus

Response	Frequency	Percentage
Strong Disagree	2	5
Disagree	1	2.5
Neutral	1	2.5
Agree	14	35
Strong Agree	20	55
Total	40	100

Source: Field data (2023)

The above table indicates ninety percent of the respondents indicated inadequate coverage of syllabus as a significant factor in examination malpractice whilst the remaining ten percent of the respondents did not support or had no idea.

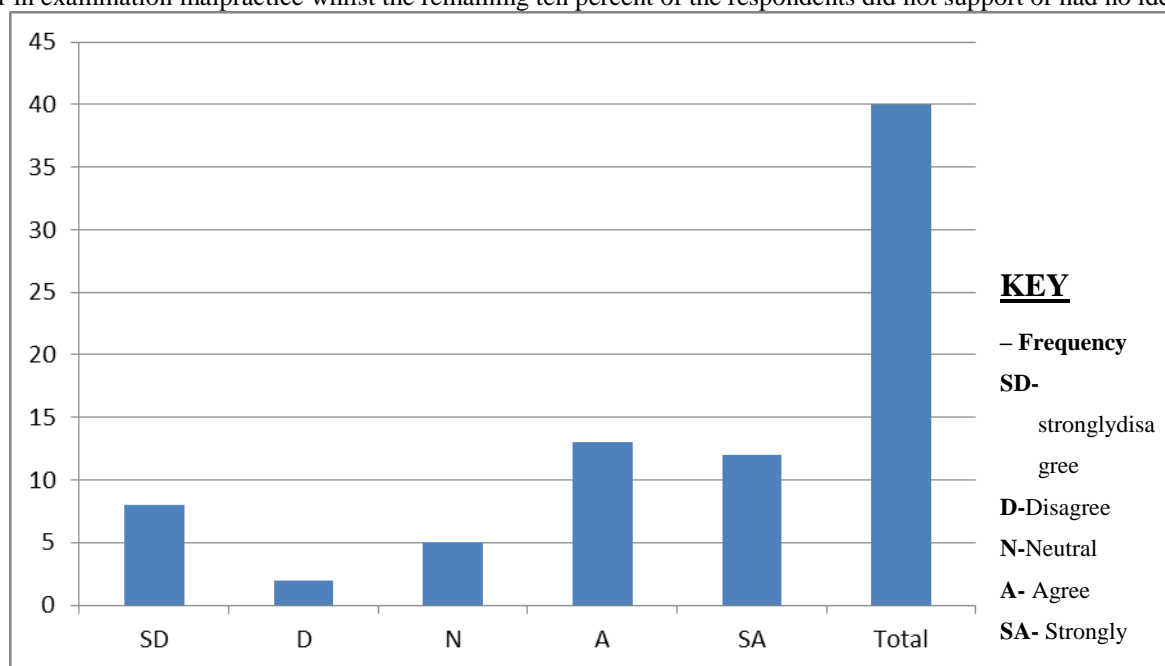


Figure 4.1: Inadequate Coverage of Syllabus

Source: Field data (2023)

The figure above illustrates that many respondents identified inadequate coverage of the syllabus as a significant factor contributing to examination malpractice. During the interview session, a respondent highlighted that

“Some teachers fail to adequately cover the syllabus due to their frequent absences from classes. When students become aware that their teachers have not covered the syllabus thoroughly, they may resort to planning ways to cheat in order to pass the examinations”. Source: Field data (2023)

Furthermore, the information provided suggests that a majority of teachers who are unable to cover the syllabus either lack commitment to their work or have insufficient knowledge of the subject matter. The study also revealed that the inability to adequately cover the syllabus is often linked to teachers being assigned subjects for which they are not qualified. For example, teachers trained in social subjects may be required to teach languages or science subjects, despite

lacking expertise in those areas. Additionally, understaffing in schools leads to teachers having excessive workloads, resulting in fatigue and an inability to cover the syllabus effectively (Oyinloye, 2002). Consequently, examination malpractice can be attributed to the widespread issue of understaffing, particularly in Community Day Secondary Schools (CDSSs).

In line with ethical egoism theory from ethics and morality, the morality of an action is assessed based on its consequences. It can be argued that teachers' failure to adequately cover the syllabus due to absences, low skills, and knowledge is deemed immoral. As a result, students may engage in examination malpractice as a means to achieve good grades. It is important to recognize that examination malpractice can have immediate as well as long-term consequences..

Table 4.7: Pressure from Peers, Parents, and Guardians

Response	Frequency	Percentage
Strong Disagree	8	20
Disagree	2	5
Neutral	5	12.5
Agree	13	32.5
Strong Agree	12	30
Total	40	100

Source: Field data (2023)

The table above indicates that sixty-two point five percent of the respondents identified pressure from peers and guardians as a significant factor contributing to examination malpractice. On the other hand, thirty-seven point five percent of the respondents either had no idea or did not support this notion.

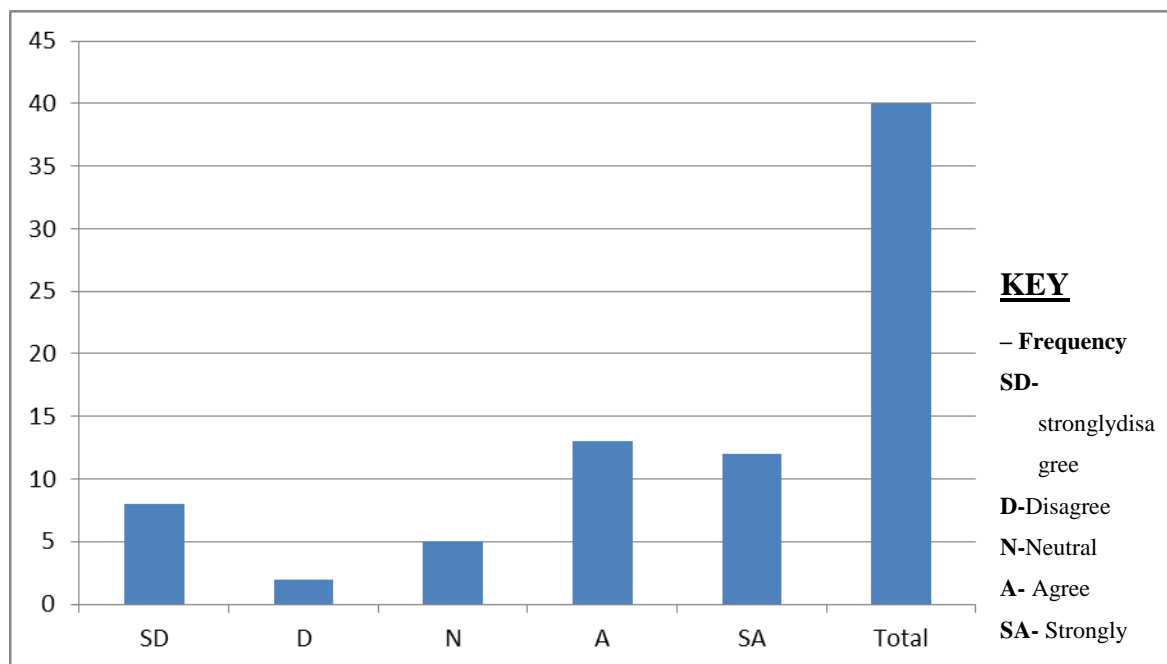


Figure 4.2: Pressure from Peers, Parents and Guardians

Source: Field data (2023)

The figure above indicates that many respondents identified pressure from parents and guardians as a significant factor contributing to examination malpractice. In interview a respondents highlighted the following points;

... of cheating is by observing their classmates engaging in cheating

“One way in which students develop a norm behaviors.” Source: Field data (2023)

The study revealed that some candidates engage in examination malpractice intentionally, while others become involved due to peer pressure or lack of awareness, care, or adherence to regulations. It became evident that when academic misconduct is perceived as acceptable, students are more likely to engage in cheating behaviors. According to Achio et al. (2012), some students cheat to impress their parents and guardians, as parents promise rewards or presents if their children pass examinations with good grades. Students often cheat because they are concerned about their performance and worry about their ability to produce acceptable work. The demands and pressures exerted by parents, teachers, and peers in society and school environments contribute to examination malpractice (Mkude, 2011). Students feel tempted to cheat when they witness their peers cheating without being caught but still achieving good results. This creates a belief that cheating is a viable strategy for success in examinations.

Furthermore, the utilitarian theory from Ethics and Morality emphasizes the outcome rather than the means of achieving it. The findings of the study revealed that students engage in examination malpractice due to the pressure exerted by parents, peers, and guardians. These students focus solely on the outcome, which is obtaining good grades, and are willing to resort to examination malpractice to achieve this goal.

Table 4.8: Corruption and Moral Decadence

Response	Frequency	Percentage
Strong Disagree	6	15
Disagree	4	10
Neutral	6	15
Agree	11	27.5
Strong Agree	13	32.5
Total	40	100

Source: Field data (2023)

The table above indicates that sixty percent of the respondents identified corruption and moral decay as significant factors contributing to examination malpractice, while the remaining forty percent either had no idea or did not support this notion.

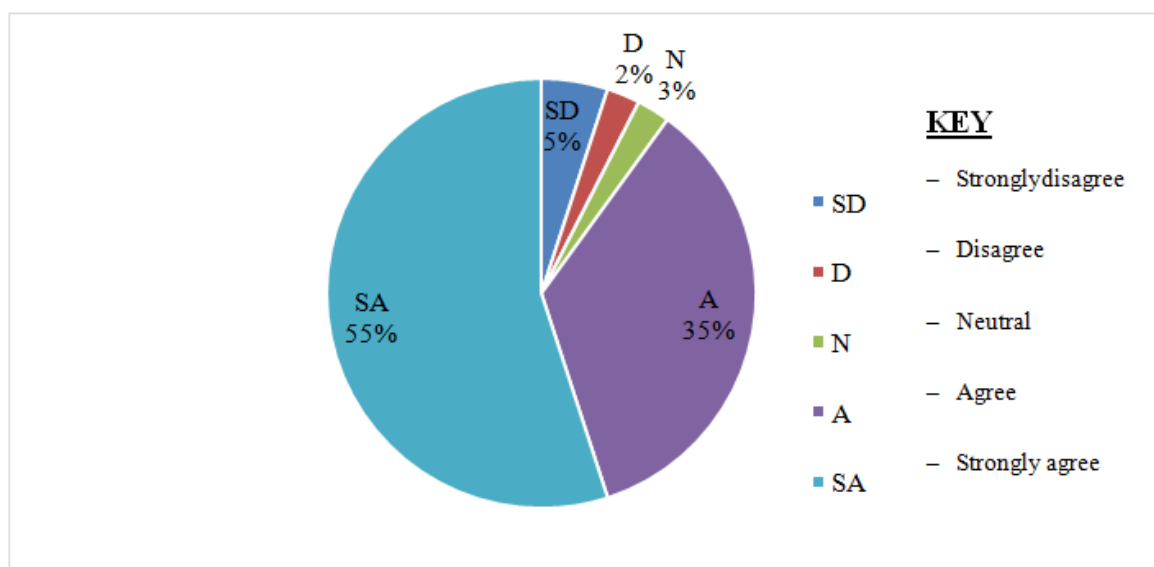


Figure 4.3: Corruption and Moral Decadence

Source: Field data (2023)

The figure above illustrates that many respondents identified corruption and moral decadence as significant factors contributing to examination malpractice. In an interview, a respondent highlighted the following:

“Moral decadence, stemming from corruption, has deeply infiltrated various aspects of life. This corruption has led to distorted perspectives and attitudes regarding exam preparation and writing.” Source: Field data (2023)

It was observed that corruption played a role in examination malpractice. Students were aware that by offering bribes to supervisory staff, they could cheat during the examination (Hutt & Tong, 2012). Corruption was also practiced by teachers and other education authorities. It appears that moral decadence within the society was the primary cause of examination malpractice in many African countries, including Tanzania. This suggests that the prevailing corruption in society, where individuals were willing to do anything to achieve their goals, had infiltrated the education system, leading students to engage in unethical practices in order to obtain favorable results. Furthermore, corruption, as an indicator of moral decay in the management of government affairs, encourages instructors and examination administrators to accept bribes for entrance and certification exams in order to supplement their low salaries. This situation diverts the attention of invigilators and other examination officers away from the goals and quality of education in the country (Mshangi, 2013). Consequently, it can be concluded that a society embedded with corrupt and immoral individuals is more prone to engaging in examination malpractice.

Additionally, according to deontological ethics theory, the highest good is goodwill, and morally right actions are those carried out with a sense of duty. Students and teachers should refrain from involvement in examination malpractice. Instead, they should diligently perform their respective duties to prevent examination malpractice. When

each person fulfills their responsibilities, students can achieve better academic performance without resorting to examination malpractice.

Table 4.9: Learning Environment

Response	Frequency	Percentage
Strong Disagree	9	22.5
Disagree	3	7.5
Neutral	4	10
Agree	7	17.5
Strong Agree	17	42.5
Total	40	100

Source: Field Data (2023)

Table indicates that sixty percent of the respondents identified an un conducive learning environment as a significant factor contributing to examination malpractice, while the remaining forty percent either had no idea or did not support this view.

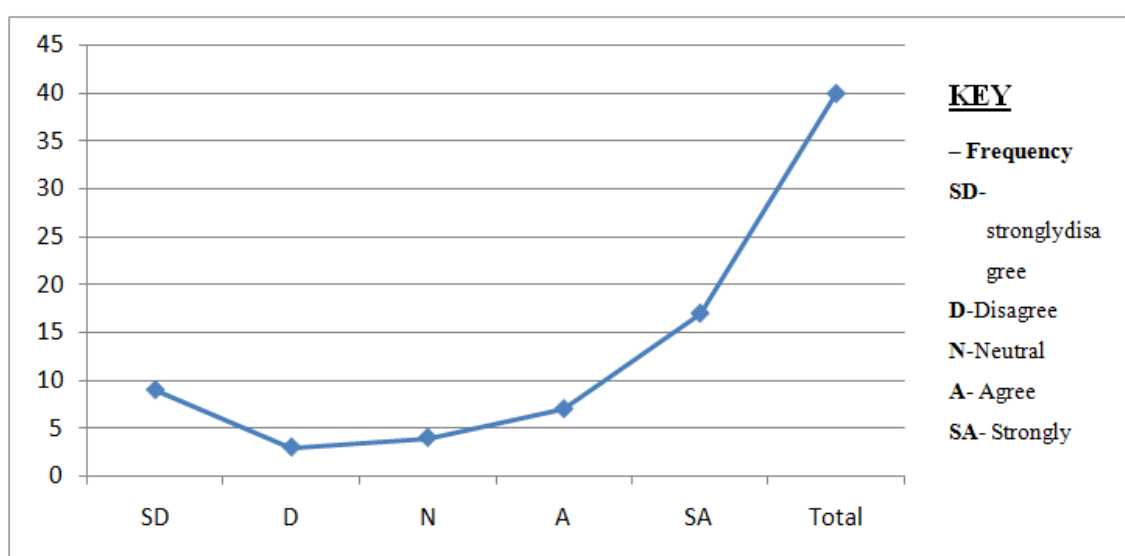


Figure 4.4: Learning Environment
Source: Field Data (2023)

Figure above highlights that many respondents identified the learning environment as a significant factor contributing to examination malpractice. During an interview, a respondent expressed concerns about

“The spoon-feeding approach to teaching, where the focus is solely on exam preparation and rewarding teachers. This approach can foster unethical behavior, including cheating in examinations” Source: Field data (2023)

A conducive learning environment is essential for fostering academic integrity and discouraging unethical practices during examinations. A good school program should be designed to meet the needs of individuals both in the present and for their future lives, while also adapting to the demands of the global market. When these qualities are absent, students may be tempted to engage in unethical behaviors during exams in order to obtain undeserved grades and promotions. The study found that the environment and atmosphere created by the instructor or tutor within the classroom or examination setting can have a significant impact on the occurrence of cheating. un conducive learning environment, characterized by inadequate resources, outdated teaching methods, or a lack of relevance to students' lives, may contribute to a higher likelihood of examination malpractice. To address this issue, educational institutions should strive to create an environment that promotes active learning, critical thinking, and student engagement. This includes providing necessary resources, implementing up-to-date teaching methods, and ensuring that the curriculum aligns with the needs of students and the demands of the global society. By fostering a conducive learning environment, institutions can help prevent examination malpractice and cultivate a culture of integrity and genuine academic achievement.

The prevalence of examination malpractice can be attributed to various factors, as pointed out by Amiru (2006). These factors include inadequate learning facilities, low staff morale due to poverty, lack of control over admission quotas, and poor teaching methods. Insufficient instructional delivery, inadequate facilities, unfavorable working conditions, and the admission of unqualified candidates are among the key contributors to cheating. It is essential to

consider the utilitarian theory from Ethics and Morality, which emphasizes the outcome rather than the means of achieving it. In this study, a poor learning environment, characterized by the lack of teaching aids such as books, inadequate school programs, and under qualified teachers, can facilitate examination malpractice. Students may resort to cheating as a means to obtain good grades, prioritizing the desired outcome over ethical means of achieving academic success. Improving the learning environment is crucial in curbing examination malpractice. This entails providing adequate learning facilities, addressing poverty among staff, ensuring effective control of admission quotas, and promoting sound teaching methods that foster critical thinking and genuine knowledge acquisition. By creating a conducive learning environment, educational institutions can encourage integrity, ethical behavior, and a commitment to genuine academic achievement.

Table 4.10: Overcrowding of Students in Examination Rooms

Response	Frequency	Percentage
Strong Disagree	6	15
Disagree	7	17.5
Neutral	6	15
Agree	10	25
Strong Agree	11	27.5
Total	40	100

Source: Field Data (2023)

Table indicates that fifty two point five percent of the respondents supported the belief that overcrowding of students in examination rooms contributes to examination malpractice, while forty seven point five of the respondents either had no opinion or did not support this view.

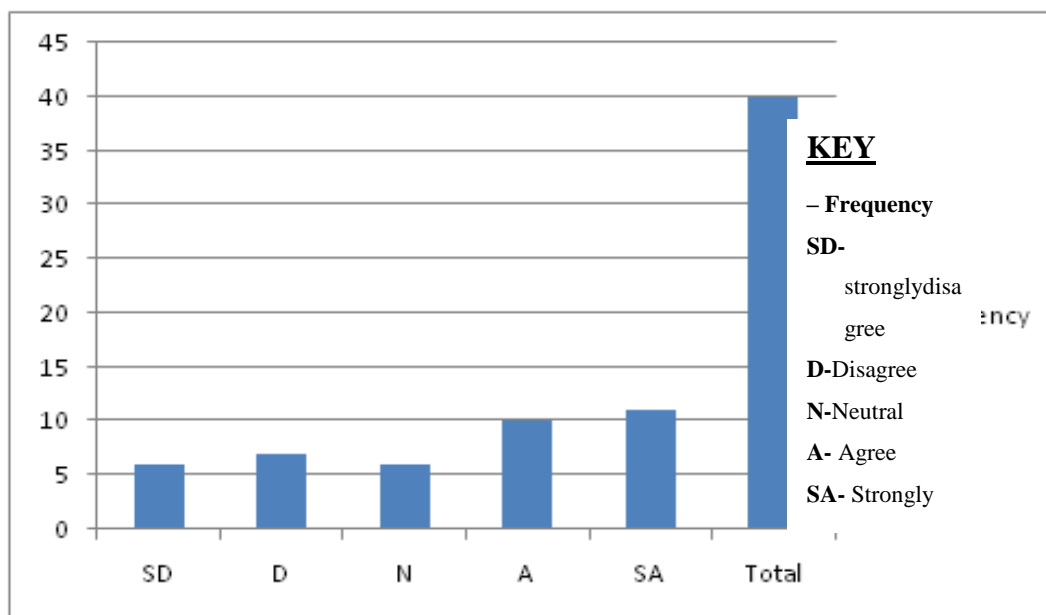


Figure 4.5: Overcrowding of students in Examination Rooms

Source: Field Data (2023)

The figure above illustrates that many respondents identified the overcrowding of students in examination rooms as a significant factor contributing to examination malpractice. During the interview session, a respondent expressed the following:

"Students are being overcrowded in classrooms, primarily due to over-enrollment at early stages. This overcrowding makes invigilation challenging, creating an environment where cheating in examinations becomes much more possible."

Source: Field data (2023)

Possible inadequate availability of learning facilities, particular classrooms, has resulted in overcrowding during examination sessions. The close proximity of students to one another in such cramped conditions creates opportunities for cheating, including copying answers or exchanging information among peers. This issue is compounded by insufficient vigilance and supervision by teachers during exams (Olumero, 2014). Additionally, the use of competitive mechanisms between schools and the phenomenon of over-enrollment contribute to the overcrowding of classrooms, further exacerbating the problem of examination malpractice. Addressing the issue of overcrowding in examination rooms requires concerted efforts from educational institutions, policymakers, and relevant stakeholders. Adequate

provision of learning facilities, including sufficient classrooms and appropriate seating arrangements, can help alleviate overcrowding and reduce the opportunities for cheating. Moreover, implementing effective invigilation strategies, such as assigning invigilators to specific sections or using surveillance technology, can enhance the integrity of examinations. By addressing the root causes of overcrowding and improving the examination environment, educational institutions can foster an atmosphere of fairness, integrity, and academic excellence. Furthermore, the tendency of schools to exceed the capacity of classrooms leads to insecurity in examination management. It appears that students take advantage of the overcrowded examination rooms to engage in cheating. This trend seems to be prevalent in many parts of Tanzania, where classes are filled beyond their intended capacity. As a result, the proper supervision and control required

Additionally, according to utilitarian theory from ethics and morality theories, which focuses on the outcomes of actions, the overcrowding of students in examination rooms can facilitate cheating. In this situation, both students and teachers may prioritize the outcome of achieving good grades through cheating, without considering the proper means of obtaining those grades. Addressing the issue of overcrowding in examination rooms requires attention from educational institutions and policymakers. Measures such as reducing class sizes, providing adequate classroom space, and ensuring appropriate invigilation can help mitigate the overcrowding problem. Creating a conducive and secure examination environment is crucial in promoting integrity and fairness in the evaluation of students' academic performance.

Table 4.11: Low Level of Self-Control

Response	Frequency	Percentage
Strong Disagree	4	10
Disagree	10	25
Neutral	3	7.5
Agree	16	40
Strong Agree	7	17.5
Total	40	100

Source: Field data (2023)

Table above indicates that fifty seven point five percent of the respondents supported the belief that low self-control contributes to examination malpractice, while forty two point five percent of the respondents either had no opinion or did not support this view.

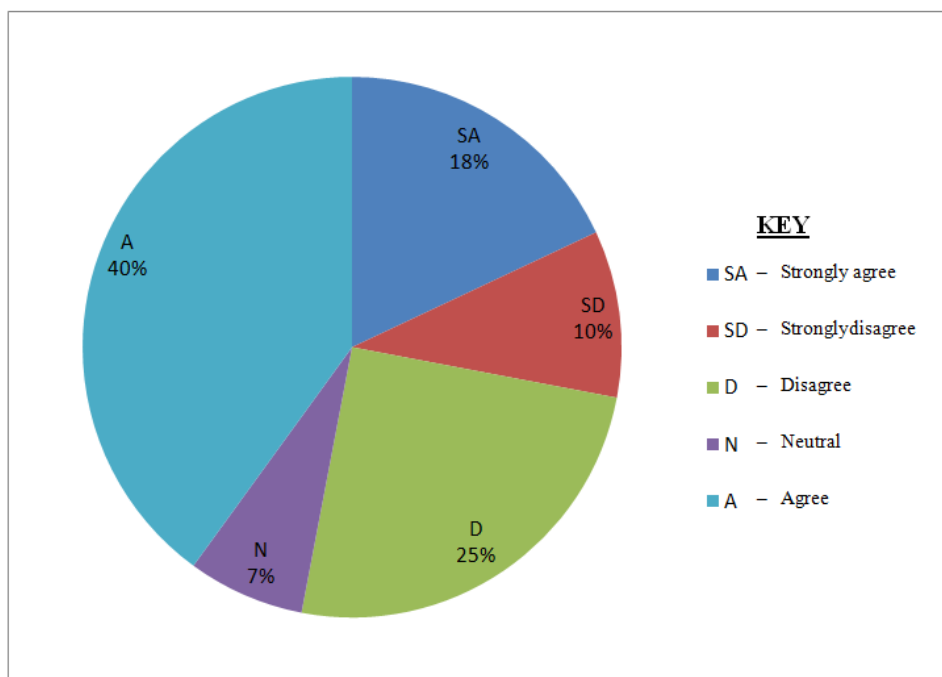


Figure 4.6: Low Level of Self Control

Source: Field Data (2023)

The figure above 4.5 illustrates that many respondents identified a low level of self-control as a significant factor in examination malpractice. During the interview, a respondent highlighted the following:

“A student who lacks self-control may resort to behaviors such as examination malpractice, which ultimately devalues their own abilities. By engaging in cheating, they are conveying to the world that they are incapable of performing in an examination without resorting to dishonest means.” Source: Field data (2023)

Self-control refers to an individual's ability to regulate their behaviors and impulses, particularly in situations where those behaviors may be deemed unacceptable by society. It involves the process of overcoming temptations and making choices that align with higher goals and values. In the context of this study, the undesirable behavior being examined is examination malpractice. Students or individuals with high levels of self-control are more likely to resist the temptation to cheat during examinations, while those with low self-control may be more prone to engaging in dishonest practices (Okay & Mosses, 2019). The findings of the study revealed that there is a strong correlation between self-control, honesty, and ethical behavior in society. Having a high level of self-control is essential for promoting academic integrity and ethical conduct. It enables individuals to prioritize long-term goals, such as genuine learning and personal growth, over short-term gains that may be obtained through cheating. Cultivating self-control skills among students can help deter them from engaging in examination malpractice and encourage them to approach their studies with integrity. Education programs and interventions should focus on developing self-control abilities, emphasizing the importance of ethical behavior, and fostering a culture of honesty and academic integrity. Furthermore, low levels of self-control can be seen as one of the contributing factors to various forms of criminal behavior, including examination malpractice. It appears that individuals with low self-control are more susceptible to committing such crimes. Consequently, it can be concluded that the development of self-control attributes typically occurs during the early stages of life. Therefore, it is essential to instill valuable attributes such as ethics and honesty in children during their formative years of growth and development.

In addition, according to psychological egoism, which is a form of ethical egoism in ethics and morality theories, it is a descriptive theory that suggests people are naturally inclined to act in their own self-interest. However, individuals with a high moral identity tend to employ cognitive strategies to exert self-control. On the other hand, individuals lacking self-control may engage in examination malpractice as an easy way to achieve success in examinations, despite its immoral nature. Addressing the issue of low self-control in relation to examination malpractice requires a multifaceted approach. It involves fostering a sense of moral responsibility, promoting ethical values, and providing support and guidance to individuals in developing their self-control abilities. By cultivating self-control and instilling a strong moral compass, individuals are more likely to resist the temptation of engaging in examination malpractice and instead strive for genuine academic achievement.

Table 4.12: Student's Positive Attitude to Examination Malpractice

Response	Frequency	Percentage
Strong Disagree	7	17.5
Disagree	6	15
Neutral	2	5
Agree	10	25
Strong Agree	15	37.5
Total	40	100

Source: Field data (2023)

The table above indicates that sixty two point five percent of the respondents supported the belief that students' positive attitude towards examination malpractice is a significant factor in examination malpractice, while thirty seven point five percent of the respondents either had no opinion or did not support this view.

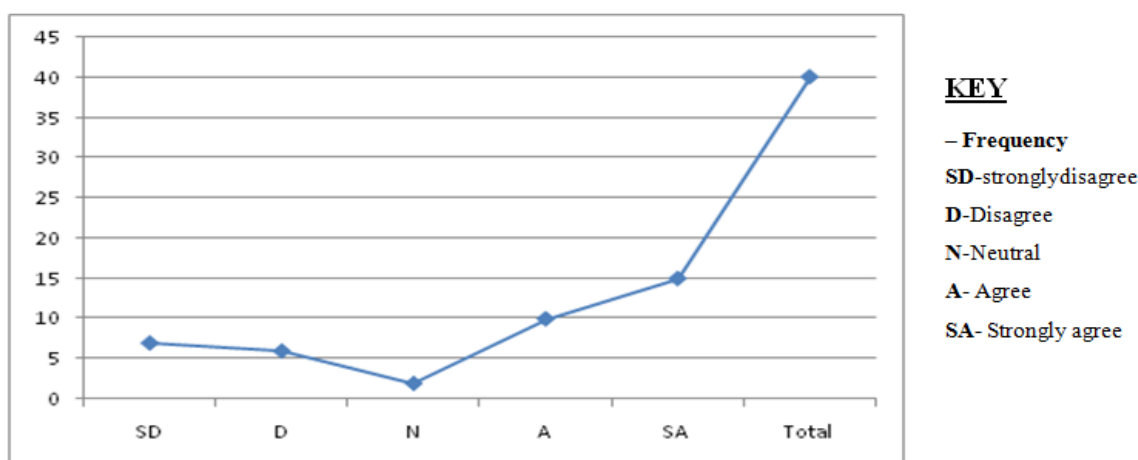


Figure 4.7: Students' Positive Attitudes towards Examination Malpractice

Source: Field data (2023)

The figure above illustrates that many respondents identified student attitudes as a significant factor in examination malpractice. During the interview, a respondent expressed the following perspective:

“A majority of students who cheat in examinations tend to have a negative attitude towards studying for that particular subject. They exhibit reluctance to study and work hard because they believe they can easily achieve good grades through cheating.” **Source:** Field data (2023)

Attitude, as defined by Joseph (2013), refers to a learned tendency of a learner to respond in a positive or negative way towards an object, situation, or people. In the context of this study, it refers to how students respond to the object of examination malpractice, specifically whether they have a positive or negative attitude towards cheating. The findings of this study revealed that students with positive attitudes are more likely to engage in cheating during examinations, as they perceive cheating as an acceptable or favorable behavior. A student's attitude towards examination malpractice can significantly influence their behavior and choices during examinations. Those with a positive attitude may justify cheating as a means to achieve success or meet societal expectations, while those with a negative attitude are more likely to prioritize honesty and integrity in their academic pursuits. Understanding and addressing student attitudes towards examination malpractice is crucial for promoting ethical behavior and maintaining the integrity of the education system. Efforts should be made to cultivate a culture of academic integrity, instilling the values of honesty, hard work, and the pursuit of knowledge. By fostering a negative attitude towards examination malpractice and reinforcing the importance of ethical conduct, students can be guided towards a path of genuine learning and personal growth.

Students who engage in examination malpractice often possess characteristics of being unconvinced and lazy. To excel in examinations, they adopt a negative attitude towards studying and instead embrace a positive attitude towards cheating (Hutt & Tang, 2012). This acceptance of examination malpractice in society is driven by the belief that it provides a pathway to a better life, such as obtaining desirable jobs or gaining admission to prestigious institutions. Unfortunately, this undermines their aspirations for academic excellence. Another respondent highlighted the prevailing trend in secondary schools where cheating in examinations has become almost accepted within the society. Students view cheating as normal as long as they avoid being caught, leading to a positive attitude towards examination malpractice. Consequently, their efforts towards academic achievement diminish. Moreover, there is substantial societal pressure on students to perform well in examinations, which contributes to the inclination to cheat. The immense expectations and pressure from society create a neutralizing attitude, where cheating in examinations is seen as acceptable. This detrimental attitude poses a severe threat to our education system.

In addition, ethical egoism from ethics and morality theories suggests that individuals are inherently inclined to act in their own self-interest. This self-centered perspective can drive individuals to engage in examination malpractice, as they perceive it as a normal means to achieve good grades and personal success. Addressing student attitudes towards examination malpractice requires a comprehensive approach. It involves fostering a culture of academic integrity, instilling the value of genuine learning, and promoting ethical conduct among students. It is essential to create an environment that encourages hard work, dedication, and a positive attitude towards education, ultimately restoring the integrity of the education system.

Table 4.13: Low Salary for Teachers

Response	Frequency	Percentage
Strong Disagree	10	25
Disagree	6	15
Neutral	0	0
Agree	11	27.5
Strong Agree	13	32.5
Total	40	100

Source: Field data (2023)

The table above indicates that sixty percent of the respondents identified low salaries for teachers as a factor that can lead to examination malpractice, while forty percent of the respondents either did not support this view or had no opinion.

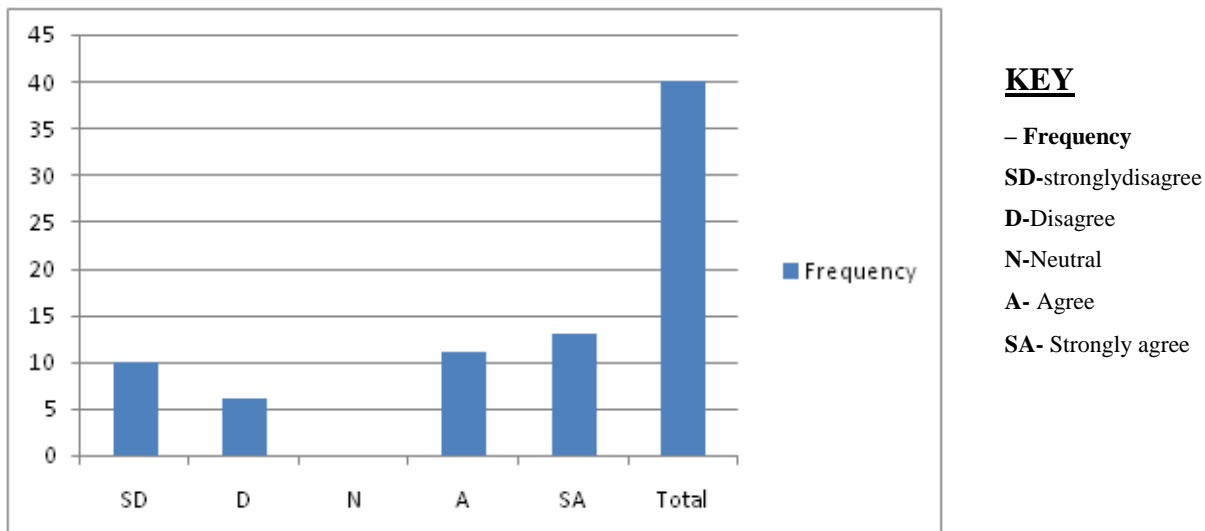


Figure 4.8: Low Salary for Teachers
Source: Field data (2023)

The figure above indicates that many respondents believe that a significant factor contributing to examination malpractice is the low salary of teachers. During an interview, a respondent expressed the following viewpoint:

“The teaching profession lacks allowances and heavily relies on salaries alone. However, the salary itself is insufficient, and there are no additional means such as overtime pay or parental allowances to supplement teachers' earnings. This financial constraint can potentially push teachers towards engaging in examination misconduct.” **Source:** Field data (2023)

Low salaries have been a longstanding concern for teachers in Tanzania. The government justifies the inability to provide better pay by citing the ever-increasing number of teachers. This has resulted in demoralization among teachers and has contributed to the occurrence of examination malpractice in secondary schools. Salary reviews conducted by the government have failed to keep up with the annual inflation rate, leaving teachers dissatisfied. Unless the government takes significant action, the issue of examination malpractice is likely to persist. These findings align with a previous study by Betwel (2013), which highlights that inadequate salaries and low income have a significant influence on teachers' engagement in examination misconduct, regardless of their school location. Insufficient salaries and income force teachers to seek additional sources of income through private activities to make ends meet.

It is crucial for the government to address the issue of low salaries for teachers and provide them with fair compensation. This includes regular salary reviews that consider the rising cost of living. By ensuring that teachers receive satisfactory salaries, the government can contribute to a more conducive and motivated teaching environment, reducing the incentives for teachers to resort to examination malpractice. Providing teachers with a decent income will help alleviate their financial burdens and allow them to focus more on their professional duties without the need for supplementary income from illicit activities. Furthermore, low salaries for teachers can increase their susceptibility to involvement in examination malpractice, especially when they are promised a significant amount of money. Teachers may be tempted to violate examination rules and regulations in exchange for financial gain. It is therefore recommended that increasing teachers' salaries and providing additional incentives such as housing, water, and overtime allowances can help reduce their inclination to participate in examination cheating.

By addressing the issue of low salaries and providing teachers with better compensation and incentives, their motivation to engage in examination malpractice can be mitigated. This aligns with the principles of the deontological theory from ethics and morality, where morally right actions are performed with a sense of duty. When teachers and students fulfill their respective duties, students can excel academically without resorting to examination malpractice. It is crucial to prioritize fair compensation for teachers and create an environment that supports their professional growth and job satisfaction. By doing so, the education system can foster a culture of integrity, enhance the quality of teaching, and ultimately reduce the prevalence of examination malpractice.

Conclusion

The study covered various factors contributing to examination malpractice in secondary schools. Corruption and moral decay were identified as significant factors that negatively affect students, teachers, and invigilators, leading them astray from moral values. Pressure from peers and parents to achieve high grades and prioritize certificates also creates an environment conducive to cheating. Additionally, low self-control and a positive attitude towards cheating were found to accelerate misconduct in education. While other factors may also contribute, these were the key factors identified in the study, which greatly undermine academic development in the country.

Recommendations

The study offers the following recommendations:

(a) The Government:

- The Ministry of Education, Science, and Technology should address the issue of examination malpractice hindering students' performance in secondary schools.
- Enact laws and establish procedures to combat examination malpractice in secondary schools.
- Promote widespread civic education on the benefits of refraining from examination malpractice.

(b) Community

- The community should actively discourage individuals involved in malpractice.

(c) Parents

- Parents should instill positive attitudes towards studying and discourage examination cheating in their children.

(d) Students

- Students can excel academically by refraining from engaging in examination misconduct practices.

Suggestions for Further Study

Based on the study, the following suggestions are proposed for further research:

- Investigate the role of educational management in combating examination malpractice.
- Explore the challenges of eradicating examination malpractice practices that hinder academic excellence for students in education.

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