



Student Model and Elimination of Examination Malpractices - The Zambian Case

Given Kalonga✉, Rodrick Symon Katete

Texila American University Zambia, Zambia

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Abstract

The problem of examination malpractices has persisted in many primary and secondary schools in Zambia for a decade now. Records show that there has been an annual recurrence of examination malpractices for the period 2008 to 2018. In 2018, the initial examination papers for Grades 9 and 12 had to be canceled and new ones set after the examination papers were leaked on social media. These malpractices reported in the last decade have the potential to negatively affect the quality of graduates from the concerned schools. It may further cast doubt on the validity and reliability of the certificates conferred. To a wider extent, examination malpractices have the potential to lead to cultural decay, increased criminality, social injustices and corruption in society. The driving factors to malpractices have been identified as macro and micro in nature. The study introduces a new model coined the 13-selfs model. Using the introduced model, the study proposes solutions to the internal factors. With this new model it is possible to nurture a student with higher confidence and integrity leading to the elimination of malpractices. The thirteen elements of the 13-Selfs model are self-confidence, self-esteem, self-motivation, self-determination, self-organization, self-equipped, self-sustenance, self-conviction, self-efficacy, self-assurance, self-sufficiency, self-control, self-defense. The proposed solutions to the macro factors include the use of modern technology such as drones to secure and deliver examination materials on the day of examination. The use of micro-chipped examination papers has also been proposed to monitor in real time the location and conditions of materials.

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✉ Correspondence :
Texila American University Zambia
College of Medicine, KPTF Office Park, 37605 Lake Road,
Lusaka, Zambia
E-mail: kalongagiven@gmail.com

INTRODUCTION

Examination malpractice has plagued Zambian secondary school for decades. Examination malpractice is any improper action carried out before, during and after the examination with the intention of cheating or having an advantage (Obidigbo, G. C. E., 2011). Every year, before, during and after primary and secondary school examinations, the newspapers across the country reports examination malpractice with figures that range from 33 to as high as 450 different cases per year. Cases of examination malpractice such as buildings or rooms housing examination material being broken into (Siliya, D., Ministry of Education, Zambia, 2010), cars taking examination materials to examination centers being attacked and ravaged (Daily Nation, 2016), examination questions being shared on social media (Shaban, A. R. A., 2018), and many more other nasty cheating tactics are widely reported.

The demand now from the general public is that such examination malpractices need to stop. The catastrophic effect of examination malpractices extend beyond the bleaching of the foundations of the educational systems, but introduces the young people into the practice of fraud, corruption and moral decay. The cases of malpractices reported in the last few decades have the potential to make the quality assurance bodies and other key stakeholders doubt the quality of graduates from our primary and secondary schools. It may further lead to the questioning of the validity and reliability of the certificates conferred. For an examination to be valid and reliable, it has to be administered under conducive and transparent conditions where all candidates and examiners adhere to stipulated rules and regulations. Indeed it is unquestionable that examination cheating is unethical and has far reaching consequences beyond the classroom. The examination malpractices for Grades 7, 9 and 12 have persisted for decades now with current levels (year 2018 in particular) being a worst case scenario where exams had to be canceled and reset due to detected exam paper leakages, a part of examination malpractices (Shaban, A. R. A., 2018). The examinations were canceled after an outcry from the general public when it was found

that examination questions were being shared on social media across the country before students sat for the same.

This review rigorously investigates the prevalence of examination malpractice, its drivers and their motivations in primary and secondary schools in Zambia. It further provides applicable remedies to prevent any further examination malpractices in the schools.

METHODOLOGY

The study compiled and analyzed records from verified news articles, newspapers, the Examination Council of Zambia, recorded legislative speeches, published survey data and court conviction cases. It also employed the use of a new model to eliminate the internal factors of examination malpractices.

RESULTS AND DISCUSSION

The data collected showed the presence of malpractices in each of the years for the period 2008 to 2018 with recorded cases ranging from the lowest being in 2015 at 33 cases to the highest in 2013 at 450 cases. The highest impact of malpractices was however recorded in 2018 when examinations were called off due to the fact that leaked examination papers were published on social media. The summary of the results for the period in question is depicted in Figure 1.

Even though there is frequent examination malpractice across the country, there has been few national wide, regional and district surveys. The only well documented survey in Zambia took place in Kitwe district involving seven schools. Unfortunately, most of examination malpractice surveys across the global tend to be subjective. Across the world, advanced computer program such as Acinonyx (developed by University College London professor Chris McManus) are used to detect examination malpractice (Kusnoor, A. V. and Falik, R., 2013) Although such sophisticated algorithms can be used, their results still need confirmation by other methods.

The majority of examination malpractice recorded in Zambia include break-ins, leakages, impersonation, taking prohibited materials into the examination room, body writing or body

tattooing, collusion, replacing unanswered examination scripts with already answered ones in the examination hall, text messages and stealing of examination papers (Gladys, M., 2015).

Without any doubt, the circulation of examination papers on social media in 2018 had a huge impact in the examination process. The circulation led to the cancellation of the entire examinations. Analysis of the speech by Mr Richard Tembo, secretary of Central Province National Union for Public and Private Educators of Zambia (NUPPEZ), revealed the dangers of not properly safeguarding the examination papers (Lusakatimes, 2018). It is imperative that the examination papers are properly secured from the source, during the distribution process at the national level, district level and then school level, when students are writing the examination and marking. Any security lapse at any of these stages could destroy the confidence not only in the examination itself, but the credibility of the conferred qualifications both on local and the international market.

It is of great concern to note that the examination malpractice is perpetrated by some parents, pupils, teachers and even some section of the general public. At Kasalamakanga Basic School in Kapiri Mposhi in 2014 (Lusakavoice.com), a headteacher and three other teachers allegedly connived and sold the examination papers to other schools and individuals. Police arrested and charged thirty

people; thirteen teachers, nine pupils and eight business executives. Similar cases in the same year were reported in Lusaka where thirty nine pupils were arrested when they were discovered with examination papers (Phiri, C., 2014). Surprisingly, in April 2019, the same Kapiri Mposhi Magistrate court had to sentence a teacher and twelve grade 12 pupils for examination malpractice. The teacher was convicted for disclosure and unauthorized possession of examination materials. The students were convicted for unauthorized possession of the examination materials (rcvoice.co.zm)

In 2016, three teachers at Nyamiya Primary School, Petauke, Eastern Province, were apprehended in connection with the missing of grade nine examination papers (Lusakatimes.com, 2016). In the same year, carton boxes containing examination papers vanished while being transported to Solwezi for the November 2016 junior secondary examinations. The truck transporting the papers was attacked at Mushishima in Chingola, broken into and the boxes were snatched (Daily Nation, 2016).

In the Zambia parliamentary sessions 2010 and 2015, the scourge of examination malpractice was extensively discussed. The House reported that there were four hundred fifty cases in 2013 and one hundred and eight cases in 2014. Figure 1 shows the graph of the Grade 12 reported number of cases of the examination malpractice between 2008 to 2018.

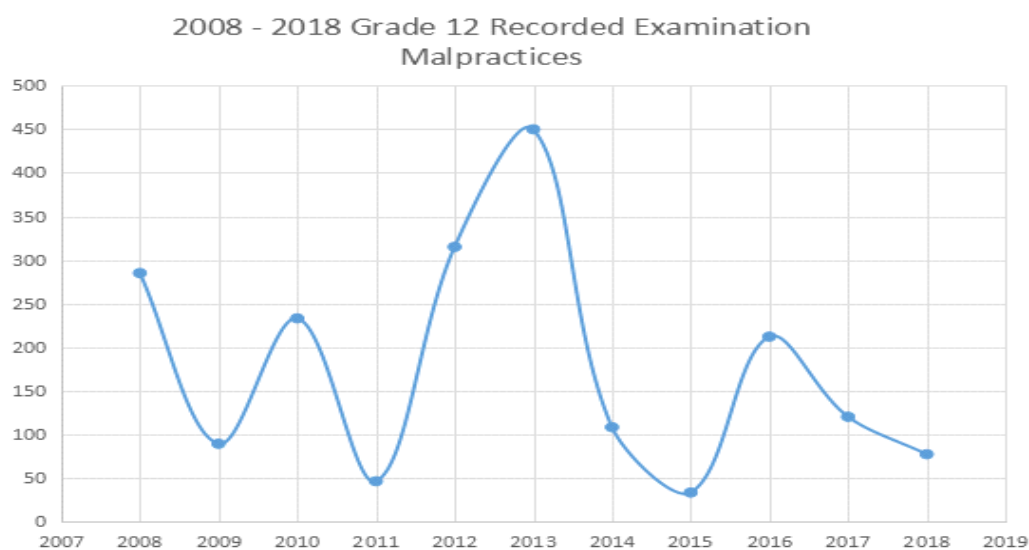


Figure 1. Graph of recorded national Grade 12 examination malpractice in Zambia.

The data is for the period 2008 to 2018 and was sourced from annual ministerial statements of the ministry of General Education.

The survey done by Maheka Gladys (2015) showed that taking materials into the examination room was the commonly used technique for examination malpractice. Although this is indeed the case, it appears that most of those materials that were taken into the examination room were mainly prepared answers or already written answer sheets, which clearly shows that leakage of examination materials is the main problem. In general the level of examination malpractice is increasing at alarming rate mainly due to poor security of the examination materials and the use social media to share examination questions.

Factors Influencing Malpractices

The examination malpractice driving factors are the stimuli or pull factors that draw people into the malpractice despite having clear knowledge that the malpractice is against the law. This study has examined both macro, micro and internal factors relating to the junior and senior secondary school examinations in Zambia.

Macro Factors

These are factors that are global and external to the people involved in the malpractices. The factors were analyzed using the PESTEL Model (Perera, R., 2017). The model itself stands for Political, Economic, Social, Technological, Environmental and Legal.

The political factors include the lack of political will. Leaders must ensure that adequate and well qualified teachers are sent to all schools. Teachers sent to remote areas should be given differential incentives such as accommodation, hardship allowance, vacation allowance and others that serve as a motivating factor. Leaders should ensure availability and easy access to study materials for all students. It is important that government provide easy access to internet for all learners. Leaders should have zero tolerance to corruption and examination malpractices.

The major economical factor is the low remuneration for IT personnel, examiners, teachers, proctors and all examination material handler. Under poor remuneration, examination handlers see exams as an opportunity to make money by selling the examination questions. On

the international stage, the A-Level Maths exams questions offered by Edexcel have been leaked on Twitter and offered for sale at £70 according to The Guardian (15th June 2019 09.15 BST) two days before students were to sit for the exams in 2019. The examination paper in question was withdrawn and replaced immediately and two people were arrested (Weaver, R. and Adams, R., 2019).

A culture that lacks integrity and honesty provides an environment for examination malpractices. The culture of integrity should be embraced at institutional level (Kusnoor, A. V. and Falik, R., 2013). There is a need to embrace anti-corruption clubs, integrity club and individual whistle blowers in schools. Attractive incentives should be given to those that report malpractices. The procedures for reporting malpractices should be well outlined and explained to all students, teachers and administrator.

The technological factors include easy access to IT gadgets such as phones, iPads and personal computers as well as cheap and accessible internet. This allows the wide spread use of social media tools such as Whatsapp, Facebook, Instagram, Twitter and others. Students and members of society interact freely and anonymously on several groups of these social media. These tools provide a busy street rife for sharing of illicit materials including leaked examination questions. There is also increased use of private and personal websites where owners can easily publish or sell examination questions. In 2018, a private website called the *Zambian Watchdog* published (www.zambianwatchdog.com) the leaked examination questions few days before students were to sit for the same exams. The published examination questions were later verified by the Examination Council of Zambia (ECZ) as genuine. This led to the cancellation of the examinations. ECZ had to generate new questions for the examination to take place in 2018.

The environment in which exams are conducted should be cleaned of any unauthorized persons, materials, media and gadgets. A transparent environment that is electronically monitored and recorded for review at the start, during and end of exams is required.

There is need for clear and strict law that spells out harsh punishment for those convicted of examination malpractices. The legal framework should empower the examination bodies to search, monitor, intercept and capture any information in the public and private domains during examination periods. Additionally, the few people that have prior access to the exam materials and questions should take an oath before taking up such roles. They should declare oath to confidentiality and secrecy.

Micro Factors

From the general perspective, a micro environment is the immediate small scale environment of an organism. Hence micro factors are those originating from the immediate surrounding environment such as third parties. In relation to this particular study, the micro factors are factors originating from close parties of the student. The major parties that are close and can influence the student’s behavior are friends, family members and mentors. These parties should be heavily sensitized against examination malpractices.

Internal Factors

The internal factors are factors within the control of the student involved in the malpractice. This study for the first time introduces a new model for analysis and modeling of students’ behavior. The model is called the 13-Selfs Model and has the shape of a student for emphasis. These 13 Selfs are; self-confidence, self-esteem, self-motivation, self-determination, self- organization, self-equipped, self-sustenance, self-conviction, self efficacy, self-assurance, self-sufficiency, self-control, self-defence. The model is depicted in Figure 2. The 13-Selfs model is defined in the next section.

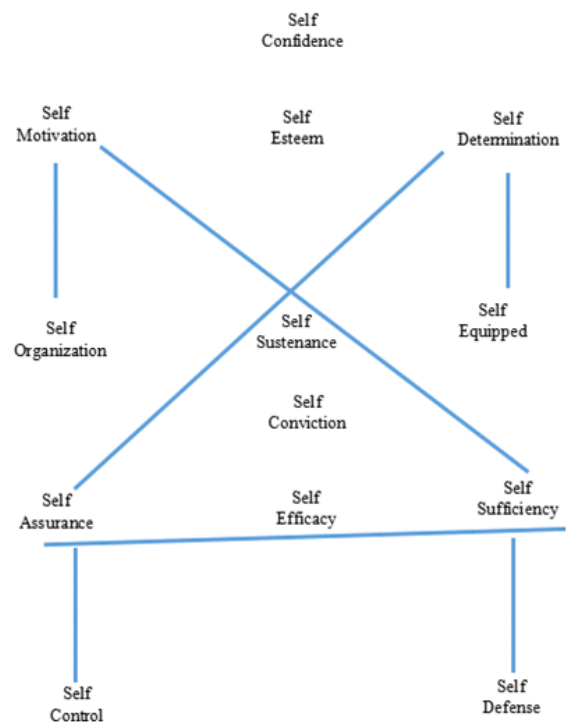


Figure 2. The 13-Selfs Model.

The 13-selfs are the major internal factors that determine a student’s behaviour. The model is capable of preventing students from participating in examination malpractices, and increases their chances of scoring high marks in examinations.

The 13-Selfs Model

This is a new model that has been introduced to manage internal factors that affect a student’s thinking and behavior. It defines a model student of the future. With this model, examination malpractices could be a thing of the past. The model also enhances students’ academic achievements at any level of education, and hence can be applied across all levels of education in the world. The elements of this model are defined in the subsections.

Self-confidence

Self-confidence is the positive affirmation by an individual of his/her ability to achieve the set goals. It is speaking positively and being optimistic (Sharma, 2012) about your future achievements. Roland Bénabou and Jean Tirole (2002) defines self confidence as a feeling of trust in one’s abilities, qualities, and judgment. In this case the learners must believe and speak positively that they can pass exams that are set by the examining body. Any doubt on passing the exams

reduces self confidence and consequently may lead the learner to seek leaked exams in order to pass the exams. According to the above authors, an important strand in psychology has advocated believing in oneself as a key to personal success.

Self-esteem

Self-esteem is valuing oneself. It is believing in one's worthiness and accepting oneself. Self esteem is the opposite of self rejection. A learner with self esteem is better positioned to handle challenges that may include passing exams. Self-esteem is seen as the key to financial success, health, and personal fulfillment, and it is regarded as the antidote to underachievement, crime, and drug abuse (Branden, N., 2001; Fox M. and Sokol L., 2011).

Self-motivation

Self- motivation is to have morale own drive to achieve set goals. Self-motivation is a key to achieving higher grades in examinations. Self motivated learners will avoid involving themselves in examination malpractices because that is against their long term efforts. Morale is universally recognized as the key to winning medals, getting into college, writing a great book, or doing innovative research (Bénabou, R. and Tirole, J., 2002).

Self-determination

Self-determination is constant and focused effort to achieving a set goal. Self-determination encompasses a student's ability to set goals, solve problems, self-monitor, and self-direct learning (Lee *et al.*, 2015; Spooner *et al.*, 2011, Naumann, 2017). Self determination produces hard work and endurance in a student. A hard working learner has a higher chance of passing exams compared to the one with no determination. Learners that lack self determination to achieving goals have higher chances of being involved in examination malpractice. Self determination is strongly governed by strategic planning. Strategic planning is long term planning in terms of what the student wants to be in life, even into old age. Strategic planning has eight main domains: vision setting, mission setting, goal setting, objectives setting, values, tactics, projects, and routine work.

Vision setting

A vision is a state of what one sees her/himself to be in the future. A student's vision may be to be an engineer, a medical doctor, a

teacher or take some other career path. The student must set a vision for her/him self. A vision is important because it directs and guides all other activities in a student's life.

Mission setting

A mission describes why one is a student and what one should and should-not be doing while a student. It defines a student's set of activities. a student's activities should reflect that of a person pursuing a career. The activities of a student should be in line with the vision and goals.

Goal setting

This is what a student wants to achieve to enable her/him to realize the vision. The main goals of a student should be to acquire knowledge, skills and ultimately use the examinations as a means to test their own understanding of the subject.

Objectives setting

Objectives are short term plans. The objectives should be specific, measurable, achievable, relevant and time-bound (SMART). To be specific, an objective should vividly identify what needs to be done. A measurable objective should have objects, numbers, records, results or other parameters that can be identified against a checklist. To be achievable an objective should make or have readily available resources and processes required for that objective to be completed on time. A relevant objective should be one that is in line with goals, mission and the set vision. To be time-bound an objective should have defined start and end dates.

Values

These are guiding norms that defines the behavior of the student. The major norms for a student includes focus, honesty, hard-work, consistency, and transparency.

Tactics

A tactic is a wise and artistic way of handling a challenge. Usually a tactic is subtle in nature. An example is a student that stays in an environment that is noisy or disturbing during the day. S/He decides to use the quiet night hours to study. By using this tactic the student does not allow the noise to affect his performance at school. According to Wilson and Ogden (2014), tactics are the creative elements and tools used to achieve tasks. A number of tactics are required to achieve each strategy.

Projects

A project is an activity with start and end dates, and a unique output. Projects are characterized by milestones. A student, where necessary, can set a project whose aim is to solve a unique problem that affects her/his performance at school. The project ends once the problem is solved. Projects are important because they normally solve a problem once and for all.

Routine work

These are common and usual activities that are done repeatedly such as sitting on the table to study every day. Routine work is important as it forms a core-component of the mission of a student.

In general, though many studies on self-determination has focused on students with disabilities, yet the concept applies across all students. According to a study by Wehmeyer, *et al.*, (2004) an individual with disabilities possessing self-determination have increased access to the general education curriculum during their schooling experiences and more positive post secondary outcomes.

Self-organization

Self-organization is the deliberate effort of positioning oneself to be ready to achieve set goals and vision. This includes positioning the mind and actions to learning and passing the exams. An organized learner will not deliberately miss classes in preference for self-indulgence. Malpractices can be reduced by having learners that are self-organized long way before the the exams. Self organization can be promoted by use on the Kaizen's 5S model (Titu *et al.*, 2010). The 5Ss are Sort (separate the needs and wants), Set in order (simplify in categories), Shine (get rid of unwanted stuff), Standardize (set rules for oneself) and Sustain (keep training oneself in upholding the rules, and apply self discipline). This technique helps a student to be organized in thoughts and actions and be productive.

Self-equipped

Self-equipped learners are those with all the material needed to support effective and efficient knowledge acquisition and assimilation. This includes books, IT tools and gadgets, access to model questions and answers, appropriate attire (if applicable). A well equipped learner has a higher chance of scoring high grades in exams. This also

reduces the chance of resorting to malpractices in order to pass exams. According to other researchers, there is a direct correlation between reading required material and course grades (Weimer, M., 2010).

Self-conviction

Self-conviction is the condemnation originating from one's own consciousness, knowledge or confession for doing what is unlawful or evil. A learner with self conviction will reflect that exam malpractices are illegal and an act of corruption and moral decay, and will thus not take part in such practices. Religious beliefs contribute to self conviction of an individual. This helps to reduce examination malpractices.

Self-sufficiency

Self-sufficiency is relying on oneself or having enough to fulfill own needs and goals. It is relying on own skills to achieve goals (Anderson, *et al.*, 2018). It is the learner believing that the he/she can achieve goes without any external help. The learner has everything within their means to pass the exams. This removes any effort by the learner to seek external help which may include leaked exam materials.

Self-control

Self-control is the ability to regulate own actions. It is the deliberate effort to restrain oneself from being involved or associated with wrong doing. A learner must be careful not to associate him/her self with bad or questionable groups that compromise integrity. Self control is associated with self discipline and restraint. According to Tom Mens (2016), if we always did what we wanted most, our lives would quickly run out of control. The ability to mediate between our impulses and our rational judgement is a defining feature of human beings which is different from other animals. Humans are able to apply reasoning in choosing the actions which are considered best. Self control must take place in the face of free will and temptations (Baumeister *et al.*, 2001)

Self-defense

Self-defense is the action taken to guard oneself against anything harmful to health or career. Examination malpractices are harmful to the careers of the learner as the careers may get shattered. They are also harmful to the future of

the learner as they can lead to long term imprisonment. According to David Sherman and Geoffrey Cohen (2006), self defense is a psychological adaptation that help people to protect their self-integrity in response to threats. A learner must therefore defend him/herself against any external advances that seek to involve him/her into examination malpractice. The action may include deleting any unsolicited information received on personal phones or computers. The learner can also immediately report such messages to the relevant authorities such as the police or examination body for further action.

Self-efficacy

Self-efficacy is the confidence that, if one learns and works hard in a particular subject area, they will succeed. It is the acquisition of the capacity to effectively and efficiently achieve a set goal. Other scholars have found a strong relationship between efficacy and academic achievements (Goulão, 2014). According to Bandura (2010) self-efficacy is important as it determines how people motivate themselves and behave. It is this type of confidence that leads people to accept difficult challenges ahead of them, and persist in the face of setbacks. Learners build self efficacy when they study hard, when they practice, when they answer seemingly difficult questions, when they practice solving difficult scientific equations, and when they pass regular tests and assignments. Self efficacy is also built by helping or witnessing others succeed in achieving similar goals. A learner with high self efficacy has very little or no expectations of being involved in examination malpractices.

Self-assurance

Self-assurance is a form of quality assurance. It is having realistic optimism. It is believing in and being sure of one's own abilities. It is trusting in one's own abilities in relation to a specific task or activity. It is achieved through self assessment as a tool of quality assurance. When internal quality assurance mechanisms are in place self assurance of passing the exams is high. The learner, after acquiring the knowledge and skills must now practice answering model examination questions. The model exam questions ideally would be past paper questions set by the relevant examination body. According to Gallup, Inc (2012), people with strong self-

assurance qualities have faith in their strengths and abilities. They can take risks to meet new challenges and deliver. "Self-assurance also includes the understanding that, while the world is complex and challenging, one has the ability to find the opportunity and to succeed despite these challenges." (Russell Consulting, Inc., 2009, p.1). Overall, self assurance brings out leadership qualities in a student.

Self-sustenance

Self-sustenance is taking full responsibility in sustaining own character. It is applying, relying and maintaining own principles to uphold image and identity. This calls for elimination of identity crisis among learners. According to Simin Gholamrezaei (2016), identity crisis means uncertainty and ambiguity in a person's definition of self, and it prevents one from having an integrated character. In this contest, self sustenance also implies continually upholding the first 12 Selves earlier own alluded to.

Prevention of Micro and Macro Factors

Majority of schools in Zambia have detailed policies on how to deal with examination malpractice, but whether such policies are put into practice is another matter altogether. Currently there isn't clearly published institutional data on how they are dealing with examination malpractice. The general understanding is that when a student is caught cheating in a test or examination, tough responses are required from the institution including imprisonment, expulsion, suspension, reprimands, counselling and peer review. There is currently an urgent need to conduct a countrywide survey of students and teachers who can favour a hearing of the suspect. Such as survey can provide a collective and appropriate dosage to treat the examination malpractice countrywide. Because there is a wrong perception especially among the students that those that are caught cheating, no serious action is taken (Gladys, M., 2015), it becomes imperative that data of the students caught cheating and allowed to see an attorney, not to see an attorney, charges dismissed, suspended, expunged, reprimanded, or those that lead to litigation per school is made available to the public. Such important data is currently secretly kept and sometimes not even recorded and

published, which has made treatment extremely difficult to prescribe. Such data, undoubtedly, could not only dissuade would-be cheats but also help to totally eradicate examination malpractice in our schools.

There is an urgent need to introduce demerit points system on cheating. Schools that deliberately hind examination malpractice yet their students are caught cheating during national examinations should be given demerit points. The more points a school accumulates, the more likely it will need an urgent and stronger anti-cheating concoction. This will encourage the schools to comply fully with examination council policies and eradicate cheating practices in their schools once and for all. Obviously, the more points the school accumulates, the less likely parents will want to send their children to such a school and the more likely it will attract the scrutiny of the the quality assurance bodies and government.

The huge respect that the society places on certificates or awards or titles needs to be moved towards respecting professional skills. It should rather be what the person can do in a long term rather than the list of qualifications he/she has. This could differentiate between certified illiterates and genuinely educated professionals. The students and parents should be aware that it is not the certificate that does the job but rather the knowledge and the skills the student has acquired over a long period of time.

Use of Drones

Drones are currently being used to deliver medicine in hard to reach areas in some African countries such as Malawi, Ethiopia and Uganda. Instead of using cars, bicycles, motorcycles, ox-carts, boats and many other unsafe means of transporting examination materials, drones can be the solution. Remote areas tend to receive examination materials very early. Security of these examination materials has never being guaranteed. As previously stated, the biggest problem with examination malpractice is easy access to examination papers during transportation and storage. Drones are easy to track, can reach any part of the country, are very fast i.e. they can deliver the exams on the same day that the paper will be written right from the main printing point. They can also be easily equipped with a password so that only those that

are at the receiving end can open the drone's door. This can hugely save the examination bodies a lot of money in terms of transport and security of examination materials. Needless to say there will be no need to print the exams outside the country anymore at an exorbitant cost. It is a well known fact that the so called local strong houses that are used to house the examination materials before the day of exams have been broken into and examination papers stolen. Hence, there is no more need for strong house to keep exams in the examination centres.

Bearing in mind that teachers have been arrested after being involved in examination leakages, it makes a lot of sense that exams are transported directly from the printing house to the examination centres on the day of examination itself.

Use of Microchips

The use of microchip can also be the best solution to track the time, date and location of an exam pack if it is opened prematurely, meaning the school or examination centre in question can immediately be alerted to the breach. This will make it easier for examination body officials to swiftly identify the perpetrators and contain any further leakages to other schools across the country.

Establishing a culture of integrity is very important in combating examination malpractice (Makaula, F. B., 2018). The focus of primary and secondary schools should be on the process of learning rather than on assessment. Giving the students the motivation and self confidence by completing the syllabus on time can be a very good help to the students. Schools need to be very well equipped with all necessary materials and well qualified teachers to deliver the course. Even though this article mainly covers examination malpractice in Zambia, similar cases have also been reported in many developing and developed countries as such the remedies described here are also applicable in those countries. Indeed examination malpractice seem to be a global problem.

It is very important to question the intentions of numerous online assignment assistance websites or those that post similar messages at schools. These websites have made

students lazy to do assignments themselves, which eventually lead to examination malpractice.

CONCLUSION

There has been a persistent recurrence of examination malpractices in many primary and secondary schools in Zambia for the period 2008 to 2018 and beyond. The consequences of such malpractices have a far bearing negative impact on society as a whole. To eliminate these malpractices the study introduced a new model coined the 13-selfs model aimed at addressing the internal factors. This new model is positioned to nurture a student with higher confidence and integrity leading to the elimination of malpractices. The thirteen elements of the 13-Selfs model are self-confidence, self-esteem, self-motivation, self-determination, self-organization, self-equipped, self-sustenance, self-conviction, self-efficacy, self-assurance, self-sufficiency, self-control, self-defense. The proposed solutions to the macro factors include the use of modern technology such as drones to secure and deliver examination materials on the day of the examination. The use of micro-chipped examination papers has also been proposed to monitor in real time the location and conditions of materials.

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